ADMINISTRATIVE & SUPERVISORY
PROFESSIONAL GROWTH SYSTEM HANDBOOK

Montgomery County Public Schools
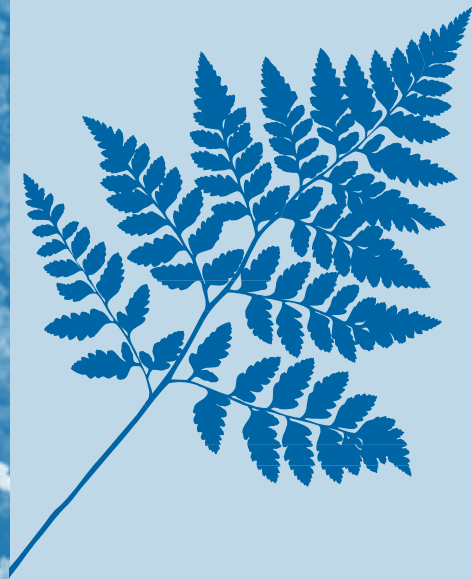
ROCKVILLE, MARYLAND

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WORKING DRAFT

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Introduction

PREAMBLE

Organizational Culture of Respect Statement

Montgomery County Public Schools recognizes and values the role of all employees as contributors to a learning community that sets high standards of performance for staff and students. By working together through continuous improvement, effective communication, and meaningful involvement in the decision-making process, we provide a high-quality education to every student. We are committed to shared responsibility and a collaborative partnership, integrated into an organizational culture of respect. This culture is built on the belief that all employees, both school-based and nonschool-based, are essential to a successful learning environment.

In order to sustain an organizational culture of respect, it is critical that all employees have an awareness, understanding, and tolerance of others' interests, viewpoints, cultures, and backgrounds. This culture promotes a positive work environment that supports the success of each employee, high student achievement, and continuous improvement in a self-renewing organization (MCPS, Excerpt R.E.S.P.E.C.T. Make it Real, 2005).

Equity and Cultural Competence

The commitment to foster an organizational culture of respect that is embedded throughout the school system is a priority of the employee associations/unions, the Board of Education, the superintendent, and executive staff. Inherent to this belief is the recognition that there is strength in diversity and the belief that all employees are essential to a successful learning community. Therefore, MCPS commits to Creating a Positive Work Environment in a Self-renewing Organization that does the following:

- Believes that the inclusion of individuals with a broad range of experiences and backgrounds broadens and strengthens education and contributes to student achievement.

- Promotes knowledge and understanding of one's own cultural identity as it influences a culturally competent workplace

- Values the uniqueness of cultures other than one's own and the richness of cultural diversity and commonality

- Promotes awareness of and sensitivity to individual differences within various cultural groups

- Eliminates stereotypes related to race, ethnicity, region, religion, gender, socioeconomic status, age, and individuals with disabilities

- Promotes the value of diversity and equity in our professional development offerings, recruitment, hiring, and promotional practices

- Provides venues for courageous conversations about diversity and equity in a safe, nonjudgmental environment

- Promotes a focus on diversity and equity through the implementation of each standard

Role of the Professional Growth System Implementation Teams

The implementation of the components of each professional growth system (PGS) is overseen by a joint multi-stakeholder implementation team. Each team is charged with monitoring the processes and procedures as set forth in the design of the PGS. Through a collaborative and problem-solving process, the Implementation Teams are responsible for defining expectations and practices and assessing the implementation of the PGS. In addressing issues that have arisen, the decision-making process will be to seek consensus; when that is not possible, a voting process may be used. Issues that cannot be resolved at the Implementation Team level may be referred to the appropriate collaboration committee. All professional growth system handbooks are continuously updated to reflect changes in processes and procedures approved by the appropriate Implementation Team.

- The Implementation Teams meet regularly on a schedule agreed on by the members at a meeting prior to July 1, for the subsequent year.

- The Implementation Teams consist of representative members of the employee associations and administration.

- The Implementation Teams are chaired by the employee association presidents or designees and MCPS designees, who are appointed by the deputy superintendent of schools and the chief operating officer.

- The meetings are facilitated by an appointee of the associate superintendent, Office of Organizational Development.

- An agenda is developed, with input from Implementation Team members or other collaboration committees.

VISION

An effective learning community for students and adults in schools requires highly skilled administrators, teachers, support staff, and others working together to ensure the achievement of all students. The administrator plays a key role in the complex work of creating, guiding, managing, and inspiring that learning community. To that end, a professional growth system for administrators is—

- a comprehensive system for attracting, recruiting, mentoring, developing, evaluating, and recognizing administrators; and

- a dynamic structure for critical reflection, continuous improvement, and lifelong learning.

PHILOSOPHY

The Professional Growth System (PGS) for administrators and supervisors acknowledges that administrative leadership is complex, changing, and essential to improving teaching and learning. The PGS establishes the framework that describes the skills and knowledge for administrators and supervisors to build learning communities for both students and adults.

The PGS serves several purposes:

- Provides a comprehensive system for developing and evaluating administrators and supervisors

- Sets clear expectations about the roles and responsibilities for each administrative and supervisory position

- Describes professional growth opportunities to support and nurture all administrators and supervisors

- Creates a dynamic structure for critical reflection, continuous improvement, and lifelong learning

- Promotes personal ownership of professional development and incorporates self- and peer appraisal.

The success of this PGS is dependent upon a professional culture in which mutual respect, teamwork, and trust are the tenets of its continuous improvement. These conditions empower administrators and supervisors to make decisions concerning their own professional growth and to contribute to the development of a culture of ownership for both students and adults in a professional learning community.

CONTEXT

The Montgomery County Board of Education and the Montgomery County Public Schools (MCPS) have developed this mission:

- To provide a high-quality, world-class education that ensures success for every student through excellence in teaching and learning.

To accomplish this mission, the Board of Education has adopted the following system goals:

- Ensure success for every student

- Provide an effective instructional program

- Strengthen productive partnerships for education

- Create a positive work environment in a self-renewing organization

Our Call to Action: Pursuit of Excellence provides an action plan for achieving the four system goals. To achieve the fourth goal, MCPS has focused on the development of professional growth systems for all of its employees. A priority was established to have a competent, caring teacher in every classroom and a skilled principal in every school, as teachers and principals are considered to be key players in ensuring a high-quality education for all students. In addition, various stakeholders in MCPS consider the development of the capacities of both teachers and principals as essential for the district to accomplish the goals that are directed toward improving the teaching and learning process. The goal of creating a positive work environment in a self-renewing organization includes an objective for the development of a professional growth system for administrative and supervisory staff to increase administrative effectiveness and recruit and develop administrative personnel. As MCPS stakeholders identified the critical need for each staff member to have the knowledge, skills, attitudes, and expectations to affect the optimum learning for every child, the development of a professional growth system for administrators started in spring 2002.

Initially, the work focused on a plan for principals and then expanded to include all administrative and supervisory personnel. The principal plays a key role in the complex work of creating, guiding, managing, and inspiring a learning community. Expectations for principals and the demands for principals to serve as instructional leaders have drastically changed not only the role of a principal but also the number of professionals entering administration. Once a principal assumes the job, the responsibilities are many, the interactions are complex, and the work involves an integrated approach to align resources and to cultivate a shared vision that supports teaching and learning. Curriculum and assessment changes as well as a changing society require principals to understand change and to facilitate change so the school remains focused on the mission of educating students. To that end, a professional learning system for principals is both a comprehensive system for attracting, recruiting, developing, mentoring, evaluating, and recognizing principals as well as a structure for critical reflection, continuous improvement, and lifelong learning.

The process for developing the Administrative and Supervisory Professional Growth System (A&S PGS) was designed to include teamwork and to build trust among the stakeholders and constituents. A Steering Committee and a Design Team were appointed. The Steering Committee included 22 members who were trained in the process of interest-based negotiations. The Design Team included 24 members who were guided by research-based information that identifies skills and professional standards for administrators in MCPS. Both the Steering Committee and the Design Team members included a wide constituency comprising teachers, principals, support staff, and the community. The Design Team communicated systematically with the Steering Committee for review and approval of their creative work. The Steering Committee developed periodic written updates to the Board of Education and to various constituents during the developmental stages. The process and the final product were intended to result in a clear description of administrative knowledge and skills that contribute to a high degree of ownership in a professional learning community for adults, an effective learning environment for students, and the management of an efficient and effective school community.

The Steering Committee modified the Interstate School Leaders Licensure Consortium (ISLLC) standards to create six statements that became the guiding leadership standards for this work. These standards present a common core of knowledge and performances that links administrative performance to enhanced educational outcomes. The ISLLC standards were selected as they best describe the role of principals and other administrators and are based in research of quality schools in which parents and teachers report high satisfaction and pride in their schools. The ISLLC standards were changed to reflect more closely the values, expectations, and interests of MCPS and its stakeholders. Using the sets of competencies from the Gallup Organization, the National Association of Elementary School Principals, the National Association of Secondary School Principals, and the Baldrige categories, as well as the ISLLC knowledge, dispositions, and performances, the Design Team developed criteria for each standard. Descriptive Examples were created by three focus groups: one group of our community superintendents and their directors of school performance, and two groups of principals from elementary, middle, and high school levels. The Descriptive Examples are intended to provide a rich array of behaviors that meet the MCPS standards and behaviors that do not meet the standards.

The vision, philosophy, and standards are the heart of this professional growth system. These written criteria are focused on the complex and changing role of today's administrators. Additionally, there is an emphasis on ensuring a professional culture of mutual respect and teamwork as essential for developing leadership. An evaluation component is included for the purposes of assuring and documenting quality performance of principals. Evaluation provides feedback to administrators on their growth and informs MCPS regarding the professional development opportunities needed for building the capacity of our leaders. The process of reevaluation, decisions involved in evaluation, and an appeal process are included. To provide support to principals, the role of the consulting principal is defined. This professional is responsible for coaching and mentoring principals, gathering information from a variety of data sources, and assisting principals with setting priorities, maintaining a focus on improvement, and developing a plan for growth. Other components of the Professional Development Growth System address professional development for developing leadership, the mentoring process, ways in which aspiring principals are to be attracted and recruited, and how principals should be recognized for quality performance. The work of developing these documents was done through the one-text process of interest-based negotiations. This process of including the interests of a wide base of stakeholders was essential to produce a high-quality plan for professional growth for all administrators and supervisors that reflects their needs and supports their growth with leadership.

The development and recognition of leadership requires time, commitment, an adequate research base, and a working plan for performance and continuous learning. The Professional Growth System is a plan that approaches leadership as a cumulative process and not one single event. The goal of the plan is to ensure quality performance of our administrators and supervisors by looking for consistency and alignment with professional standards. Essential to high-quality performance is a professional learning community built on trust and mutual respect and a community that provides collegial support and professional learning that reflects the needs of today's leaders.

A&S
PROFESSIONAL GROWTH SYSTEM

Attracting | Recruiting | Mentoring | Developing | Evaluating | Recognizing

STANDARDS

PHILOSOPHY

Attracting and Recruiting

VISION

The Administrative and Supervisory Professional Growth System (A&S PGS) is essential for attracting and recruiting high-quality administrators and supervisors. This comprehensive professional growth system is based on standards and performance criteria that reflect the high level of skills and commitment to excellence that is expected of A&S personnel and required of candidates. Providing professional development opportunities, including mentoring, and recognition of performance create a positive climate that motivates individuals to apply for administrative positions. It is a goal of the A&S PGS to attract a diverse group of individuals. Its processes are equitable and clearly described so that candidates know what to expect and have confidence in the integrity of the system. Announcements, documents, and official statements reflect this integrity.

DEFINITIONS OF ATTRACTING AND RECRUITING

Attracting is the process by which personnel are given opportunities to learn about the benefits and responsibilities of being an administrator or supervisor. Recruiting is the process by which individuals are sought to apply for specific positions.

ATTRACTING A&S CANDIDATES

In the A&S PGS, the process of attracting includes identifying, nurturing, and encouraging talented personnel who exhibit the abilities required of an administrator or supervisor to prepare and apply for administrative positions. Current administrators take responsibility for encouraging these talented individuals in a variety of ways, including mentoring, and opportunities to job shadow. An individual interested in a position will receive upon request a formal job description so that they have clear expectations about the position. Detailed job descriptions are available on the MCPS website or can be requested.

A culture of support is provided as the fundamental foundation for attracting staff to administrative and supervisory positions. Potential candidates are encouraged to participate on committees at the school or county level. Serving on a school improvement team, faculty-administration collaboration committee, or similar work groups will help individuals to acquire knowledge and to practice skills that are important for becoming an administrator or supervisor.

Potential candidates are encouraged to participate in professional organizations and to read professional materials. Specifically, widely respected publications such as Education Week, Educational Leadership, and the Kappan should be readily available. Articles of relevance to the school and school system objectives should be recommended to these individuals for reading. Reading and analyzing books on a variety of administrative topics, such as student achievement, leadership, change theory, and professional learning communities should be encouraged. Feedback from current administrative and nonadministrative employees is gathered regarding interests in promotions, professional development needed for advancement, and incentives for applying for administrative vacancies. Some examples of the experiences for employees to build their understanding and capability to move into administrative positions include the following:

- Leadership opportunities at the school and district levels
- Courses to provide skills and knowledge needed for administrative and supervisory positions
- Workshops with information about career paths
- Opportunities to shadow A&S personnel to understand their job responsibilities
- Question and answer sessions with A&S personnel to receive firsthand information
- Aspiring administrators' programs to maximize internal administrative recruitment

In these ways, current employees learn about the skills, knowledge, and abilities expected for each A&S vacancy.

Central office supervisors at all levels must accept the responsibility to identify and nurture talented individuals who will eventually assume their roles. School-based administrators and other professional personnel are given opportunities to shadow supervisors of their choosing. Supervisors mentor individuals who demonstrate the skills and motivation to succeed them.

Internships provide on-the-job professional development opportunities for the development of skills and job knowledge. Internships are available for elementary principals and will be expanded to include other positions. The duration of an internship will vary based upon the requirements of the position and logistical considerations.

RECRUITING A&S PERSONNEL

To ensure a pool of excellent candidates, the school system seeks internally and externally individuals of diverse backgrounds. Pathways for internal promotions are provided through the professional development

opportunities in the A&S PGS. External recruitment offers the possibility for experienced administrators to enter MCPS. By advertising administrative and supervisory positions through the MCPS website and a variety of journals and newspapers, the school system seeks to recruit candidates with the highest ability.

Candidates for school-based administrative positions and curriculum-based central office positions should have teaching experience and must have an understanding of the standards, criteria, and behaviors for effective teaching. In addition, candidates need to understand the performance standards expected of our administrators and exhibit behaviors that demonstrate these standards. Knowing how to develop a vision, being able to utilize data for decision making, managing organizational processes, collaborating with stakeholders, being self-reflective to continuously improve, and understanding the broader political context are some of the key characteristics expected of individuals applying for administrative positions.

Avenues for recruitment include universities, other school systems, personal contacts, professional conferences, professional organizations, national conventions, national publications, and other methods for soliciting interests at the local, regional, state, and national levels.

FEEDBACK FOR CONTINUOUS IMPROVEMENT

As a method of quality control, the school system solicits feedback from applicants regarding their experiences in the process of filling vacancies. Candidates who do not obtain a position for which they have applied have the opportunity to receive feedback related to the criteria for the position through the Office of Human Resources and/or the office in which the position exists. To maintain its commitment to continuous improvement, the school system also gathers information from its current and exiting A&S staff to determine what factors impact retention.

CONCLUSION

It is the goal of the A&S PGS to attract the most talented pool possible of individuals interested in becoming administrators and to recruit the highest quality candidates to fill each specific administrative position.

Professional Development

VISION

A major component of the Administrative and Supervisory Professional Growth System (A&S PGS) is a comprehensive professional development process for all administrators. The vision for the professional development component is to provide a variety of leadership experiences for administrative and supervisory staff that will expand their knowledge, skills, strategies, practices, and beliefs in each of the six standards. Continuous learning and experimentation will be promoted by providing learning experiences that allow A&S staff members to participate in systemwide professional development, professional development to increase effectiveness to meet school community/office needs, and professional development that is focused on the needs of the individual administrator.

Systemwide professional development will be guided by a plan in which administrators are full partners with the school system in the development, implementation, and evaluation. The plan will encompass various aspects of professional development such as, but not limited to, the following: training, state and national conferences, peer coaching and mentoring, action research, advanced professional study, school and office visitations, research and study of best practices, and study groups. The individual administrator's professional development plan will be guided by the needs of the school system, the local school or office, and the individual administrator. Time will be provided for professional development, and growth will be reflected informally through self, peer, and supervisory feedback, and documented formally within the evaluation process.

CONTENT

The content of professional development experiences will focus on areas related to the six standards within the A&S PGS. The selection and delivery of the experiences will be research-based and will focus on student achievement as the end result. The improvement of student learning is central to the development of all professional development experiences. At the school level this is accomplished through the school improvement planning process; at the central office level through central office initiatives.

The content will provide the following:

- A deeper understanding of teaching and learning, and school/office improvement planning

- An in-depth understanding of what each of the six standards mean

- The skill and abilities to implement the six standards effectively

- An understanding and practice of leadership skills to manage the change process

- Increased facilitation skills to build a professional learning community

- Knowledge of system initiatives

Activities and Practices for Professional Development

Professional development experiences will reflect the learning needs of the administrators and supervisors as they move through their careers. It is expected that novice administrators may need experiences that increase their knowledge and understanding of the complexity of administrative leadership. Veteran administrators may need experiences that expand their expertise in the areas of leadership and supervision. Administrators may require skills in areas that lead to promotional opportunities. At each juncture of the administrator's career, experiences should be structured to ensure that system and individual needs are met. Additionally, administrators may increase their learning by participating in system activities, such as committees and workgroups, and serving as instructors and developers of system initiatives.

Individual Professional Development Plans

Between formal evaluation years, each administrator will create, in consultation with his/her direct supervisor, a Professional Development Plan (PDP) for continuous improvement. During formal evaluation years, an administrator is not required to create a PDP. The goal is to have a meaningful learning plan that outlines continuous growth for the individual. The path of activity that administrators choose to undertake in the PDP is reflected through a thoughtful process involving the analysis of data in the current position held and individual growth needs to meet the goals of the school or office. This plan will include the following:

- Area of growth

- Expected outcomes

- Plan for meeting the goal

- Identification of resources needed

- Evidence of attainment

AUDIENCES

The Novice Administrator

- A novice administrator is one who is in the first year of an administrative position, either school-based or in the central office. Novice administrators who have just moved into administrative assignments have specific needs for professional development and growth. These needs will be met through a comprehensive process.

- For all novice administrators, a comprehensive training and development program will be implemented to ensure that the administrator has a full understanding of the six standards, has opportunities to practice leadership skills, and becomes knowledgeable about the expectations of the position. Orientation, training, and development sessions will be provided and coordinated by the Office of Organizational Development.

- For assistant principals and interns, a development program will provide training and support through a process that includes regular training sessions and ongoing development team meetings to focus on identified areas of growth.

- Novice principals will be supported by a team, including the consulting principal, supervisory staff from the Office of School Performance, and professional development staff from the Office of Organizational Development.

The New-to-an-Assignment and New-to-MCPS Administrators

An administrator new to an assignment is one who makes a change in school level, moves from school-based to central office, or moves from central office to school-based. An administrator who transfers from one school to another school at the same level is not considered new to an assignment

When an administrator is new to an administrative assignment or new to MCPS, support will be provided through an orientation program, training and support by the individual administrator's supervisor, a monitoring program, and ongoing seminars about leadership and management topics.

- The orientation program serves to acclimate the administrator to essential policies, procedures, human resources, technological resources, and the MCPS culture for the new role.

- The administrator's immediate supervisor provides specific, job-embedded support to clarify the responsibilities of the role. Additionally, the supervisor will spend ongoing, developmental time to clarify, problem solve, and support growth for continuous improvement.

- The mentoring program provides access to other experienced administrators who will provide opportunities to the new administrator for self-reflection.

- Seminars are provided where district leaders will further the new administrators knowledge base of leadership and management topics.

The Veteran Administrator

Experiences that improve leadership skills for continuous improvement are critical components of a professional learning community. For the veteran administrator, these experiences may include the following opportunities:

- Participating in school system committees, work groups, and action teams

- Training others in best practices

- Participating in training, peer reflective conversations, and peer visits with reflections

- Attending and presenting at MCPS, state, national, and international conferences and meetings

- Shadowing others both within and outside of the school system

- Taking courses in master's and doctoral programs

- Teaching in graduate programs

- Formulating action research or peer study groups. It is the goal of the professional development component to provide experiences and opportunities to enhance the skills and leadership abilities of all administrators, in order to meet the needs of the school system, the school/office, and the individual administrator.

PROFESSIONAL DEVELOPMENT PLAN (PDP)

<table>
<tr><td colspan="2" align="center">**Office of Organizational Development**
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, MD 20850</td><td align="center">**Administrators and Supervisors'**
Professional Development Plan (PDP)</td></tr>
</table>

Name:
School/Office:
Timeframe for PDP:

PURPOSE:

The purpose of your PDP is to give you the opportunity to reflect on and continuously improve your knowledge, skills, and abilities as they relate to the leadership standards for your position. Your PDP is to be aligned with your work and it is to support you in doing your job.

I. Directions for Developing the PDP

- Review the leadership standards for your position.
- Gather and review data related to the area upon which you wish to focus.
- Develop your initial plan with self-reflection and with consultation from colleagues of your choice.
- Present the plan to your direct supervisor for collaborative input and agreement.
- Make revisions, if any, and give a copy to your direct supervisor.
- Periodically arrange a meeting with your direct supervisor to discuss your progress on the outcome, evidence of attainment, resources needed, and completion.
- The timeline for completing the PDP is flexible. It does not have to coincide with the academic year.
- You may also decide to modify your plan or change it entirely at any time in collaboration with your direct supervisor.

II. PDP Form

Identify the standard and criterion you want to develop or enhance to address your focus area. MCPS LEADERSHIP STANDARD and CRITERION:
State your focus as an outcome. (By the end of—I will—so that---)
What evidence/data will you collect to verify that you will have attained your outcome?
How does your outcome relate to your school improvement plan or office strategic plan?

MCPS Form 425-50, 9/04

Action Plan: In the space below, identify the actions you will take to achieve your outcome and your anticipated timeline for actions. Your direct supervisor is to assist you with the supports, if needed, to achieve the outcome.

ACTIONS	SUPPORTS NEEDED (OPTIONAL)	ANTICIPATED EVIDENCE	ANTICIPATED TIMELINE	DATE OF COMPLETION

Signatures: These signatures reflect mutual agreement on the plan.		
Administrators Name (Print)	Signature	Date
Direct Supervisor Name (Print)	Signature	Date

III. Process for Completing the PDP

- Compile data regarding the attainment of your outcome.
- Reflect upon the data and the leadership standard. Consult with colleagues of your choice.
- Arrange a meeting with your direct supervisor to review and discuss the data, the leadership standard, and any supports used.
- Decide with your direct supervisor if the outcome is achieved or if the plan needs to be changed.
- Attach any documents that are evidence of attainment of your outcome. The use of a portfolio is optional for this purpose.
- Use another sheet to provide a reflection on your outcome attainment.

Signatures: These signatures reflect mutual agreement on the plan.		
Administrators Name (Print)	Signature	Date
Direct Supervisor Name (Print)	Signature	Date

MCPS Form 425-50, 9/04

Mentoring

VISION

An essential element of the professional development component of the Administrative and Supervisory Professional Growth System (A&S PGS) is a supportive and collegial mentoring model. The vision for a mentoring model is to provide a variety of structures that meet the needs of administrative and supervisory personnel throughout their careers, so that they can be effective leaders based on the performance standards for A&S staff. The goal is to provide supportive relationships that are dynamic and cultivate a culture of sharing best practices about both the content of leadership and the political and social culture of the district. Mentoring would include a variety of activities such as coaching, modeling, peer observation with reflection, and constructive feedback. Mentors are viewed as a collegial support system for novice administrators, administrators new to MCPS, aspiring principals, administrators who seek monitoring through the professional development planning process, and administrators who are provided with mentors through the evaluation and supervision process. The mentor/mentee relationship is one in which both parties receive benefits. The mentor and the mentee learn from the sharing of ideas and insights; the mutual reflection on strategies, practices, and their outcomes; and the opportunity for networking with others.

QUALITIES OF A MENTOR

Mentors will need to have skills that are matched with the needs and interests of their mentees. They need to have demonstrated excellence in communicating, listening, analyzing, and providing feedback. Mentors must be respected by colleagues for their knowledge base in both the pedagogy of leadership and their understanding of district dynamics. A mentor must be willing to develop supportive relationships, exhibit a commitment to the mentoring process in both time and effort, and be trustworthy in order to establish a relationship of trust with his/her mentee. A mentor may be a colleague administrator, an executive staff member, or an external partner from the fields of education or business. The mentor will not be the mentee's direct supervisor.

ROLES OF A MENTOR

The mentor will serve numerous roles, based on the specific needs and interests of the mentee. These roles may include the following:

- Assist the mentee in understanding the six standards for administrators

- Provide feedback on the mentee's development in the standards
- Listen to mentee concerns and promote self-reflection
- Assist the mentee in developing the relationships necessary for building a culture of collaboration
- Assist the mentee in understanding the beliefs essential for maximizing student achievement for all
- Provide an understanding of change theory and suggest strategies for implementing change
- Help the mentee understand his/her leadership role in our high-performing system
- Provide information about the school, cluster, office, district, state, or national issues
- Answer questions about policies, procedures, and work situations
- Share strategies about effective implementation of routines and processes
- Suggest multiple solutions to problems
- Offer peer observation with reflection
- Propose strategies and practices for improving student achievement through data analysis
- Suggest strategies to access district supports
- Coach in identified areas of professional growth
- Assist in developing skills to meet the various needs of stakeholders
- Support the mentee in using the MCPS standards for continuous growth
- Guide the mentee in self-discovery and in the capacity to change
- Facilitate the mentee in developing his/her own leadership skills

PROCESS FOR THE MENTORING MODEL

The Format

Mentoring within the A&S PGS will include both a one-on-one relationship between a mentor and a mentee and a series of seminars specifically designed for the cohort group involved.

One-on-one mentoring can imbue an administrator with the confidence and self-assurance that is necessary for self-reflection and continuous improvement. Respected administrators who develop a trusting relationship with the mentee can assist in assessing individual strengths

and improvement needs. The mentor can help the mentee to reflect on goals and identify opportunities for professional development. Providing access to highly effective colleagues who can impart astute feedback is a crucial aspect of the MCPS mentoring model, as this gives administrators the individual support that they seek.

Mentoring seminars provide job-alike, cohort groups the opportunity to develop new knowledge and skills on a variety of topics such as system goals and initiatives; curriculum, instruction, and assessment; data analysis; best practices; and the MCPS standards for administrators and supervisors. Seminars are provided for aspiring administrators, assistant school administrators, assistant principals, aspiring principals, novice principals, principals new to MCPS, experienced principals, and central office administrators.

Selection of One-on-One Mentors

A variety of individuals may serve in a mentor capacity. Mentors may include consulting principals, peers, community superintendents, directors, coordinators, supervisors, and other district staff. Additionally, mentors external to MCPS may be identified from the fields of education and business.

Mentors are selected through a collaborative process among the mentee, the direct supervisor of the mentee, and the Office of Organizational Development. Mentors are selected based on the needs of the mentee.

Training for Mentors

Mentors receive formal training in the expectations for mentoring support and in the standards. The Office of Organizational Development provides this training. The training encompasses skills and expectations for effective mentoring and coaching. Mentors are provided with ongoing training so that they have an understanding of the complexities of the standards that enable them to build the relationship and create the culture to achieve MCPS goals and expectations. The training process includes feedback from stakeholders about the effectiveness of the mentoring supports so that continuous improvements to the training program are made.

Eligibility for Individual Mentoring

The following administrators are eligible for individual mentoring support:

- Novice administrators
- Administrators new to MCPS
- Aspiring principals
- Administrators seeking mentoring through the Professional Development Planning process
- Administrators linked with mentors through the evaluation and supervision process
- Administrators new to a school level
- Administrators new to a central office position

Accessing Individual Mentors

Individual mentors are accessed through the Office of Organizational Development with the approval of the direct supervisor. The Implementation Team will continuously evaluate the mentoring program and its processes.

CONCLUSION

Mentoring is a research-based method for developing the knowledge, skills, and abilities of administrators to be effective leaders. This is a key component in helping administrators and supervisors meet the professional growth criteria in standard five. Having a variety of structures for mentoring meets the needs of administrators at different career stages.

Recognition

VISION

The success of any organization depends upon the quality of the people who devote time, skills, and energies to the pursuit of excellence. An essential element of the Administrative and Supervisory Professional Growth System (A&S PGS) is the identification, recognition, and celebration of administrators who make significant contributions to our school system. The recognition component provides a structure for stakeholders to highlight the individual achievements of A&S staff in a positive and supportive manner consistent with a professional learning community.

MCPS realizes that its leadership standards carry high expectations for performance. The behaviors that employees display which meet the leadership standards are significant and add value to the organization.

By adding a recognition component to the A&S PGS, the school system motivates and encourages this high level of performance by administrators and supervisors. Support and acknowledgement of A&S personnel gives credibility to the importance of their work within the school, central office, and community at large.

Recognition also assists in attracting and retaining the most qualified individuals to administrative positions. Individuals are drawn to MCPS because it demonstrates in a visible manner that the work of its employees is respected and acknowledged.

ACTIVITIES WORTHY OF RECOGNITION

The role of the recognition component is to identify and distinguish those practices, performances, and achievements that are attained by an individual. By highlighting these accomplishments, the system is setting the standard for excellence. Items to be used for recognition can include, but are not limited to, the following:

- Achieving exceptional results with system initiatives
- Displaying the characteristics of outstanding leadership
- Performing an act of heroism (safety)
- Earning a doctoral degree
- Developing innovative or creative ideas
- Developing partnerships with higher education, business, or community
- Receiving awards outside of MCPS
- Publishing in professional journals
- Presenting at a professional conference
- Holding office in a professional organization

- Training an intern
- Acting as a mentor
- Serving on school system committees, task forces, etc.
- Developing in-house alternative programs
- Completing unique assignments
- Teaching professional courses
- Serving specified years in MCPS

METHODS OF RECOGNITION

All supervisors have a responsibility to identify and highlight the individual achievements of the people whom they supervise or with whom they collaborate. Formal and informal methods of recognition by supervisors are expected. Feedback from supervisors is both immediate and direct so that employees
know that their positive contributions are valued. In addition to recognition from supervisors, all MCPS employees are encouraged to nominate their peers for recognition. Recognition could take a variety of forms that include, but are not limited to, the following:

- Extended Leadership Program support
- Substitutes for administrators
- Monetary awards
- ABCD Award
- Letters of appreciation
- Recognition at a cluster, A&S, or Board of Education meeting
- Additional funding to school or office
- Consideration when applying for promotions
- Plaques, certificates, or other such awards
- Travel opportunity for professional growth
- Articles in the MCPS Bulletin, newspapers, or MCPS website
- Alternative assignments to pursue professional opportunities
- Increased leadership opportunities

CONCLUSION

It is important to take time to highlight and recognize the achievements and commitment of individuals who contribute to raising the bar in the pursuit of excellence. Celebrating individual accomplishments fosters and sustains an environment that supports employee effectiveness. Recognition and appreciation for work well done are an expectation as a part of our culture. MCPS is committed to the recognition of its A&S employees, as exemplified in its strategic plan and its Baldrige-guided System Improvement Planning Process.

Leadership Standards, Criteria, and Descriptive Examples

PRINCIPALS

The six leadership standards that have been established for the Administrative and Supervisory Professional Growth System (A&S PGS) are further defined by performance criteria for the purpose of supporting all components of the A&S PGS. These components include attracting, recruiting, mentoring, developing, evaluating, and recognizing. Descriptive examples of what a principal might be doing in order to meet a specific standard and its criteria are provided. The purpose of the descriptive examples is to create a sample picture of what being a principal looks like when it meets or does not meet the MCPS standards. **These descriptive examples are not intended to isolate behaviors in a checklist or to suggest that every principal is expected to be doing everything that is described.** They define a range of behaviors and are intentionally designed to reflect a high standard of performance.

STANDARD I:

The principal is an educational leader who promotes success for all students as he/she facilitates the development, articulation, implementation, and stewardship of a vision of teaching and learning that is shared and supported by the school community.

Performance Criteria

1. The principal provides leadership and facilitates a shared vision of teaching and learning that supports achievement for all students.

2. The principal ensures that the shared vision is developed, articulated, and implemented in a collaborative process that involves all stakeholders.

3. The principal facilitates the development of the leadership capacity of stakeholders to share the responsibility of the work of the school improvement process toward the realization of the vision.

4. The principal ensures that the school improvement process is aligned with MCPS strategic plan, and is based upon data.

5. The principal aligns programs, practices, and resources to support the teaching and learning process.

6. The principal facilitates an ongoing collaborative process to monitor, evaluate, and revise programs and practices based upon multiple sources of data.

7. The principal fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The principal—

MEETS STANDARD	DOES NOT MEET STANDARD
Facilitates an annual, collaborative process for developing and refining the school's vision of high standards of teaching and learning with all stakeholders	Does not have a collaborative process in place for annual review of the vision; discourages or ignores stakeholder input
Establishes practices which keep the school's vision in the forefront in collaborative decision making; engages the community in supporting student learning	Neither establishes nor maintains practices which keep the school's vision in the forefront in collaborative decision making; rarely or never engages the community in supporting student learning
Uses relevant demographic and achievement data in developing the vision	Rarely or never uses relevant demographic and achievement data in developing the vision

MEETS STANDARD	DOES NOT MEET STANDARD
Develops a plan for clearly articulating the objectives and strategies supporting the vision to all stakeholders	Does not develop a plan for clearly articulating the objectives and strategies supporting the vision to all stakeholders
Ensures that the vision is presented to and discussed with parents and the community in a variety of ways (e.g., back-to-school night, the school's website, monthly PTA meetings and other parent and community forums, parent newsletters and other written formats)	Communicates rarely or incompletely with parents and the community regarding the vision; uses limited methods to communicate the vision
Ensures that the vision is presented to and discussed with staff in a variety of ways (e.g., pre-service day training sessions, staff meetings, team discussions, teacher conferences, staff bulletins, and electronic communications with staff)	Communicates rarely or incompletely with staff regarding the vision; uses limited methods to communicate the vision
Ensures that the vision is communicated to students in age-appropriate language and is visible throughout the school	Communicates rarely or incompletely with students regarding the vision; does not use age-appropriate language to communicate the vision to students; does not ensure that the vision is visible throughout the school
Communicates key beliefs about student learning to students, staff, and parents: • Learning is important • All students can learn • We must not give up on students and their learning • Effective effort leads to student achievement	Sends messages to students, staff, and parents that do not support student learning; communications convey that these messages are important for some groups, but not others
Works with all stakeholders to establish clear and measurable goals for student learning	Rarely or never works with all stakeholders to establish goals that are clear and measurable
Ensures that all stakeholders have the necessary knowledge and skills to develop, implement, and monitor the school improvement plan and goals	Allows stakeholder participation in development, implementation, and monitoring of the school improvement plan without providing necessary information or training to them
Convenes the school improvement process team in accordance with MCPS procedures; establishes agendas that focus on the school's vision and MCPS strategic plan	Inadequately implements MCPS procedures regarding the school improvement process; rarely or never establishes agendas that focus on the school's vision and MCPS strategic plan
Monitors, evaluates, and revises the school's improvement process plan on an ongoing basis; revises school goals collaboratively using MCPS strategic plan at all stages	Neither monitors, nor evaluates, nor revises the school's improvement process plan; rarely or never uses a collaborative process to revise school goals; pays limited or no attention to MCPS strategic plan when monitoring, evaluating, or revising the school's improvement process plan
Analyzes and presents data from a variety of sources as they relate to student achievement and school improvement	Rarely or never analyzes nor presents data

MEETS STANDARD	DOES NOT MEET STANDARD
Works collaboratively with stakeholders to develop a process to overcome the obstacles to achieving the school's vision of high standards of teaching and learning	Rarely or never works collaboratively with stakeholders to develop a process to overcome obstacles to achieving the school's vision of high standards of teaching and learning; allows obstacles to interfere with teaching and learning
Uses a variety of methods to communicate progress with stakeholders about practices and accomplishments. Monitors instructional programs regularly for alignment with MCPS strategic plan	Rarely or never communicates progress about practices and accomplishments with stakeholders. Rarely or never monitors instructional programs for alignment with MCPS strategic plan
Ensures that programs and learning opportunities are available for all students	Allows practices that inhibit students from participating in programs and learning opportunities
Uses input from staff and other stakeholders regarding curriculum implementation, schedule modifications, and other resources to support high standards for teaching and learning	Resists efforts by staff and other stakeholders to provide input regarding curriculum, schedule modifications, or other resources
Schedules time throughout the school year for stakeholders to evaluate, reflect on, and revise their assumptions, beliefs, and practices of teaching and learning	Rarely or never schedules time for stakeholders to evaluate, reflect on and revise their assumptions, beliefs, and practices of teaching and learning
Identifies and provides human and material resources, based on the school's allocation, to achieve the school's vision of high standards for teaching and learning	Neither identifies nor provides human and material resources to achieve the school's vision of high standards for teaching and learning
Provides opportunities during the school year for staff to participate in professional development specifically tied to the school's vision and MCPS strategic plan	Rarely or never provides opportunities for staff to participate in professional development specifically tied to the school's vision and MCPS strategic plan

STANDARD II:

The principal is an educational leader who promotes success for all students as he/she nurtures and sustains a school culture of professional growth, high expectations and an instructional program conducive to student learning and staff professional growth.

Performance Criteria

1. The principal demonstrates and promotes high expectations for the achievement of all students.

2. The principal promotes a school climate focused on teaching and learning.

3. The principal articulates, supports, and monitors the effective implementation of curriculum, assessment, and instruction—all of which are evidenced in student outcomes.

4. The principal leads the continuous improvement of instruction through a collaborative, data-driven analysis of student learning.

5. The principal encourages the use of adult learning concepts and professional development processes to build a professional learning community.

6. The principal cultivates a school climate that values intellectual curiosity and recognizes the diverse needs and strengths of learners.

7. The principal ensures that the professional growth systems for all staff are implemented with quality.

Examples of evidence of high expectations for student learning and staff professional growth

The principal—

MEETS STANDARD	DOES NOT MEET STANDARD
Encourages all students to excel; evidence of recognition of student work and academic progress is visible in classrooms and hallways (e.g., posting of student honor roll); contributions of students from diverse backgrounds are displayed	Rarely or never encourages all students to excel; does not ensure that evidence of recognition of student work and academic progress is visible; allows contributions of only some groups of students to be displayed
Interprets and communicates MCPS assessment targets for the school and monitors instruction in support of attainment of the targets for all groups of students (e.g., racial/ethnic group membership, gender, disabilities, socioeconomic background, English language fluency)	Inadequately interprets and communicates MCPS assessment targets for the school; rarely or never monitors instruction in support of attainment of the targets for all groups of students
Creates and maintains a school climate that encourages students and staff to take intellectual risks (e.g., participate freely in discussions, offer opinions, brainstorm solutions, respect others' views)	Allows a school climate that discourages students and staff from taking intellectual risks
Uses a multiyear process to monitor the school's progress over time in meeting state and county performance standards such as attendance, graduation rates, and assessments included in the system of shared accountability	Does not have a multiyear process in place to monitor the school's progress over time in meeting state or county performance standards
Uses classroom observations and monitors formative assessment data to ensure that teachers use flexible grouping practices	Neither uses classroom observations nor monitors formative assessment data; allows teachers to avoid using flexible grouping practices
Ensures that staff meetings and other professional development opportunities focus on issues of student achievement	Allows staff meetings and other professional development opportunities to focus on topics that are not tied to student achievement
Obtains feedback from stakeholder groups in a variety of ways; uses feedback to improve school climate	Uses limited methods to obtain feedback; rarely or never uses feedback to improve school climate
Monitors staff discussions, reflection upon, and implementation of the practices and strategies of skillful teaching	Neither monitors staff discussions, nor reflections upon, nor implements the practices and strategies of skillful teaching
Holds teachers accountable for employing a variety of instructional strategies to respond to the diverse learning needs and strengths of students	Does not hold teachers accountable for employing a variety of instructional strategies to respond to the diverse learning needs and strengths of students; allows teachers to use a limited number of strategies
Exhibits skill in Observing and Analyzing Teaching (OAT) language, format, and principles in classroom observations, conferences, and monitoring curriculum implementation; provides focused feedback to teachers	Does not exhibit skill in OAT language, format, and principles in classroom observations, conferences, and monitoring curriculum implementation; does not provide focused feedback to teachers
Works with school leaders (e.g., leadership team, resource teachers, grade level/team leaders, exemplary teachers, staff development teacher (SDT), reading specialist, math content coach) to monitor curriculum implementation and provide feedback to teachers	Rarely or never works with school leaders to monitor curriculum and provide feedback to teachers

MEETS STANDARD	DOES NOT MEET STANDARD
Maximizes instructional time; limits disruptions to instructional time (e.g., announcements, visitors, assemblies, meetings, noise in hallways or outside school)	Allows announcements, visitors, or outside events to consume instructional time
Uses formal and informal classroom visits to monitor instruction, observe student behavior, and monitor student learning	Rarely or never uses formal and informal classroom visits to monitor instruction, observe student behavior, and monitor student learning
Ensures that formative and summative assessments are aligned with curriculum and instruction	Allows formative and summative assessments to be used that are not well aligned with curriculum and instruction
Monitors staff participation in curriculum-related staff development and in-service training	Rarely or never monitors staff participation in curriculum-related staff development and in-service training
Articulates to parents/community the importance of teacher participation in professional development for effective classroom instruction and curriculum implementation	Rarely or never communicates to parents/community the importance of teacher participation in curriculum-related professional development
Maintains knowledge of research on good teaching practices and how they promote student achievement	Makes limited or no effort to maintain knowledge of research on good teaching practices
Analyzes and responds to a variety of data on student progress and achievement (e.g., report card grades, formative assessments, end-of-course exams, achievement tests results) for all groups of students	Neither analyzes nor responds to data on student progress and achievement; bases analyses and responses on only limited data sources; analyzes and responds to data for the school as a whole, not for separate groups
Uses available technology (e.g., data warehouse, SIMS, IMS) to monitor curriculum implementation and student progress; holds resource teachers and team leaders accountable for understanding and using technology for data analysis	Rarely or never uses available technology to monitor curriculum implementation and student progress; allows resource teachers and team leaders to avoid using technology for data analysis
Provides opportunities for staff to analyze and discuss multiple sources of data and information to monitor student achievement and plan for improvement (e.g., professional development, staff meetings, evaluation conferences)	Rarely or never provides opportunities for staff to analyze and discuss multiple sources of data and information to monitor student achievement and plan for improvement
Shares student progress/achievement data with parents and the community, and solicits input from them regarding improvement	Shares neither student progress nor achievement data with parents and the community; rarely or never solicits input from parents and the community
Works with the staff development teacher (SDT) to provide job-embedded staff development to teachers through a variety of methods (e.g., staff meetings, peer visits with reflection, SDT training sessions, study groups, action research, professional development days)	Rarely or never works with the staff development teacher, or works in a limited way to provide job-embedded staff development to teachers
Provides opportunities for faculty discussions of and reflections on research on teaching and learning	Rarely or never provides opportunities for faculty to meet, discuss, or share

MEETS STANDARD	DOES NOT MEET STANDARD
Motivates staff to learn and pursue effective practices that focus on student learning; provides opportunities for staff to pursue professional growth	Shows little or no concern in motivating staff to learn and pursue effective practices that focus on student learning; rarely or never provides opportunities for staff to pursue professional growth; does not provide staff with information about opportunities
Ensures that mentoring opportunities are available for staff new to the school; provides support for staff in need of assistance	Does not make mentoring opportunities available to new staff; rarely or never provides support for staff in need of assistance
Solicits input from teachers and the school leadership team regarding their professional development needs and design of professional development days	Rarely or never solicits input from teachers and the school leadership team; or solicits feedback from selected members only
Makes appropriate and effective use of the Peer Assistance and Review (PAR) process in referrals and implementation; monitors the PAR process for teachers who are served by it	Makes inappropriate and ineffective use of PAR in referrals or implementation; rarely or never monitors the PAR process for teachers being served
Works with the SDT to ensure that each staff member has an appropriate professional development plan (PDP); monitors individuals' progress toward PDP goals	Does not work with the staff development teacher to ensure that each staff member has an appropriate PDP; rarely or never monitors individuals' progress toward PDP goals
Solicits input from and collaborates with special program staff (e.g., accelerated/enriched instruction, special education, ESOL) to acquire resources such as materials and model lessons to meet the diverse learning needs and strengths of students	Neither solicits input from nor collaborates with special program staff to meet the diverse learning needs and strengths of students

STANDARD III:

The principal is an educational leader who promotes success for all students as he/she ensures the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Performance Criteria

1. The principal mobilizes people and coordinates efforts to improve educational and support practices to achieve targeted results.
2. The principal develops and supervises efficient processes in order to maximize time for instructional leadership.
3. The principal manages human and material resources to cultivate and support a safe and healthy school environment.
4. The principal ensures that resources are aligned with the school improvement plan and the strategic plan of the school system.
5. The principal builds the capacity of the organization and staff to respond to the needs of students in a rapidly changing school environment.

Examples of evidence of management of processes, practices, and resources

The principal—

MEETS STANDARD	DOES NOT MEET STANDARD
Uses a research-based, systemic process (e.g., Framework for Teaching and Learning, Baldrige, ten-step process, etc.) with MCPS look-fors to guide continuous improvement; ensures that the process is ongoing	Plans for school improvement without attention to research or systemic processes; process is sporadic
Implements processes to supervise staff effectiveness on established performance criteria	Rarely or never implements established processes
Develops individuals or teams to handle key aspects of school management	Does not develop management skills among the staff
Delegates responsibilities to a variety of appropriate staff	Does not delegate responsibilities; delegates responsibility only to a limited few
Effectively implements established testing protocols	Inadequately implements testing protocol; inadequately addresses violations of protocol
Supports a master schedule with a balanced program of learning opportunities for all students; monitors assignment of students to classes/staff that best meet students needs	Accepts a master schedule that limits learning opportunities; does not monitor assignment of students to classes/staff
Organizes instructional teams/support groups to meet student needs	Rarely or never organizes instructional teams/support groups to meet student needs
Selects and develops instructional team leaders who have the capacity to motivate others, make decisions, and create change; cultivates leadership from within the school's staff	Selects team leaders who lack essential leadership or motivational skills; does not provide opportunities for leadership development within the school's staff
Actively participates on the school improvement team; selects representative stakeholders (balanced for diversity) to develop and monitor the school improvement plan (SIP)	Is not actively involved in the school improvement team; creates a team that does not include representative stakeholders; fails to monitor the school improvement process
Evaluates programs in the school for their relevance to the SIP; uses available data from countywide and school-based assessment as a form of continual program evaluation	Accepts programs into the school without evaluating their relevance to the SIP; does not use available data to evaluate programs
Uses technology tools (e.g., spreadsheets, scheduling software, financial software, behavior management software, the data warehouse) to manage school operations and streamline tasks	Rarely or never uses technology tools to manage operations and streamline tasks
Communicates to all stakeholders and implements clear and comprehensive attendance and behavior management processes that result in increased teaching and learning	Neither communicates nor implements clear and comprehensive attendance and behavior management processes; attendance and behavior issues interfere with classroom instruction and learning
Uses the administrative and management support services provided by MCPS (e.g., data warehouse, transportation services, food services, employee assistance, human resources, staff development)	Rarely or never uses the administrative and management support services provided by MCPS

MEETS STANDARD	DOES NOT MEET STANDARD
Develops and communicates clear expectations and responsibilities for staff in responding to school safety and student discipline matters	Neither develops nor communicates clear expectations or responsibilities for staff in responding to school safety and student discipline matters
Communicates relevant and timely information regarding school safety and discipline to students, parents, and the school community in regular correspondence (e.g., newsletters, school bulletins, meetings) in necessary translations	Communicates rarely or incompletely to students, parents, and the school community regarding matters of school safety and discipline
Ensures that emergency drills (e.g., fire, code blue, code red) are conducted in conformance with regulations provided by the Montgomery County Fire Marshal	Does not comply with emergency drill regulations
Forms, trains, and meets with an on-site emergency team (OSET); implements effective emergency/crisis plans	Neither forms, nor trains, nor meets regularly with OSET; inadequately implements emergency/crisis plans
Establishes processes for, provides direction to, and delegates responsibilities to building services and security staff (if applicable) to maintain a clean and safe building	Does not ensure that building services and security staff are clear on their responsibilities; allows building and grounds to deteriorate; inadequately monitors the implementation of safety procedures
Ensures that staff monitors immunizations, blood safety, and health regulations; communicates with staff regarding health issues	Rarely monitors implementation of health/safety regulations; does not communicate with staff regarding health issues
Ensures that staff members monitor bus schedules, loading, and unloading	Does not ensure that bus loading and unloading are consistently monitored
Maintains the integrity of designated positions (e.g., staff development teacher, math content coach)	Uses designated positions to fulfill other school responsibilities
Prioritizes funding allocations (human and material) to support the instructional program and school improvement goals	Allows funding allocations to be used for purposes that do not support the instructional program and school improvement goals
Identifies resources (e.g., grants, business partners, volunteers) to support the SIP goals	Does not pursue resources outside MCPS to support the SIP goals
Recognizes the evolving needs of the school (e.g., changes in the student population, condition of the physical plant) and plans to address these needs	Rarely or never plans to address evolving needs
Applies change theory principles to support collaborative decision making (e.g., forming task forces, identifying leadership in staff and the school community, establishing an action plan with timelines)	Rarely or never applies change theory principles to support collaborative decision making
Provides structures and processes that promote effective communication and timely resolution of conflicts; establishes and maintains regular procedures whereby students and stakeholders are able to communicate concerns	Does not provide structures and processes that promote effective communication and timely resolution of conflicts; neither establishes nor maintains regular procedures whereby students and stakeholders are able to communicate concerns

STANDARD IV:

The principal is an educational leader who promotes success for all students as he/she collaborates with the school staff and other stakeholder groups including students, families, and community members.

Performance Criteria

1. The principal ensures the involvement of staff and other stakeholder groups including students, families, and community members in continuous improvement processes and decision making.

2. The principal embraces and uses available family and community resources to provide support and achieve school goals.

3. The principal encourages and develops collaborative partnerships to strengthen programs and support school goals.

4. The principal identifies, nurtures, and includes stakeholders from diverse backgrounds and ethnicities in the work and culture of the school.

5. The principal recognizes individual and group differences and treats all stakeholders with respect.

Examples of collaboration with school staff and other stakeholder groups

The principal—

MEETS STANDARD	DOES NOT MEET STANDARD
Involves professional and supporting services staff in decision-making and continuous improvement processes	Rarely involves professional and supporting services staff in decision-making and continuous improvement processes
Presents information to staff and solicits feedback through a variety of methods (e.g., staff meetings, work groups, team meetings, department meetings) prior to making changes to existing programs/processes or prior to adopting new ones	Rarely or never presents information to or solicits feedback from staff prior to making changes to existing programs/processes or adopting new ones
Solicits input from stakeholder groups through a variety of methods (e.g., focus group discussions, study circles, advisory groups, meetings with parents and the school community) to identify and solve problems and achieve school goals	Uses limited methods to solicit input
Ensures that the school improvement plan (SIP) team membership includes all stakeholder groups; stakeholders are present at meetings and actively involved; periodic reviews of the SIP contain evidence of this involvement (e.g., agendas, attendance rosters, minutes, observations of meetings)	Establishes an SIP team that does not represent all stakeholder groups; attendance of several stakeholders is limited; stakeholders who attend do not participate actively in meetings
Utilizes valid data from staff, student, and parent school surveys such as environment, Baldrige, and others to celebrate successes and engage in problem-solving with staff and other stakeholders	Does not share valid, complete data from staff, student, and parent school surveys such as environment, Baldrige, and other surveys with all staff and other stakeholders. Does not allocate time for discussion of the data. Fails to establish any process for involving school staff, parents, or students in using survey data to make changes in school structure, plans, or processes
Recruits and works toward retaining staff who reflect the diversity of the MCPS community	Makes limited or no attempts to recruit and retain diverse staff members

MEETS STANDARD	DOES NOT MEET STANDARD
Recruits and works toward retaining school leadership team membership that reflects the diversity of the MCPS community	Makes limited or no attempts to recruit and retain diverse members of the leadership team
Establishes a multi-faceted program of community relations; uses a variety of recruitment strategies to invite active participation from representative community members	Establishes a minimal program of community relations; uses limited strategies to recruit community members for school activities; relies on input from a limited number of community members
Ensures that stakeholder meetings are held at times and in locations that make them easily accessible to all	Schedules meetings at times and in locations that interfere with the attendance of all stakeholders
Communicates with stakeholders and articulates trends that affect the community through a variety of methods (e.g., networking meetings with parents, newsletters, bulletins, e-mail, web pages); provides communications in the predominant language(s) used in the community	Relies primarily on written communication; rarely or never provides communications in the predominant language(s) used in the community
Maintains high visibility in the community by reaching out to and supporting the community (e.g., via Office of Special Education and Student Services, PTA/other parent advocacy groups, other community organizations)	Rarely or never reaches out to or supports the community
Articulates a clear process for using outside resources to foster student achievement; solicits funds/ seeks grants from a variety of sources (e.g., community, civic groups, local government, business foundations) to support SIP goals and initiatives	Rarely or never communicates a clear process for using outside resources to foster student achievement; rarely or never solicits funds to support SIP goals and initiatives
Collaborates with community agencies to acquire health, social, or other services that students need; refers families to community agencies as needed	Rarely or never collaborates with community agencies to acquire services or make referrals
Establishes partnerships with business and community groups to obtain financial support, materials, and mentors for students and staff	Does not establish partnerships with business and community groups to obtain financial support, materials, and mentors for students and staff
Establishes partnerships with higher education institutions to foster professional development of staff and mentors for students and staff	Does not establish partnerships with higher education institutions
Accepts opportunities to pilot community-based programs or participate in research (if applicable)	Resists efforts by community groups to pilot programs or conduct research in the school
Invites community and business groups into the school for a variety of activities (e.g., volunteering in classes, participating in career days and speaking engagements, providing mentors for service learning and internships)	Rarely or never invites community and business groups into the school to participate in activity
Establishes parent/community groups to obtain information about family and community concerns, expectations, and needs applicable to the work and culture of the school; uses information obtained to address the needs of different groups (e.g., special education, gifted/talented, ESOL)	Rarely or never obtains or uses information from the community

MEETS STANDARD	DOES NOT MEET STANDARD
Respects all groups and their priorities; treats all stakeholders equitably; responds equitably to parent, student, staff, and community concerns	Responds to some stakeholder groups more favorably than others
Responds to community requests (e.g., resources, problem solving, use of the building and grounds)	Does not respond to community requests
Recognizes and celebrates differences in cultures through student work/displays	Rarely or never displays student work representing different cultures
Communicates with all stakeholders in a timely and open manner	Communicates with only some stakeholders; rarely or never communicates in a timely manner; communicates partial information to stakeholders
Treats all stakeholders fairly, equitably, and with dignity and respect	Displays disrespectful behaviors; displays different behaviors toward different groups

STANDARD V:

The principal is an educational leader who promotes success for all students as he/she models professionalism and professional growth in a culture of continuous improvement.

Performance Criteria

1. The principal establishes trust and demonstrates openness and respect in relationships and decision-making processes.
2. The principal seeks and uses feedback and reflects on his/her leadership and the impact it has on other stakeholders.
3. The principal establishes collaborative processes that promote cooperation among diverse groups working together to develop and accomplish common goals.
4. The principal demonstrates values, beliefs, and attitudes that inspire others.
5. The principal demonstrates commitment to continuous improvement for students, staff, and self.
6. The principal uses data from a variety of sources to assess professional growth and continuous improvement.

Examples of evidence of modeling professionalism and professional growth

The principal—

MEETS STANDARD	DOES NOT MEET STANDARD
Demonstrates a personal and professional code of ethics (e.g., core values and beliefs such as honesty and integrity) in formal and informal settings	Acts regardless of common standards of ethical, professional behavior/allows personal feelings to interfere with professional code of ethics and core values
Models lifelong learning and encourages lifelong learning in others	Rarely or never seeks out opportunities to learn; does not encourage lifelong learning in others
Communicates key beliefs about student learning to staff, students, and parents: • Learning is important • All students can learn • We must not give up on students and their learning • Effective effort leads to student achievement	Sends messages to students, staff, and parents that do not support student learning; communications convey that these messages are important for some groups, but not others

MEETS STANDARD	DOES NOT MEET STANDARD
Establishes a process whereby stakeholder input is collected, analyzed, and used for continuous improvement	Does not have a process for collecting and analyzing stakeholder input for continuous improvement
Solicits, listens to, and acts on input from stakeholders individually and in groups (e.g., through conferences, meetings, surveys, e-mails, telephone calls)	Rarely or never solicits, listens to, or acts on input from stakeholders; is unavailable and/or unresponsive to stakeholders
Ensures the participation of all stakeholders in development, implementation, evaluation, and revision of the school improvement plan (SIP)	Rarely or never involves stakeholders in examination of the SIP; involves only some groups in examination of the SIP
Seeks out representation from all stakeholder groups to participate in the process of decision making	Does not seek out representation from all stakeholder groups
Facilitates a climate in which staff input and innovation are encouraged and valued	Discourages or ignores staff input and innovation
Establishes opportunities for departments, teams, and individuals to meet, reflect, and have input on significant school decisions	Establishes few or no opportunities for staff to meet, reflect, and have input on significant school decisions
Creates opportunities for staff to assume leadership roles in the school	Limits opportunities for staff to assume leadership or expanded roles in the school
Motivates staff toward high levels of performance	Rarely or never motivates staff toward high levels of performance
Models respectful behaviors; monitors that respect is pervasive among staff, students, and the school community	Displays disrespectful behaviors; displays different behaviors toward different groups
Protects the rights of confidentiality of individual students, staff, and parents	Violates or is careless about protecting confidentiality
Seeks out and uses feedback from colleagues and stakeholders to evaluate the impact of his/her own administrative practice; reflects on how to improve processes; identifies personal goals in a professional development plan (PDP)	Neither seeks out nor acts on feedback; seeks but does not act on feedback; sets personal goals regardless of feedback
Demonstrates dedication, openness, integrity and ethical behavior and holds others to these norms	Rarely or never demonstrates dedication, openness, integrity and ethical behavior; does not hold others to these norms
Analyzes school test data for evidence of continuous progress; identifies priorities and implements programs for his/her professional growth and that of staff	Does not analyze test data; analyzes data but implements programs for professional growth that are not connected to the data; analyzes the data but does not implement programs suggested by the data
Shares data from a variety of sources (e.g., achievement, student progress, attendance data) with staff, students, and the school community, and solicits suggestions for continuous improvement	Rarely or never shares data with staff, students, and the school community; rarely or never solicits suggestions for continuous improvement; solicits suggestions but does not act on them

MEETS STANDARD	DOES NOT MEET STANDARD
Meets professional obligations in a complete and timely manner (e.g., paperwork, deadlines)	Is often late in meeting professional obligations; submits incomplete and/or inaccurate reports
Participates in required school, cluster, and systemwide meetings; shares information obtained at meetings with school staff	Misses or arrives late to meetings; rarely or never shares information with school staff

STANDARD VI:

The principal is an educational leader who promotes success for all students as he/she understands, responds to, and influences the larger political, social, socioeconomic, legal, and cultural context.

Performance Criteria

1. The principal expands personal knowledge and develops abilities to respond to continuously changing political, social, cultural, and economic conditions that impact schools and the school system.

2. The principal develops and applies knowledge of policies, regulations, procedures, and laws.

3. The principal participates in the development of policies, programs, and budgets.

4. The principal advocates for students, staff, school community, and the school system.

5. The principal articulates the district's initiatives, influences their implementation, and participates in their continuous improvement.

Examples of understanding, responding to, and influencing the larger political, social, socioeconomic, legal, and cultural context

The principal—

MEETS STANDARD	DOES NOT MEET STANDARD
Demonstrates knowledge of local, state, and national educational and cultural trends, current research, and best practices; applies this knowledge to the school's programs and operation	Creates and maintains school programs without consideration of local, state, or national educational/ cultural trends, best practices, or current research
Interprets and complies with MCPS policies, regulations and procedures, as well as local, state and federal mandates (e.g., special education, 504, search and seizure, *No Child Left Behind*)	Misinterprets and/or inadequately complies with MCPS policies, regulations and procedures, as well as local, state and federal mandates
Provides necessary information to ensure that students, staff, and the school community understand MCPS policies, regulations, and procedures, as well as local, state, and federal mandates	Rarely or never communicates with students, staff, and the school community to foster understanding of MCPS polices, regulations, and procedures as well as local, state, and federal mandates
Engages in the political and social life of the school community acting as a spokesperson for the needs of the school and the student population	Avoids invitations to address civic and community organizations. Does not know or interact with key stakeholders across the breadth of demographics in the school community
Balances participation in local, state, or national professional associations and organization activities with day-to-day school operations and responsibilities	Allows professional organization activities to supersede day-to-day school operations and responsibilities

MEETS STANDARD	DOES NOT MEET STANDARD
Holds membership in local, state, or national professional associations and organizations; participates in professional growth opportunities relevant to education (e.g., course work, workshops, conferences, research, study groups)	Maintains limited or no membership in professional organizations; rarely or never participates in professional growth opportunities relevant to education
Participates in local and state task forces or workgroups; works on development of programs, policies, or budgets	Rarely or never participates in local and state task forces or workgroups; rarely or never works on developing programs, policies, or budgets
Communicates knowledge of the budget process and its impact on the local school to students, staff, and the school community	Provides limited or inadequate communication about the budget process and its implications to students, staff, and the school community
Actively advocates on behalf of students, staff, and the school community for necessary resources to support the goals and objectives of the school (e.g., at meetings of the Board of Education, civic associations, professional organizations, county council, budget hearings)	Rarely or never advocates on behalf of students, staff, and the school community for necessary resources
Explains to students, staff, and the school community how the local school fits into the larger context of the school system	Provides limited or inadequate explanation to students, staff, and the school community about how the local school fits into the larger context of the school system
Involves students, staff, and the school community in working together to meet the goals of the school system's strategic plan	Rarely or never involves students, staff, and the school community in working together to meet the goals of the school system's strategic plan
Provides feedback about programs and initiatives to appropriate MCPS offices; serves on committees, task forces, and focus groups evaluating MCPS programs and initiatives	Rarely or never provides feedback about programs and initiatives to appropriate MCPS offices; rarely or never serves on committees, task forces, or focus groups to evaluate MCPS programs and initiatives
Articulates alignment of the school improvement planning process with the goals and initiatives of the MCPS strategic plan to students, staff, and the school community	Does not articulate alignment of the school improvement planning process with the goals and initiatives of the MCPS strategic plan
Monitors the implementation and progress of the school improvement plan (SIP) and updates it as appropriate; ensures that the SIP reflects changing political, social, cultural, and economic conditions	Updates the SIP cursorily or not at all; maintains a school improvement plan that does not reflect changing political, social, cultural, and economic conditions

ASSISTANT PRINCIPALS, ASSISTANT SCHOOL ADMINISTRATORS, AND COORDINATORS OF SCHOOL-BASED PROGRAMS

The six leadership standards that have been established for the Administrative and Supervisory Professional Growth System (A&S PGS) are further defined by performance criteria for the purpose of supporting all components of the A&S PGS. The purpose of the descriptive examples is to create a sample picture of what being an assistant principal, assistant school administrator or coordinator of a school-based program looks like when it meets or does not meet the MCPS standards. These descriptive examples are not intended to isolate behaviors in a checklist or to suggest that every person in one of these positions is expected to be doing everything that is described. They define a range of behaviors and are intentionally designed to reflect a high standard of performance.

The standards, performance criteria, and descriptive examples included herein are designed to be applied to a variety of administrators who have similar, but not identical, job descriptions and responsibilities: assistant principals, assistant school administrators, and coordinators of school-based programs. The standards and criteria for these administrators are aligned with the principals' standards and thus serve to create a link among school administrators as they achieve the goals of their schools and success for all students.

In their roles, assistant principals, assistant school administrators, and coordinators of school-based programs function as important members of their schools' leadership teams. They work under the guidance and direction of their school principals or supervisors. They assist with many of the tasks involved in administering and supervising the total school program and providing educational leadership for the students and staff members consistent with the educational goals of the community. Their functions may include establishing a climate conducive to learning, planning and coordinating programs, decision making, and monitoring student progress. It is expected that they demonstrate initiative and be able to problem solve using their best professional judgment.

Distinctions between and among these three groups of administrators should be borne in mind as they are evaluated by their principals/supervisors. Depending on the schools to which they have been assigned, certain roles and responsibilities may be emphasized. For example, an elementary school assistant principal is likely to be the second of only two administrators in the school, whereas the secondary school assistant principal is likely to be one of several school administrators. Principals assign duties to these administrators based on the unique context and needs of the school. Coordinators of school-based programs typically interact with fewer teachers and other administrators than do assistant principals. Thus, some of the descriptive examples may not apply to specific administrative positions or the people filling the positions. It is recommended that principals/supervisors review with the person being evaluated the descriptive examples and select those that most directly apply to the position of the person being evaluated. Evaluators may also apply descriptors of their own to the evaluation process if they better serve the purpose of gathering and reporting evidence of meeting or not meeting the standards.

STANDARD I:

Each assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who promotes success for all students as he/she assists in facilitating the development, articulation, implementation, and stewardship of a vision of teaching and learning shared and supported by the school community.

Performance Criteria

1. Promotes the school community's shared vision of teaching and learning that supports achievement for all students.

2. Actively engages in a collaborative process that involves all stakeholders in the development, articulation, and implementation of a shared vision.

3. Facilitates the development of the leadership capacity of stakeholders to share the responsibility of the work of the school improvement process toward the realization of the vision.

4. Shares the responsibility in using data for the alignment of the school improvement planning process with the MCPS Strategic Plan.

5. Aligns programs, practices, and resources to support the teaching and learning process.

6. Facilitates an ongoing collaborative process to monitor, evaluate, and revise programs and practices based on multiple sources of data.

7. Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The assistant principal, assistant school administrator, or coordinator of a school-based program—

MEETS STANDARD	DOES NOT MEET STANDARD
Assists in facilitating an annual, collaborative process for developing and refining the school's vision of high standards of teaching and learning with all stakeholders	Provides limited or no assistance in facilitating a collaborative process for annual review of the vision; discourages or ignores stakeholder input
Assists the principal or supervisor by meeting with the community to facilitate their understanding of and garner their support for practices which keep the school's vision in the forefront in collaborative decision making	Rarely or never meets with the community to facilitate their understanding of and garner their support for practices which keep the school's vision in the forefront
Participates in team/department meetings to share and discuss the school's vision; works with staff to facilitate understanding and support of the school's goals, objectives, and tasks in the school improvement plan (SIP)	Rarely participates in team/department meetings; minimally shares or discusses the school's vision; does not work with staff to facilitate understanding and support of the school's goals, objectives, and tasks in the SIP
Encourages staff to become involved in school decision making; works with teams/departments to facilitate their involvement	Provides limited or no encouragement to staff to become involved in school decision making; efforts to work with teams/departments to facilitate their involvement are limited
Explains the school's vision to students using age-appropriate language	Rarely or never explains the school's vision to students using age-appropriate language
Uses relevant demographic and achievement data in supporting the school's vision; analyzes and presents data from a variety of sources as they relate to student achievement and school improvement; works with teams/departments to interpret and use data to make instructional improvements	Rarely uses relevant demographic and achievement data in supporting the vision; rarely or never analyzes nor presents data; rarely or never works with teams/departments to interpret and use data to make instructional improvements
Sends the following key belief messages to students, staff, and parents: • Learning is important • All students can learn • We must not give up on students and their learning • Effective effort leads to student achievement	Sends messages to students, staff, and parents that do not support student learning; communications convey that these messages are important for some groups, but not others
Works with teams/departments to facilitate clear understanding of appropriate, measurable goals for student learning, and to align expectations and goals with standards; works with teams/departments to develop plans for monitoring progress toward team/department/school goals; assists in monitoring progress	Provides limited assistance to teams/departments in facilitating understanding; provides limited assistance in aligning expectations and goals with standards; provides minimal assistance to teams/departments in developing plans for monitoring progress toward goals; provides limited assistance in monitoring progress
Facilitates discussions during team/department meetings that are focused on goals, expectations, and the school's vision	Provides limited opportunities for discussions at team/department meetings that are focused on goals, expectations, and the school's vision
Assists teams/departments in collecting relevant data and analyzing and presenting the data to stakeholders	Provides limited assistance to teams/departments in collecting, analyzing, and presenting data

MEETS STANDARD	DOES NOT MEET STANDARD
Participates actively in the school improvement process team; assists the principal or supervisor by focusing team meetings/discussions on the school's vision and MCPS strategic plan	Participation in the school improvement process team is limited; rarely or never assists in focusing team meetings/discussions on the school's vision and MCPS strategic plan
Assists the principal or supervisor in monitoring, evaluating, and revising the school's improvement process plan on an ongoing basis; assists in revising school goals collaboratively using MCPS strategic plan at all stages	Provides limited or no assistance in monitoring, evaluating, and revising the school's improvement process plan; rarely or never uses a collaborative process while assisting in revising school goals; pays limited or no attention to MCPS strategic plan
Assists the principal in working collaboratively with stakeholders to develop a process to overcome the obstacles to achieving the school's vision of high standards of teaching and learning; discusses with the principal obstacles to the process that he/she observes	Provides limited or no assistance in working collaboratively with stakeholders to develop a process to overcome obstacles to achieving the school's vision of high standards of teaching and learning; takes no action when he/she observes obstacles in place
Assists the principal or supervisor by using a variety of methods to communicate progress with stakeholders about practices and accomplishments	Rarely or never provides assistance; repertoire of methods to communicate progress is limited

STANDARD II:

Each assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who promotes success for all students as he/she nurtures and sustains a school culture of high expectations, professional growth, and an instructional program conducive to student learning.

Performance Criteria

1. Demonstrates and promotes high expectations for the achievement of all students.

2. Promotes a school climate focused on teaching and learning.

3. Articulates, supports, and monitors the effective implementation of curriculum, assessment, and instruction—all of which are evidenced in student outcomes.

4. Shares the leadership responsibility for the continuous improvement of instruction through a collaborative, data-driven analysis of student learning.

5. Encourages the use of adult learning concepts and professional development processes to build a professional learning community.

6. Promotes a school climate that values intellectual curiosity and recognizes the diverse needs and strengths of learners.

7. Shares the responsibility for the quality implementation of the professional growth systems for all staff.

Examples of evidence of high expectations for student learning and staff professional growth

The assistant principal, assistant school administrator, or coordinator of a school-based program—

MEETS STANDARD	DOES NOT MEET STANDARD
Works with team/department leaders to create an atmosphere that encourages all students to excel; looks for evidence of recognition of student work and academic progress in classrooms and hallways; looks for evidence of contributions of students from diverse backgrounds	Rarely or never works with team/department leaders to create an atmosphere that encourages all students to excel; rarely or never looks for evidence of recognition of student work and academic progress; rarely or never looks for evidence of contributions of students from diverse backgrounds; allows contributions of only some groups of students to be displayed

MEETS STANDARD	DOES NOT MEET STANDARD
Works with teams/departments to interpret and discuss achievement data and progress toward meeting school improvement plan (SIP) goals	Rarely or never works with teams/departments to discuss achievement data; rarely or never discusses progress toward meeting SIP goals; provides limited or inadequate interpretations of data
Uses classroom observations and walk-throughs to monitor instruction in support of attainment of MCPS assessment targets for all groups of students (e.g., racial/ethnic group membership, gender, disabilities, socioeconomic background, English language fluency)	Neither uses classroom observations nor walkthroughs to monitor instruction in support of attainment of the targets for all groups of students
Uses classroom observations and monitors formative assessment data to ensure that teachers use instruction that aligns with MCPS curriculum; works with team/department leaders to interpret MCPS curriculum guidelines	Neither uses classroom observations nor monitors formative assessment data; allows teachers to use instruction that does not align with MCPS curriculum; rarely works with team/department leaders to interpret MCPS curriculum guidelines
Uses post-observation conferences to emphasize the importance of high expectations for the achievement of all students; uses post-observation conferences to emphasize the need for employing a variety of instructional strategies to respond to the diverse learning needs and strengths of students	Rarely or never uses post-observation conferences to emphasize the importance of high expectations; rarely or never uses post-observation conferences to emphasize the need for employing a variety of instructional strategies
Provides time during team/department meetings to discuss MCPS assessment targets for all groups of students and to emphasize the importance of high expectations for the achievement of all students	Rarely or never provides time during team/department meetings to discuss MCPS assessment targets for all groups of students; rarely or never uses meeting time to emphasize the importance of high expectations for the achievement of all students
Exhibits skill in Observing and Analyzing Teaching (OAT) language, format, and principles in classroom observations, conferences, and monitoring curriculum implementation; provides focused feedback to teachers	Does not exhibit skill in OAT language, format, and principles in classroom observations, conferences, and monitoring curriculum implementation; does not provide focused feedback to teachers
Assists the principal or supervisor in monitoring the school's progress over time in meeting state and county performance standards such as attendance, graduation rates, and assessments included in the system of shared accountability	Rarely or never assists the principal or supervisor in monitoring the school's progress over time in meeting state or county performance standards
Assists the principal or supervisor in sharing student progress/achievement data with parents and the community; solicits input from them regarding improvement	Shares neither student progress nor achievement data with parents and the community; rarely or never solicits input from parents and the community
Uses available technology (e.g., data warehouse, SIMS, IMS) to monitor curriculum implementation and student progress; works with team/department leaders to facilitate their understanding and use of technology for data analysis	Rarely or never uses available technology to monitor curriculum implementation and student progress; rarely or never works with team/department leaders to facilitate their understanding and use of technology for data analysis

MEETS STANDARD	DOES NOT MEET STANDARD
Provides time during team/department meetings for staff to analyze and discuss multiple sources of data and information to monitor student achievement and plan for improvement	Rarely or never provides time during team/department meetings for staff to analyze and discuss multiple sources of data and information to monitor student achievement and plan for improvement
Provides opportunities during team/department meetings for faculty discussions of and reflections on research; encourages staff to learn and pursue effective practices that focus on student learning; keeps staff informed of professional development opportunities	Rarely or never provides opportunities for discussion or reflection; rarely or never encourages staff to learn and pursue effective practices that focus on student learning; does not provide staff with information about opportunities
Works with the staff development teacher (SDT) to support job-embedded staff development for teachers through a variety of methods (e.g., staff meetings, peer visits with reflection, SDT training sessions, study groups, action research, professional development days)	Rarely or never works with the staff development teacher, or works in a limited way to support job-embedded staff development for teachers

STANDARD III:

Each assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who promotes success for all students as he/she shares the responsibility for the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Performance Criteria

1. Coordinates people and efforts to improve educational and support processes to achieve targeted results.

2. Develops and/or supervises efficient processes in order to maximize time for instructional leadership.

3. Manages human and material resources to cultivate and support a safe and healthy school environment.

4. Shares the responsibility for aligning resources with the school improvement plan and the strategic plan of the school system.

5. Helps to expand the capacity of the organization and staff to respond to the needs of students in a rapidly changing school environment.

Examples of evidence of management of processes, practices, and resources

The assistant principal, assistant school administrator, or coordinator of a school-based program—

MEETS STANDARD	DOES NOT MEET STANDARD
Uses a research-based, systemic process (e.g., Framework for Teaching and Learning, Baldrige, 10-step process, etc.) with MCPS look-fors to assist in guiding continuous improvement; assists in ensuring that the process is ongoing	Does not use a research-based, systemic process to assist in guiding continuous improvement; rarely or never assists in ensuring that the process is ongoing; rarely or never uses MCPS look-fors
Shares responsibility for implementing established processes to supervise staff effectiveness on established performance criteria	Inadequately implements established processes
Assists in delegating responsibilities to a variety of appropriate staff	Rarely or never assists in delegating responsibilities
Shares responsibility for effectively implementing established testing protocols	Inadequately implements testing protocols; inadequately addresses violations of protocol

MEETS STANDARD	DOES NOT MEET STANDARD
Supports a master schedule with a balanced program of learning opportunities for all students; assists in monitoring assignment of students to classes/staff that best meet students needs	Rarely or never supports a master schedule with a balanced program of learning opportunities for all students; rarely or never assists in monitoring assignment of students to classes/staff
Assists in organizing instructional teams/support groups to meet student needs	Rarely or never assists in organizing instructional teams/support groups to meet student needs
Assists in selecting and developing instructional team leaders who have the capacity to motivate others, make decisions, and create change; assists in developing leadership from within the school's staff	Rarely or never assists in selecting and developing instructional team leaders who have the capacity to motivate others, make decisions, and create change; rarely or never assists in developing leadership from within the school's staff
Assists in evaluating programs in the school for their relevance to the school improvement plan (SIP); uses available data for continuous program evaluation	Rarely or never assists in evaluating programs in the school for their relevance to the SIP; rarely or never uses available data to evaluate programs
Uses technology tools (e.g., spreadsheets, scheduling software, financial software, behavior management software, the data warehouse) to assist in managing school operations and streamline tasks; works with team/department leaders to enhance their understanding of the technology tools	Rarely or never uses technology tools to assist in managing operations and streamline tasks; rarely or never works with team/department leaders to enhance their understanding
Works with team/department leaders and other stakeholders to support clear and comprehensive attendance and behavior management processes that result in increased teaching and learning	Rarely or never works with team/department leaders and other stakeholders to support clear and comprehensive attendance and behavior management processes; does not act on attendance or behavior issues that interfere with classroom instruction and learning
Shares responsibility for implementing clear expectations and responsibilities for staff in responding to school safety and student discipline matters Assists in conducting emergency drills (e.g., fire, code blue, code red) that are in conformance with regulations provided by the Montgomery County Fire Marshal	Rarely or never shares responsibility for implementing clear expectations and responsibilities for staff in responding to school safety and student discipline matters Rarely or never assists in conducting drills; devotes limited attention to ensuring that drills comply with emergency drill regulations
Meets with on-site emergency team (OSET) to support implementation of effective emergency/crisis plans	Rarely or never meets with OSET; provides limited or no support to implementation of effective emergency/crisis plans
Assists in providing direction to building services and security staff (if applicable) to maintain a clean and safe building	Rarely or never provides direction to building services and security staff; inadequately monitors the implementation of safety procedures
Assists in monitoring implementation of health/ safety regulations	Rarely or never monitors implementation of health/ safety regulations
Assists in monitoring bus schedules, loading, and unloading	Rarely or never assists in monitoring bus schedules, loading, and unloading

MEETS STANDARD	DOES NOT MEET STANDARD
Supports funding priorities (human and material) that align with the instructional program and school improvement goals; works with team/department leaders to facilitate understanding of the priorities	Takes limited or no action to support funding priorities; allows teams/departments to use funds for purposes that do not align with the instructional program and school improvement goals
Recognizes the evolving needs of the school (e.g., changes in the student population, condition of the physical plant) and works with principal or supervisor to plan to address these needs	Rarely or never recognizes evolving needs of the school; rarely or never brings these needs to the attention of the principal or supervisor
Shares responsibility for providing structures and processes that promote effective communication and timely resolution of conflicts; assists in establishing and maintaining regular procedures whereby students and stakeholders are able to communicate concerns	Rarely or never shares responsibility for providing structures and processes that promote effective communication and timely resolution of conflicts; rarely or never assists in establishing or maintaining regular procedures whereby students and stakeholders are able to communicate concerns
Applies change theory principles to support collaborative decision making	Rarely or never applies change theory principles to support collaborative decision making

STANDARD IV:

Each assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who promotes success for all students as he/she collaborates with the school staff and other stakeholder groups including students, families, and community members.

Performance Criteria

1. Promotes the involvement of staff and other stakeholder groups, including students, families, and community members in continuous improvement processes and decision making.

2. Embraces and uses available family and community resources to provide support and achieve school goals.

3. Facilitates collaborative partnerships to strengthen programs and support school goals.

4. Helps to identify, nurture, and include stakeholders from diverse backgrounds and ethnicities in the work and culture of the school.

5. Recognizes individual and group differences and treats all stakeholders with respect.

Examples of collaboration with school staff and other stakeholder groups

The assistant principal, assistant school administrator, or coordinator of a school-based program—

MEETS STANDARD	DOES NOT MEET STANDARD
Assists the principal or supervisor in involving professional and supporting services staff in decision making and continuous improvement processes	Rarely of never works assists the principal or supervisor in involving staff
Presents information at team/department meetings to explain changes to existing programs/processes and to solicit feedback prior to making changes	Rarely or never presents information at team/department meetings; rarely or never solicits feedback

MEETS STANDARD	DOES NOT MEET STANDARD
Shares responsibility for soliciting input from stakeholder groups through a variety of methods (e.g., focus group discussions, study circles, advisory groups, meetings with parents and the school community) to identify and solve problems	Rarely or never shares responsibility for soliciting input; uses limited methods to solicit input
Shares in monitoring the school improvement plan (SIP) team process to ensure that team membership includes all stakeholder groups and stakeholders are present at meetings and actively involved; shares monitoring information with principal or supervisor	Rarely or never monitors the SIP team process; rarely or never shares monitoring information with principal or supervisor
Shares responsibility for utilizing valid data from staff, student, and parent school surveys such as environment, Baldrige, and others to celebrate successes and engage in problem solving with staff and stakeholders	Rarely or never utilizes valid data; rarely or never engages in celebrating successes; rarely or never engages in problem solving with staff and stakeholders
Works with principal/supervisor and team/ department leaders to maximize retention of staff who reflect the diversity of the MCPS community	Rarely or never works with principal/supervisor and team/department leaders to maximize retention of diverse staff members
Shares in monitoring stakeholder meetings to ensure that they are held at times and in locations that make them easily accessible to all	Rarely or never monitors stakeholder meetings
Serves as a liaison between the school and the community; communicates with stakeholders and articulates trends that affect the community; collaborates with community agencies to acquire health, social, or other services that students need; refers families to community agencies as needed	Rarely or never is willing to serve as liaison between the school and the community; rarely or never communicates with stakeholders; ineffectively articulates trends that affect the community; rarely or never collaborates with community agencies to acquire services or make referrals
Serves as a liaison between the school and the community to obtain information about family and community concerns, expectations, and needs applicable to the work and culture of the school; uses information obtained to address the needs of different groups (e.g., special education, gifted/ talented, ESOL)	Rarely or never is willing to serve as liaison between the school and the community; rarely or never obtains information about family and community concerns, expectations, and needs
Supports the principal or supervisor in articulating a clear process for using outside resources to foster student achievement; shares responsibility for soliciting funds/ seeking grants from a variety of sources (e.g., community, civic groups, local government, business foundations) to support SIP goals and initiatives	Rarely or never articulates the process for using outside resources to foster student achievement; rarely or never assists in soliciting funds/seeking grants
Serves as a liaison between the school and business and community groups to obtain financial support, materials, and mentors for students and staff	Rarely or never is willing to serve as a liaison between the school and business and community groups
Serves as a liaison between the school and higher education institutions to foster professional development of staff and mentors for students and staff	Rarely or never is willing to serve as a liaison between the school and higher education institutions

MEETS STANDARD	DOES NOT MEET STANDARD
Supports decisions to accept opportunities to pilot community-based programs; participates in research (if applicable)	Rarely or never supports decisions to accept opportunities to pilot community-based programs; unwilling to participate in research
Assists the principal or supervisor in encouraging community and business participation in the school for a variety of activities (e.g., volunteering in classes, participating in career days and speaking engagements, providing mentors for service learning and internships)	Rarely or never assists principal/supervisor in encouraging community and business participation in the school
Respects all groups and their priorities; treats all stakeholders equitably; responds equitably to parent, student, staff, and community concerns	Displays disrespectful behaviors; responds to some stakeholder groups more favorably than others
Works with team/department leaders and guidance staff to recognize and celebrate differences in cultures through student work/displays	Rarely or never works with staff to recognize and celebrate cultural differences; does not encourage displays of student work
Communicates with all stakeholders in a timely and open manner	Communicates with only some stakeholders; rarely or never communicates in a timely manner; communicates partial information to stakeholders

STANDARD V:

Each assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who promotes success for all students as he/she models professionalism and professional growth in a culture of continuous improvement.

Performance Criteria

1. Establishes trust and demonstrates openness and respect in relationships and decision-making processes.

2. Seeks and uses feedback and reflects on his/her leadership and the impact it has on other stakeholders.

3. Utilizes collaborative processes that promote cooperation among diverse groups working together to develop and accomplish common goals.

4. Demonstrates values, beliefs, and attitudes that inspire others.

5. Demonstrates commitment to continuous improvement for students, staff, and self.

6. Uses data from a variety of sources to assess professional growth and continuous improvement.

Examples of evidence of modeling professionalism and professional growth

The assistant principal, assistant school administrator, or coordinator of a school-based program—

MEETS STANDARD	DOES NOT MEET STANDARD
Demonstrates a personal and professional code of ethics (e.g., core values and beliefs such as honesty and integrity) in formal and informal settings Models lifelong learning and encourages lifelong learning in others	Acts regardless of common standards of ethical, professional behavior; allows personal feelings to interfere with professional code of ethics and core values. Rarely or never seeks out opportunities to learn; does not encourage lifelong learning in others

MEETS STANDARD	DOES NOT MEET STANDARD
Models professionalism in behavior and appearance; dresses appropriately for occasions/activities; demonstrates dedication to his/her responsibilities Communicates key beliefs about student learning to staff, students, and parents: • Learning is important • All students can learn • We must not give up on students and their learning • Effective effort leads to student achievement	Behavior is sometimes inappropriate; appearance is sometimes inappropriate for occasions/activities; does not demonstrate dedication to responsibilities. Sends messages to students, staff, and parents that do not support student learning; communications convey that these messages are important for some groups, but not others
Follows established processes whereby stakeholder input is collected, analyzed, and used for continuous improvement	Does not follow established processes
Assists the principal or supervisor by soliciting, listening to, and acting on input from stakeholders individually and in groups (e.g., through conferences, meetings, surveys, e-mails, telephone calls)	Rarely or never solicits, listens to, or acts on input from stakeholders; is unavailable and/or unresponsive to stakeholders
Shares responsibility for ensuring the participation of all stakeholders in development, implementation, evaluation, and revision of the school improvement plan (SIP)	Rarely or never shares responsibility for ensuring the participation of all stakeholders in development, implementation, evaluation, and revision of SIP
Encourages participation by all stakeholder groups in the process of decision making	Does not encourage participation by all stakeholder groups; encourages some groups but not others
Facilitates a climate in which staff input and innovation are encouraged and valued	Discourages or ignores staff input and innovation
Encourages departments, teams, and individuals to meet, reflect, and have input on significant school decisions; establishes opportunities for staff to provide input	Rarely or never encourages departments, teams, and individuals to meet, reflect, and have input on significant school decisions; frequently restricts opportunities for staff input
Assists the principal or supervisor in creating opportunities for staff to assume leadership or expanded roles in the school	Rarely or never assists the principal or supervisor in creating opportunities for staff to assume leadership or expanded roles in the school; limits opportunities for some staff
Motivates staff toward high levels of performance; reads relevant educational literature and facilitates team/ department discussions about it	Rarely or never motivates staff toward high levels of performance; rarely or never reads relevant educational literature; rarely or never facilitates team/ department discussions about it
Models respectful behaviors; monitors that respect is pervasive among staff, students, and the school community; brings issues of concern to principal or supervisor	Displays disrespectful behaviors; displays different behaviors toward different groups; rarely or never monitors that respect is pervasive; rarely or never brings issues of concern to principal or supervisor
Protects the rights of confidentiality of individual students, staff, and parents; works with team/ department leaders and guidance staff to protect confidentiality	Violates or is careless about protecting confidentiality; rarely or never works with team/department leaders and guidance staff to protect confidentiality

MEETS STANDARD	DOES NOT MEET STANDARD
Seeks out and uses feedback from colleagues and stakeholders to evaluate the impact of his/her own administrative practice; reflects on how to improve processes; identifies personal goals in a professional development plan (PDP)	Neither seeks out nor acts on feedback; seeks but does not act on feedback; sets personal goals regardless of feedback
Assists the principal or supervisor in analyzing school test data for evidence of continuous progress; identifying priorities and implementing programs for his/her professional growth and that of staff	Rarely or never assists the principal or supervisor in analyzing test data, identifying priorities, and implementing programs for professional growth
Uses team/department meetings to share data from a variety of sources (e.g., achievement, student progress, attendance data) with staff; makes presentations at PTA, community, and student meetings to share data; solicits suggestions for continuous improvement	Rarely or never shares data with staff; rarely or never makes presentations at PTA, community, or student meetings; rarely or never solicits suggestions for continuous improvement; solicits suggestions but does not act on them
Meets professional obligations in a complete and timely manner (e.g., paperwork, deadlines)	Is often late in meeting professional obligations; submits incomplete and/or inaccurate products
Participates in required school, cluster, and system-wide meetings; shares information obtained at meetings with school leadership and staff	Misses or arrives late to meetings; rarely or never shares information with school leadership; rarely or never shares information with school staff

STANDARD VI:

Each assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who promotes success for all students as he/she understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

Performance Criteria

1. Expands personal knowledge and develops abilities to respond to continuously changing political, social, cultural, and economic conditions that impact schools and the school system.

2. Demonstrates awareness of and applies knowledge of local, state, and national policies, regulations, procedures, and laws.

3. Participates in the development of policies, programs, and budgets, including the school improvement plan process.

4. Advocates for students, staff, school community, and the school system.

5. Articulates the district's initiatives, facilitates their implementation, and assists in their continuous improvement.

Examples of understanding, responding to, and influencing the larger political, social, socioeconomic, legal, and cultural contexts

The assistant principal, assistant school administrator, or coordinator of a school-based program—

MEETS STANDARD	DOES NOT MEET STANDARD
Demonstrates knowledge of local, state, and national educational and cultural trends, current research, and best practices; creates opportunities to share this knowledge with teams/departments	Displays little or no knowledge of local, state, and national educational and cultural trends, current research, and best practices; rarely or never creates opportunities to share this knowledge with teams/departments

MEETS STANDARD	DOES NOT MEET STANDARD
Interprets and complies with MCPS policies, regulations and procedures, as well as local, state, and federal mandates (e.g., special education, 504, search and seizure, No Child Left Behind); provides opportunities for team/department discussion and understanding	Misinterprets and/or inadequately complies with MCPS policies, regulations and procedures, as well as local, state, and federal mandates; rarely or never provides opportunities for team/department discussion and understanding
Meets with students, staff, and the school community to facilitate their understanding of MCPS policies, regulations, and procedures, as well as local, state, and federal mandates	Rarely or never meets with students, staff, and the school community to facilitate understanding of MCPS polices, regulations and procedures as well as local, state, and federal mandates
Engages in the political and social life of the school community acting as a liaison for the needs of the school and the student population	Avoids invitations to address civic and community organizations; does not know or interact with key stakeholders across the breadth of demographics in the school community
Balances participation in local, state, or national professional association and organization activities with day-to-day school operations and responsibilities	Allows professional organization activities to supersede day-to-day school operations and responsibilities
Holds membership in local, state, or national professional associations and organizations; participates in professional growth opportunities relevant to education (e.g., course work, workshops, conferences, research, study groups)	Maintains limited or no membership in professional organizations; rarely or never participates in professional growth opportunities relevant to education
Serves as a liaison between the school and local and state task forces or work groups; works on development of programs, policies, or budgets	Rarely or never is willing to serve as liaison; rarely or never works on developing programs, policies, or budgets
Helps to communicate knowledge of the budget process and its impact on the local school to students, staff, and the school community	Rarely or never helps to communicate knowledge of the budget process; provides limited or inadequate communication about the budget process and its implications to students, staff, and the school community
Shares responsibility for advocating on behalf of students, staff, and the school community for necessary resources to support the goals and objectives of the school (e.g., at meetings of the Board of Education, civic associations, professional organizations, county council, budget hearings)	Rarely or never shares responsibility for advocating on behalf of students, staff, and the school community for necessary resources
Explains to students, staff, and the school community how the local school fits into the larger context of the school system	Provides limited or inadequate explanation to students, staff, and the school community about how the local school fits into the larger context of the school system
Encourages students, staff, and the school community to work together to meet the goals of the MCPS strategic plan	Rarely or never encourages students, staff, and the school community to work together to meet the goals of the MCPS strategic plan
Shares responsibility for providing feedback about programs and initiatives to appropriate MCPS offices; serves on committees, task forces, and focus groups evaluating MCPS programs and initiatives	Rarely or never provides feedback about programs and initiatives to appropriate MCPS offices; rarely or never serves on committees, task forces, or focus groups to evaluate MCPS programs and initiatives

MEETS STANDARD	DOES NOT MEET STANDARD
Articulates alignment of the school improvement planning process with the goals and initiatives of the MCPS strategic plan to students, staff, and the school community	Does not articulate alignment of the school improvement planning process with the goals and initiatives of the MCPS strategic plan
Assists the principal or supervisor in monitoring implementation and progress of the school improvement plan (SIP); assists in updating it as appropriate; assists in ensuring that the SIP reflects changing political, social, cultural, and economic conditions	Rarely or never provides assistance to the principal or supervisor in monitoring the SIP, updating it, or ensuring that it reflects changing political, social, cultural, and economic conditions

CENTRAL SERVICES ADMINISTRATORS

The six leadership standards that have been established for the Administrative and Supervisory Professional Growth System (A&S PGS) are further defined by performance criteria for the purpose of supporting all components of the A&S PGS. The purpose of the descriptive examples is to create a sample picture of what being a central services administrator looks like when it meets or does not meet the MCPS standards. These descriptive examples are not intended to isolate behaviors in a checklist or to suggest that every person in one of these positions is expected to be doing everything that is described. They define a range of behaviors and are intentionally designed to reflect a high standard of performance.

The standards, performance criteria, and descriptive examples included herein are designed to be applied to a variety of administrators who have a wide range of job descriptions and responsibilities. The standards and criteria for these administrators are aligned with the executive staff standards and thus serve to create a link among central service administrators as they achieve the goals of their offices and success for all students.

In their roles, central services administrators function as important members of their offices' leadership teams. They work under the guidance and direction of their immediate supervisors. They assist with many of the tasks involved in administering and supervising the total program and providing educational leadership for staff members consistent with the educational goals of the school system. Their functions may include establishing a climate conducive to results, planning and coordinating programs, decision making, and monitoring program progress. They are expected to demonstrate initiative and be able to problem solve using their best professional judgment.

Some of the descriptive examples may not apply to specific administrative positions or the people filling the positions. It is recommended that supervisors review with the person being evaluated the descriptive examples and select those that most directly apply to the position of the person being evaluated. Evaluators may also apply descriptors of their own to the evaluation process if they better serve the purpose of gathering and reporting evidence of meeting or not meeting the standards.

STANDARD I:

The central services administrator is a leader in the organization who promotes success for all students as he/she facilitates and supports the development, articulation, and implementation of the school system's strategic plan.

Performance Criteria

1. Provides leadership and facilitates the development of a shared vision for how his/her office or program contributes to student success.

2. Ensures that the school system's strategic plan and vision are communicated to staff and stakeholders so as to promote understanding and a shared commitment.

3. Provides leadership for the implementation of the school system's strategic plan.

4. Develops the leadership capacity of staff and stakeholders to share the responsibility for implementing the office strategic plan.

5. Aligns programs, practices, and resources to support student success.

6. Facilitates an ongoing collaborative process to monitor, evaluate, and revise programs and practices based upon multiple sources of data.

7. Fosters a shared commitment to high standards with high expectations for quality services.

Examples of evidence of development, leadership, facilitation, implementation, and articulation

The central services administrator—

MEETS STANDARD	DOES NOT MEET STANDARD
Facilitates an annual, collaborative process for developing and refining the office/program shared vision for how it contributes to student success; establishes practices to keep the office/program vision in the forefront in collaborative decision making	Does not facilitate an annual, collaborative process for developing and refining the office/program shared vision for how it contributes to student success; does not establish practices to keep the office/program vision in the forefront in collaborative decision making

MEETS STANDARD	DOES NOT MEET STANDARD
Provides leadership and guidance to help staff understand how program strategic plans support the office strategic plan, and how the office strategic plan supports the school system's strategic plan	Provides limited or no leadership/guidance to help staff understand how program strategic plans support the office strategic plan, and how the office strategic plan supports the school system's strategic plan
Meets with office/program staff to discuss the office vision for contributing to student success; solicits input from staff regarding the office/program vision and strategic plans	Does not meet with office/program staff to discuss the office vision for contributing to student success; does not solicit input from staff regarding the office/ program vision and strategic plans
Communicates oral and written examples illustrating the office/program vision and strategic plan in a variety of settings (e.g., leadership meetings, committee meetings; training sessions, grant applications, etc.)	Does not communicate the vision and strategic plan in a variety of settings; communication is limited and narrowly focused
Meets with stakeholders and provides oral and written explanations of the office/program vision and strategic plan and how they support the school system's vision and strategic plan; solicits input from stakeholders regarding the office/program vision and strategic plan; monitors staff responses to stakeholder requests, inquiries, and input	Does not meet with stakeholders and provide oral and written explanations of the office/program vision and strategic plan and how they support the school system's vision and strategic plan; does not solicit input from stakeholders regarding the office/program vision and strategic plan; does not monitor staff responses stakeholder requests, inquiries, and input
Actively involves and continually encourages staff to become involved in office/program decision making; encourages staff to develop their own goals, objectives, and activities to support the office/program vision and strategic plan	Neither actively involves nor continually encourages staff to become involved in office/program decision-making; does not encourage staff to develop their own goals, objectives and activities; discourages staff input and participation
Works with office/program staff to facilitate clear understanding of appropriate, measurable goals for evaluating progress toward the office/program vision, goals, and objectives; works with office/program staff to develop plans for monitoring progress and activities; oversees monitoring process	Rarely or never works with office/program staff to facilitate understanding; does not work with office/ program staff to develop plans for monitoring progress toward goals; does not oversee monitoring process
Utilizes human and material resources to support the office/program vision and strategic plan; identifies and uses state, federal, and other grant funds, partnerships, donations, etc. to support activities aligned with the vision/strategic plan	Does not utilize human and material resources to support the office/program vision; uses state, federal, and other grant funds, partnerships, donations, etc. to support activities not aligned with the vision/ strategic plan
Works with staff and stakeholders to establish time-lines for critical processes/activities and benchmarks for monitoring success (e.g., safety/crisis and transportation policies and regulations, maintenance schedules, curriculum implementation guidelines, staff professional development, etc.)	Spends little or no time working with staff and stakeholders to establish timelines for critical processes/activities and benchmarks for monitoring student success
Provides oversight to ensure that timelines are met and stakeholders receive complete and unambiguous documents and materials; solicits input from stakeholders regarding the quality and timeliness of processes, activities, and materials	Provides limited or no oversight to ensure that time-lines are met and stakeholders receive complete and unambiguous documents and materials; does not solicit input from stakeholders regarding the quality and timeliness of processes, activities, and materials

MEETS STANDARD	DOES NOT MEET STANDARD
Uses demographic, achievement, progress, and other systemwide data that are relevant (e.g., course enrollments, transportation logs, maintenance logs, safety/crisis logs, financial statements, etc.) to support the school system's strategic plan and vision for student success; analyzes and presents data from a variety of sources as they relate to how the office/ program supports this vision; works with office/program and school staff, where appropriate, to interpret and use data to make improvements	Rarely uses demographic and achievement data that are relevant in supporting the strategic plan and vision; neither analyzes nor presents data; does not work with office/program and school staff, where appropriate, to interpret and use data to make improvements
Uses a variety of methods to communicate progress in supporting the school system's vision and strategic plan to staff and stakeholders	Uses only limited methods to communicate progress in supporting the school system's vision and strategic plan to staff and stakeholders
Communicates and collaborates with other offices, programs, and schools to support the school system's strategic plan and vision for success for all students	Neither communicates nor collaborates with other offices, programs, or schools; resists interoffice or inter-program communication and collaboration

STANDARD II:

The central services administrator is a leader in the organization who promotes success for all students as he/she creates and sustains a culture of professional growth and high expectations to support the school system's strategic plan.

Performance Criteria

1. Promotes the principle that every child can learn and succeed.

2. Promotes high expectations for the delivery of quality products, programs, and services.

3. Designs, supports, and monitors the effective implementation of school system's initiatives.

4. Engages in a continuous improvement process to attain performance excellence.

5. Fosters a professional learning community.

6. Promotes an office climate that cultivates intellectual curiosity, stimulates innovation, and values diversity.

7. Ensures that the professional growth systems for all staff are implemented with quality.

Examples of evidence of high expectations and professional growth

The central services administrator

MEETS STANDARD	DOES NOT MEET STANDARD
Communicates key beliefs about student learning to staff, students, families, and communities: • Learning is important • All students can learn • We must not give up on students and learning • Effective effort leads to student achievement	Communicates ways in which office/program goals and activities support these beliefs; creates opportunities for staff to reflect and share on how they contribute to student learning Sends messages to staff, students, families, and communities that do not support student learning; communications convey that these messages are important for some groups, but not others; does not communicate ways in which office/program goals and activities support these beliefs; rarely or never creates opportunities for staff to reflect and share on how they contribute to student learning

MEETS STANDARD	DOES NOT MEET STANDARD
Provides examples of high expectations for the delivery of quality products, programs, and services based on national, state, and local education and industry standards; models ways of developing and delivering quality products, programs, and services Provides time during office/program meetings to emphasize the importance of high expectations for the delivery of quality products, programs, and services	Provides limited or no examples illustrating high expectations for the delivery of quality products, programs, and services; examples provided are not clear; rarely or never models ways of developing and delivering quality products, programs, and services Rarely or never provides time during office/program meetings to emphasize the importance of high expectations for the delivery of quality products, programs, and services
Works with office/program staff to facilitate clear understanding of appropriate, measurable goals for evaluating progress toward the office/program strategic plan, goals, and objectives	Rarely or never works with office/program staff to facilitate understanding
Ensures that implementation plans are developed that include critical processes, activities, and benchmarks; monitors that timelines are met; solicits feedback from stakeholders regarding the quality, timeliness, and effectiveness of implementation plans and activities	Does not ensure that implementation plans are developed that include critical processes, activities, and benchmarks; does not monitor that time lines are met; does not solicit feedback from stakeholders regarding the quality, timeliness, and effectiveness of implementation plans and activities
Uses data sources (e.g., data warehouse, SIMS, IMS, office/program annual progress data, state and national data, customer feedback and satisfaction surveys) to monitor quality of products, programs, and services	Rarely or never uses data sources to monitor quality of products, programs, and services
Provides time during office/program meetings for staff to analyze and discuss national, state, system-wide, and office/program progress data; facilitates staff analysis of data	Rarely or never provides time during office/program meetings for staff to analyze and discuss data; does not facilitate staff analysis of data
Fosters a collaborative atmosphere for revising products, programs, services, and implementation plans based on progress data; encourages staff to provide input	Does not foster a collaborative atmosphere for revising products, programs, services, and implementation plans; revisions are not based on progress data; rarely or never encourages staff to provide input
Works collaboratively with staff to develop and articulate professional growth objectives that support delivery of quality products, programs, and services and sustain continuous improvement	Rarely or never works with staff to articulate professional growth objectives; does not work collaboratively with staff to develop and articulate objectives
Uses professional growth system conference time to provide evidence of staff's attainment of objectives; provides an environment in which staff's strengths and/or weaknesses can be discussed with candor	Does not use professional growth system conference time to provide evidence of staff's attainment of objectives; rarely or never provides an environment in which staff's strengths and/or weaknesses can be discussed with candor
Creates opportunities during meetings for discussions of and reflections on research; encourages staff to learn and pursue effective practices; keeps staff informed of professional development opportunities; keeps staff abreast of trends	Rarely or never creates opportunities for discussion or reflection on research; does not encourage staff to learn and pursue effective practices; does not provide staff with information about professional development opportunities; does not keep staff abreast of trends
Uses available funds to support staff attendance at professional conferences and training sessions	Does not use available funds to support staff attendance at professional conferences and training sessions

MEETS STANDARD	DOES NOT MEET STANDARD
Facilitates a climate in which intellectual curiosity and innovation are encouraged and diversity is valued; regularly solicits input from staff regarding the office climate; recognizes staff work and contributions personally and publicly	Discourages or ignores staff intellectual curiosity and innovation; accepts intellectual curiosity and innovation from selected staff members; does not solicit input from staff regarding the office climate; rarely or never recognizes staff work/contributions
Recruits and works toward retaining staff who know and share the diversity of the MCPS community	Makes limited or no attempts to recruit and retain staff who know and share the diversity of the MCPS community
Selects candidates for open positions who best exemplify the beliefs and goals of the school system	Does not consider school system beliefs and goals when selecting candidates for open positions

STANDARD III:

The central services administrator is an educational leader who promotes success for all students as he/she ensures the effective and efficient management of his/her office or program.

Performance Criteria

1. Demonstrates knowledge and skills necessary for his/her position.
2. Mobilizes people and coordinates their efforts to achieve targeted results.
3. Develops and supervises efficient processes in order to maximize performance.
4. Manages resources to cultivate and support a safe and healthy work environment.
5. Ensures that the allocation of resources is aligned with the strategic plan of the school system.
6. Builds the capacity of his/her office to respond to the needs of students, staff, and the community.

Examples of evidence of management of processes, practices, and resources

The central services administrator

MEETS STANDARD	DOES NOT MEET STANDARD
Demonstrates knowledge and skills necessary for his/ her position (e.g., effective management skills, oral and written communication skills, knowledge of federal and state law, current research and trends, budget processes, and technology applications, etc.)	Demonstrates limited knowledge and skills necessary for his/her position
Uses a research-based, systematic process (e.g., Framework for Teaching and Learning, Baldrige Categories and Core Values, 10-step process, etc.) with MCPS look-fors to assist in guiding continuous improvement that supports systemic change	Does not use a research-based, systematic process to assist in guiding continuous improvement; does not use the Baldrige Categories and Core Values; rarely or never uses MCPS look-fors
Develops and implements effective processes (well defined, well designed and well deployed) to supervise and develop staff effectiveness on established performance criteria	Inadequately implements effective processes; processes are not well defined or not well deployed
Uses quality tools such as the Plan, Do, Study, Act (PDSA) cycle of continuous improvement to determine processes' effectiveness	Rarely or never uses quality tools such as the Plan, Do, Study, Act (PDSA) cycle of continuous improvement

MEETS STANDARD	DOES NOT MEET STANDARD
Delegates responsibilities to a variety of appropriate staff; empowers them to assume a leadership role in the decisionmaking process; monitors and provides feedback to staff with regard to performance of these responsibilities	Rarely or never delegates responsibilities; delegates responsibilities to limited staff; neither monitors nor provides feedback to staff with regard to their performance
Develops and implements effective processes (well defined, well designed, and well deployed) to monitor systemwide data (e.g., enrollment in honors/AP, special education, and ESOL classes, MSDE data, attendance, safety and security logs, teacher certification, etc.) to best meet students' and the school system's needs	Rarely or never monitors systemwide data to best meet students' and the school system's needs
With staff, develops a yearly work plan using the Baldrige Categories and Core Values to organize the office/program and delineate priorities and responsibilities of staff; engages staff in monitoring work plan progress and makes revisions as needed; solicits input from stakeholders regarding office/program effectiveness by using a variety of quality tools (e.g., surveys, pluses/deltas, PDSA)	Does not develop a yearly work plan to organize the office/program and delineate priorities and responsibilities of staff; neither monitors nor revises work plan as needed; does not solicit input from stakeholders regarding office/program effectiveness
Identifies and develops team leaders who demonstrate the capacity to motivate and work collaboratively with others, communicate effectively, make decisions, and initiate change; develops leadership from within the staff	Neither identifies nor develops team leaders who demonstrate the capacity to motivate and work collaboratively with others, communicate effectively, make decisions, and initiate change; does not develop leadership from within the staff
Ensures that mentoring opportunities are available to share and enhance staff knowledge and expertise; assesses products, processes, and programs for their relevance to the school system's strategic plan; uses available data for continuous improvement	Does not ensure that mentoring opportunities are available; discourages staff mentoring activities; rarely or never assesses products, processes, and programs for their relevance to the school system's strategic plan; does not use available data to evaluate and improve programs
Uses technology tools (e.g., spreadsheets, scheduling software, financial software, system of shared accountability) to monitor office, program, and school operations (as appropriate); works with office, program, and school staff as appropriate to enhance their understanding of technology tools	Rarely or never uses technology tools to monitor operations; does not work with office, program, or school staff as appropriate to enhance their understanding of technology tools
Establishes clear expectations for office/program and school staff, as appropriate, in responding to safety and health regulations; ensures that staff understand and comply with safety and health regulations	Does not establish clear expectations for staff in responding to safety and health regulations; does not ensure that staff understand and comply with safety and health regulations
Conducts or monitors emergency drills (e.g., fire, code blue, code red, as appropriate) that are in conformance with regulations provided by Montgomery County government that staff understand and comply with emergency regulations	Neither conducts nor monitors emergency drills as appropriate; does not ensure that staff understand and comply with emergency regulations

MEETS STANDARD	DOES NOT MEET STANDARD
Allocates human and material resources to align with the school system's strategic plan; works to develop an annual budget for the office/program that supports the strategic plan; works with office/program and school leaders, as appropriate, to facilitate understanding of budget and resource priorities	Does not allocate human and material resources to align with the school system's strategic plan; allows development of an annual budget that allocates resources for purposes that do not align with the strategic plan; rarely or never works with office, program, or school leaders to facilitate understanding of budget and resource priorities
Recognizes the evolving needs of the school system (e.g., changes in the student population, condition of school system facilities) and works with other school system staff to plan to address these needs	Rarely or never recognizes evolving needs of the school system; does not work with other school system staff to plan to address these needs
Provides structures and processes that promote effective communication and timely resolution of conflicts; assists in establishing and maintaining regular procedures whereby staff are able to communicate concerns; solicits input from stakeholders regarding communications	Does not provide structures and processes that promote effective communication and timely resolution of conflicts; neither establishes nor maintains regular procedures whereby staff are able to communicate concerns; does not solicit input from stakeholders regarding communications
Applies change theory principles to support continuous improvement	Does not apply change theory principles to support continuous improvement

STANDARD IV:

The central services administrator is an educational leader who promotes success for all students as he/she collaborates with stakeholder groups including students, staff, families, community members, business partners, and community agencies.

Performance Criteria

1. Identifies and engages the broadest, most diverse range of stakeholders necessary for continuous improvement.
2. Forms collaborative partnerships to strengthen programs, solicit input and feedback, and support office goals.
3. Nurtures and promotes a workplace culture that includes stakeholders from diverse backgrounds and ethnicities.
4. Considers individual and group differences and treats all stakeholders with respect.
5. Demonstrates effective communication and collaboration with all stakeholders.

Examples of collaboration with stakeholder groups

The central services administrator

MEETS STANDARD	DOES NOT MEET STANDARD
Identifies and involves a broad, diverse range of stakeholders (e.g., professional and supporting services staff, school representatives, community members, advocacy groups, etc.) in office/program planning and decision making; interacts effectively with stakeholders	Neither identifies nor involves a broad, diverse range of stakeholders in office/program planning and decision making; does not interact effectively with stakeholders
Solicits input from stakeholder groups through a variety of methods (e.g., focus group discussions, study circles, advisory groups, meetings with school and community members) to collaboratively identify and solve problems	Does not solicit input; uses limited methods to solicit input; rarely or never works collaboratively to identify and solve problems

MEETS STANDARD	DOES NOT MEET STANDARD
Monitors that all relevant staff and stakeholder groups are represented at meetings and actively involved in planning and decision making	Does not monitor that all relevant staff and stakeholder groups are represented at meetings and actively involved
Ensures that meetings are held at times and in locations that make them easily accessible to staff and stakeholders	Does not ensure that meetings are held at times and in locations that make them easily accessible to staff and stakeholders
Utilizes data from staff, student, and parent school surveys such as environment, Baldrige, and others to celebrate successes and engage in collaborative problem solving with staff and stakeholders	Does not utilize data; neither engages in celebrating successes nor engages in collaborative problem-solving with staff and stakeholders
Works within the school system's administrative processes to identify and maximize growth of staff who reflect the diversity of the MCPS community	Rarely or never works within the school system's administrative processes to identify and maximize growth of diverse staff members
Collaborates with other school system offices and community agencies to inform stakeholders about health, social, and other services that students and families need; refers students and families to other offices or community agencies as needed	Does not collaborate with other school system offices and community agencies; rarely or never refers students and families to other offices or community agencies
Serves as a liaison between the school system and stakeholder groups; communicates with stakeholders and articulates trends that affect them	Rarely or never is willing to serve as liaison between the school system and stakeholder groups; rarely or never communicates with stakeholders; ineffectively articulates trends
Solicits information about school, family, and community concerns, expectations, and needs applicable to the work and culture of the school system and schools	Rarely or never solicits information about school, family, and community concerns, expectations, and needs applicable to the work and culture of the school system and schools
Uses information obtained to address the needs of different groups (e.g., special education, gifted/ talented, ESOL)	Does not use information obtained to address the needs of different groups
Articulates a clear process for using outside resources to strengthen programs; solicits funds/seeks grants from a variety of sources (e.g., community, civic groups, local government, business foundations) to support programs	Does not articulates a process for using outside resources to strengthen programs; process is unclear; does not solicit funds/seek grants to support programs
Serves as a liaison between the school system and business and community groups to obtain financial support, materials, and mentors for students, staff, and programs; encourages staff to serve as liaisons	Rarely or never serves as a liaison between the school system and business and community groups; does not encourage staff to serve as liaisons
Serves as a liaison between the school system and higher education institutions to foster staff professional development and strengthen programs; encourages staff to serve as liaisons	Rarely or never serves as a liaison between the school system and higher education institutions; does not encourage staff to serve as liaisons

MEETS STANDARD	DOES NOT MEET STANDARD
Supports opportunities to pilot professional organization, higher education, and community-based programs that support the school system's strategic plan; participates in research (if applicable)	Does not support opportunities to pilot professional organization, higher education, or community-based programs that support the school system's strategic plan; unwilling to participate in research
Respects all groups and their priorities; treats all stakeholders equitably; responds equitably to school, parent, student, staff, and community concerns	Displays disrespectful behaviors; responds to some stakeholder groups more favorably than others
Responds promptly to school and community requests (e.g., for information, resources, problem-solving, use of the building and grounds)	Does not respond or does not respond promptly to school and community requests
Works collaboratively with staff and stakeholders to recognize and celebrate differences in cultures through program materials, activities, and processes	Rarely or never works collaboratively with staff and stakeholders; does not recognize and celebrate differences in cultures through program materials, activities, and processes
Communicates with all stakeholders in a timely and open manner; ensures that office/program staff communicate effectively with stakeholders; models collaborative leadership	Communicates with only some stakeholders; rarely or never communicates in a timely manner; communicates partial information to stakeholders; does not ensure that office/program staff communicate effectively with stakeholders; rarely or never models collaborative leadership

STANDARD V:

The central services administrator is an educational leader who promotes success for all students as he/she models professionalism and professional growth to create a positive work environment.

Performance Criteria

1. Establishes trust and demonstrates openness and respect in relationships and decision-making processes.

2. Seeks and uses feedback and reflects on his/her leadership and the impact it has on others.

3. Establishes collaborative processes with diverse groups to develop and accomplish common goals.

4. Demonstrates values, beliefs, attitudes, and ethical behaviors that inspire others.

5. Demonstrates commitment to continuous improvement.

6. Uses data from a variety of sources to conduct a personal assessment of his/her own professional growth and continuous improvement.

Examples of evidence of modeling professionalism and professional growth

The central services administrator—

MEETS STANDARD	DOES NOT MEET STANDARD
Demonstrates a personal and professional code of ethics (e.g., core values and beliefs such as honesty and integrity) in formal and informal settings; praises staff for ethical actions and positive character traits	Acts regardless of common standards of ethical, professional behavior; allows personal feelings to interfere with professional code of ethics and core values; rarely or never praises staff for ethical actions and positive character traits
Models lifelong learning and encourages lifelong learning in others	Rarely or never seeks out opportunities to learn; does not encourage lifelong learning in others

MEETS STANDARD	DOES NOT MEET STANDARD
Models professionalism in behavior and appearance; dresses appropriately for occasions/activities; demonstrates dedication to his/her responsibilities	Behavior is sometimes viewed as inappropriate by others; appearance and dress are sometimes inappropriate for occasions/activities; dedication to responsibilities is frequently not evident
Communicates key beliefs about student learning to staff, students, families, and communities: • Learning is important • All students can learn • We must not give up on students and their learning • Effective effort leads to student achievement	Communicates ways in which office/program goals and activities support these beliefs Sends messages to staff, students, families, and communities that do not support student learning; communications convey that these messages are important for some groups, but not others; does not communicate ways in which office/program goals and activities support these beliefs
Establishes processes whereby input from a diverse group of stakeholders is collected in a variety of ways (e.g., through conferences, meetings, surveys, e-mails, telephone calls, etc.), analyzed, and used for continuous improvement of office/program goals, activities, and priority areas; seeks participation by all stakeholder groups in the process of decision making	Does not establish processes whereby input from a diverse group of stakeholders is collected in a variety of ways, analyzed, and used for continuous improvement; does not seek participation by all stakeholder groups; encourages some groups but not others
Utilizes multiple strategies for ensuring the participation of all stakeholders in development, implementation, evaluation, and revision of the office/ program goals and activities	Utilizes limited strategies to ensure the participation of all stakeholders in development, implementation, evaluation, and revision of the office/program goals and activities; is not proactive in inviting stakeholder participation
Facilitates a climate in which input and innovation by professional and supporting services staff are encouraged and valued	Discourages or ignores staff input and innovation; accepts input and innovation from selected staff
Encourages office/program professional and supporting services staff to meet, reflect, and have input on significant decisions; establishes opportunities for staff to provide input	Rarely or never encourages office/program professional and supporting services staff to meet, reflect, and have input on significant decisions; frequently restricts opportunities for staff input
Creates opportunities for professional and supporting services staff to assume leadership or expanded roles in the office/program; acts as a mentor in developing staff leadership capacity	Rarely or never creates opportunities for professional and supporting services staff to assume leadership or expanded roles in the office/program; limits opportunities for some staff; does not act as a mentor
Motivates staff toward high levels of performance; reads relevant educational and management literature and facilitates office/program discussions about current research	Rarely or never motivates staff toward high levels of performance; does not read relevant educational and management literature; rarely or never facilitates office/program discussions about current research
Displays respectful behaviors to all groups; monitors that respect is pervasive among staff; listens to and acts constructively on staff and stakeholder concerns	Displays disrespectful behaviors; displays different behaviors toward different groups; does not monitor that respect is pervasive; neither listens to nor acts constructively on staff and stakeholder concerns
Protects the rights of confidentiality of individual staff, students, and families; works with office/program staff to protect confidentiality	Violates or is careless about protecting confidentiality; does not work with office/program staff to protect confidentiality

MEETS STANDARD	DOES NOT MEET STANDARD
Seeks out and uses feedback from staff, colleagues and stakeholders to evaluate the impact of his/her own administrative practice; reflects on how to improve processes; identifies personal goals in a professional development plan (PDP)	Neither seeks out nor acts on feedback; seeks but does not act on feedback; sets personal goals regardless of feedback
Uses a variety of data (e.g., performance reports, progress toward Baldrige goals, etc.) and collaborates with his/her supervisor to monitor continuous progress, identify priorities, and implement programs for his/her professional growth	Does not use a variety of data to monitor continuous progress; rarely collaborates with his/her supervisor; rarely or never identifies priorities or implements programs for professional growth
Uses office/program meetings to share data from a variety of sources with staff; solicits suggestions for continuous improvement; implements suggestions as relevant	Does not share data with staff; does not solicit suggestions for continuous improvement; solicits suggestions but does not act on them; rarely or never implements suggestions
Meets professional obligations in a complete and timely manner (e.g., paperwork, deadlines); demonstrates a high level of regard for others affected by his/her work habits	Is often late in meeting professional obligations; submits incomplete and/or inaccurate products; frequently demonstrates disregard for others affected by his/her work habits
Participates in required office, program, cluster, and systemwide meetings; shares information obtained at meetings with staff	Arrives late or is absent from required office, program, cluster, and systemwide meetings; rarely or never shares information from meetings with staff

STANDARD VI:

The central services administrator is an educational leader who promotes success for all students as he/she understands, responds to, and influences the political, social, economic, legal, and cultural contexts of the school system.

Performance Criteria

1. Expands personal knowledge and develops abilities to respond to changing conditions that affect the workplace and the school system.

2. Acquires and applies knowledge of policies, regulations, procedures, and laws.

3. Participates in the development of policies, programs, and budgets.

4. Advocates for students, staff, families, communities, and the school system.

5. Develops and communicates strategies to implement new initiatives.

6. Represents the interests of the office and school system when engaging with local, state, national, and governmental groups/agencies.

Examples of understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts

The central services administrator—

MEETS STANDARD	DOES NOT MEET STANDARD
Demonstrates knowledge of local, state, and national educational and cultural trends, current research, and best practices; creates opportunities to share this knowledge with office/program staff	Demonstrates little or no knowledge of local, state, and national educational and cultural trends, current research, and best practices; rarely or never creates opportunities to share this knowledge with office/program staff

MEETS STANDARD	DOES NOT MEET STANDARD
Interprets and complies with MCPS policies, regulations and procedures, as well as local, state, and federal mandates (e.g., special education, 504, search and seizure, No Child Left Behind) as they apply to the office/program mission and responsibilities; assists in developing regulations and polices as relevant	Misinterprets and/or inadequately complies with MCPS policies, regulations and procedures, as well as local, state, and federal mandates; does not apply policies, regulations or procedures to the office/program mission and responsibilities; does not assist in developing regulations and policies as relevant
Meets with office/program staff, staff in other Central Services offices/programs, and community members to facilitate their understanding of MCPS policies, regulations, and procedures, as well as local, state, and federal mandates; discusses how the office/program supports the policies, regulations, procedures, and mandates	Rarely or never meets with office/program staff, staff in other Central Services offices/programs, and community members to facilitate understanding of MCPS polices, regulations, and procedures as well as local, state, and federal mandates; provides limited or no discussion of how the office/program supports the policies, regulations, procedures, and mandates
Engages in business, industry, civic, and community activities to further understand the political and social life of the community; acts as a liaison between the school system and specific advocacy groups served by the office/program mission and responsibilities; monitors that staff communicate and interact effectively with stakeholders and advocacy groups	Avoids invitations to meet with or address business, industry, civic, and community organizations; does not know or interact with key stakeholders who represent the breadth of demographics in school system community groups; rarely or never interacts with advocacy groups; does not monitor communications/interactions between staff and stakeholders and advocacy groups
Participates in local, state, or national professional association and organization activities to enhance personal knowledge and skills relevant to education and/or management (e.g., course work, workshops, conferences, study groups, etc.)	Rarely or never participates in professional association/organization activities to enhance personal knowledge and skills relevant to education and/or management
Balances participation in local, state, or national professional association and organization activities with day-to-day office/program operations and responsibilities	Allows professional organization activities to supersede day-to-day office/program operations and responsibilities
Participates in, or delegates staff to participate in local and state task forces or work groups; works on development of programs, policies, budgets, and compliance reports	Rarely or never participates in or delegates staff to participate in local and state task forces or work groups; rarely or never works on developing programs, policies, budgets, or compliance reports
Communicates knowledge of the budget process and its impact on office/program initiatives and activities to stakeholders; works with stakeholders to foster their understanding and knowledge	Rarely or never communicates knowledge of the budget process; provides limited or inadequate communication about its impact on office/program initiatives and activities; does not work with stakeholders to foster understanding and knowledge
Advocates on behalf of students, staff, families, communities, and the school system for necessary resources and programs to support the goals and objectives of the school system (e.g., at meetings of the Board of Education, professional associations, county council, state meetings, business and industry partnerships, etc.)	Does not advocate on behalf of students, staff, families, communities, and the school system for necessary resources and programs

MEETS STANDARD	DOES NOT MEET STANDARD
Explains to staff and other stakeholders how the office/program mission, responsibilities, goals, and activities fit into the larger context of the school system	Provides limited or inadequate explanations regarding how the office/program mission, responsibilities, goals, and activities fit into the larger context of the school system
Works with stakeholders to develop appropriate strategies for implementing new initiatives (e.g., printed or electronic support materials, training/workshops, information meetings, lists of resources, websites/discussion groups, etc.)	Does not work with stakeholders to develop appropriate implementation strategies

MONTGOMERY COUNTY BUSINESS AND OPERATIONS ADMINISTRATORS

The six leadership standards that have been established for the Administrative and Supervisory Professional Growth System (A&S PGS) are further defined by performance criteria for the purpose of supporting all components of the A&S PGS. The purpose of the descriptive examples is to create a sample picture of what being a Montgomery County business and operations administrator looks like when an individual meets or does not meet the MCPS standards. These descriptive examples are not intended to isolate behaviors in a checklist or to suggest that every person in one of these positions is expected to be doing everything that is described. They define a range of behaviors and are intentionally designed to reflect a high standard of performance.

The standards, performance criteria, and descriptive examples included herein are designed to be applied to a variety of administrators who have a wide range of job descriptions and responsibilities. The standards for these administrators are aligned with the standards and competencies of all of the professional growth systems and thus serve to create a link among Montgomery County business and operations administrators as they achieve the goals of their offices and success for all students.

In their roles, Montgomery County business and operations administrators function as important members of their offices' leadership teams. They work under the guidance and direction of their immediate supervisors. They assist with many of the tasks involved in administering and supervising the total program and providing leadership for staff members consistent with the educational goals of the school system. Their functions may include establishing a climate conducive to results, planning and coordinating programs, making decisions, and monitoring program progress. They are expected to demonstrate initiative and be able to problem solve using their best professional judgment.

Some of the descriptive examples may not apply to specific administrative positions or the people filling the positions. It is recommended that evaluators review the descriptive examples with the person being evaluated and select those that directly apply to the position. Evaluators may also add descriptive examples that are better suited to each specific position. These descriptive examples should adhere to the specific standards and should be communicated to the person being evaluated at the beginning of the evaluation cycle.

STANDARD 1:

The Montgomery County business and operations administrator is a leader who promotes success for all students as he/she facilitates and supports the development, articulation, and implementation of the school system's strategic plan.

Performance Criteria

1. Provides leadership and facilitates the development of a shared vision for how his/her offices or program contributes to student success.

2. Engages actively and collaborates with staff and stakeholders so as to promote an understanding and a shared commitment to the school system's strategic plan.

3. Provides leadership for the implementation of the school system's strategic plan.

4. Facilitates the development of leadership capacity of staff and stakeholders to share the responsibility for implementing the office/programs strategic plan.

5. Aligns programs, practices, and resources to support student success.

6. Facilitates an ongoing collaborative process to monitor, evaluate, and revise programs and practices based upon multiple sources of data.

7. Fosters a shared commitment to high standards that promotes high expectations for the delivery of quality products, programs, and services.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The business and operations administrator...

MEETS STANDARD	DOES NOT MEET STANDARD
Assists in facilitating an ongoing, collaborative process for developing and refining the office/program shared vision and how it contributes to student success; establishes equitable practices to keep the office/program vision in the forefront in collaborative decision making	Provides limited or no assistance in facilitating an ongoing, collaborative process for developing and refining the office/program shared vision and how it contributes to student success; does not establish equitable practices to keep the office/program vision in the forefront in collaborative decision making
Provides leadership and guidance to help staff understand how their office/program strategic plan supports the school system's strategic plan	Provides limited or no leadership/guidance to help staff understand how their office/program strategic plan supports the school system's strategic plan
Participates in team or office/program meetings to share and discuss the office/program vision for contributing to student success; solicits input from staff regarding the office/program vision and strategic plans	Does not participate in team or office/program meetings to share and discuss the office/program vision for contributing to student success; does not solicit input from staff regarding the office/ program vision and strategic plans
Communicates oral and written examples illustrating the office/program vision and strategic plan in a variety of settings (e.g., leadership meetings, committee meetings, training sessions, grant applications, etc.)	Does not communicate the vision and strategic plan in a variety of settings; communication is limited and narrowly focused
Meets with stakeholders and provides oral and written explanations of the office/program vision and strategic plan and how they support the school system's vision and strategic plan; solicits input from stakeholders regarding the office/program vision and strategic plan; monitors staff responses to stakeholder requests, inquiries, and input	Does not meet with stakeholders and provide oral and written explanations of the office/program vision and strategic plan and how they support the school system's vision and strategic plan; does not solicit input from stakeholders regarding the office/program vision and strategic plan; does not monitor staff responses stakeholder requests, inquiries, and input
Actively involves and continually encourages staff to become involved in office/program decision making; encourages staff to develop and communicate their own goals, objectives, and activities to support the office/program vision and strategic plan	Neither actively involves nor continually encourages staff to become involved in office/program decision making; does not encourage staff to develop and communicate their own goals, objectives, and activities; discourages staff input and participation
Works with office/program staff to develop and facilitate understanding of appropriate, measurable goals for evaluating progress toward the office/program vision, goals, and objectives; develops plans for monitoring progress and activities.	Rarely or never works with office/program staff to develop and facilitate understanding; does not work with office/program staff to develop plans for monitoring progress toward goals; does not develop plans for monitoring progress and activities
Utilizes resources to support the office/program vision and strategic plan; identifies and uses state, federal, and other grant funds, partnerships, and donations, etc.	Does not utilize resources to support the office/program vision; does not identify and use state, federal, and other grant funds, partnerships, and donations.
Works with staff and stakeholders to establish timelines for critical processes/activities and benchmarks for monitoring success (e.g., safety/crisis and transportation policies and regulations, maintenance schedules, curriculum implementation guidelines, staff professional development, etc.)	Spends little or no time working with staff and stakeholders to establish timelines for critical processes/activities and benchmarks for monitoring student success

MEETS STANDARD	DOES NOT MEET STANDARD
Provides oversight to ensure that timelines are met and stakeholders receive complete and accurate documents and materials; solicits input from stakeholders regarding the quality and timeliness of processes, activities, and materials	Provides limited or no oversight to ensure that timelines are met and stakeholders receive complete and accurate documents and materials; does not solicit input from stakeholders regarding the quality and timeliness of processes, activities, and materials
Uses relevant data to support the school system's strategic plan and vision for student success; analyzes and presents data from a variety of sources as they relate to how the office/ program supports this vision; works with office/ program and school staff, where appropriate, to interpret and use data to make improvements	Rarely uses relevant data to support the school system's strategic plan and vision for student success represents data; does not work with office/program and school staff, where appropriate, to interpret and use data to make improvements
Uses a variety of methods to communicate progress in supporting the school system's vision and strategic plan to staff and stakeholders	Uses only limited variety of methods to communicate progress in supporting the school system's vision and strategic plan to staff and stakeholders
Communicates and collaborates with other offices, programs, and schools to support the school system's strategic plan and vision for success for all students; seeks information for benchmarking from other districts and other appropriate organizations	Neither communicates nor collaborates with other offices, programs, or schools; resists interoffice or inter- program communication and collaboration; does not seek information for benchmarking from other districts and other appropriate organizations

STANDARD II:

The Montgomery County business and operations administrator is a leader who promotes success for all students as he/she creates and sustains a culture of professional growth and high expectations to support the school system's strategic plan.

Performance Criteria

1. Promotes the principle that every child can learn and succeed.
2. Promotes high expectations for the delivery of quality products, programs, and services.
3. Designs, supports, and monitors the effective implementation of the school system's initiatives.
4. Engages in a continuous improvement process to attain performance excellence.
5. Fosters a professional learning community.
6. Promotes a workplace environment that cultivates intellectual curiosity, stimulates innovation, and values diversity.
7. Ensures that the professional growth systems for all staff are developed and implemented with equity.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The business and operations administrator...

MEETS STANDARD	DOES NOT MEET STANDARD
Communicates key beliefs about student learning to staff, students, families, and/or communities: • Learning is important • All students can learn • We must not give up on students and learning • Effective effort leads to student achievement Communicates by using equitable practices in which office/program goals and activities support these beliefs; creates opportunities for staff to reflect and share on how they contribute to student learning	Does not send messages to staff, students, families, and/or communities that support student learning; communications do not convey that these messages are important for all groups; does not communicate by using equitable practices in which office/program goals and activities support these beliefs; rarely or never creates opportunities for staff to reflect and share on how they contribute to student learning

MEETS STANDARD	DOES NOT MEET STANDARD
Provides examples of high expectations for the delivery of quality products, programs, and services based on national, state, and local education and industry standards; models ways of developing and delivering quality products, programs, and services; provides time during office/program meetings to emphasize the importance of high expectations for the delivery of high-quality products, programs, and services	Provides limited or no examples illustrating high expectations for the delivery of high-quality products, programs, and services; examples provided are not clear; rarely or never models ways of developing and delivering high-quality products, programs, and services; rarely or never provides time during office/program meetings to emphasize the importance of high expectations for the delivery of high-quality products, programs, and services
Works with office/program staff to facilitate clear understanding of appropriate, measurable goals for evaluating progress toward the office/program strategic plan, and objectives	Rarely or never works with office/program staff to facilitate understanding
Works collaboratively to ensure that implementation plans are developed that include critical processes, activities, and benchmarks; monitors that timelines are met; solicits feedback from stakeholders regarding the quality, timeliness, and effectiveness of implementation plans and activities	Does not help to ensure that implementation plans are developed that include critical processes, activities, and benchmarks; does not monitor that timelines are met; does not solicit feedback from stakeholders regarding the quality, timeliness, and effectiveness of implementation plans and activities
Uses relevant data sources to monitor quality of products, programs, and services.	Rarely or never uses relevant data sources to monitor quality of products, programs, and services
Provides time during office/program meetings for staff to analyze and discuss relevant progress data; facilitates staff analysis of data	Rarely or never provides time during office/program meetings for staff to analyze and discuss relevant data; does not facilitate staff analysis of data
Fosters a collaborative atmosphere; encourages staff to provide input.	Does not foster a collaborative atmosphere; rarely or never encourages staff to provide input.
Works collaboratively with staff to develop and articulate professional growth objectives that support delivery of quality products, programs, and services and sustain continuous improvement	Rarely or never works with staff to develop and articulate professional growth objectives; does not work collaboratively with staff to develop and articulate objectives
Uses the established PGS Evaluation Process, including the pre-evaluation conference; shares available evidence with staff regarding attainment of professional growth system objectives; provides an environment in which staff's strengths and/or weaknesses can be discussed with candor	Does not use the established PGS Evaluation Process, including the pre-evaluation conference; rarely or never shares available evidence with staff regarding attainment of professional growth system objectives; rarely or never provides an environment in which staff's strengths and weaknesses can be discussed with candor
Creates opportunities and encourages staff to research, learn and pursue best practices; provides staff with information about professional development opportunities; keeps staff abreast of relevant industry trends, policies and procedures	Rarely or never creates opportunities or encourages staff to research, learn and pursue best practices; does not provide staff with information about professional development opportunities; does not keep staff abreast of relevant industry trends, policies and procedures
Encourages office/program staff participation in training to pursue professional growth and/or job advancement	Does not encourage office/program staff participation in training to pursue professional growth and/or job advancement

MEETS STANDARD	DOES NOT MEET STANDARD
Uses available funds to support staff attendance at professional conferences and training sessions	Does not use available funds to support staff attendance at professional conferences and training sessions
Facilitates an environment in which intellectual curiosity and innovation are encouraged; regularly solicits input from staff regarding the office/program environment; recognizes staff work and contributions personally and publicly	Discourages or ignores staff intellectual curiosity and innovation; does not accept intellectual curiosity and innovation from staff members; does not solicit input from staff regarding the office climate; rarely or never recognizes staff work and contributions
Selects candidates who best exemplify the beliefs and goals of the school system	Does not consider school system beliefs and goals when selecting candidates.
Recognizes, understands and appreciates the value of diversity; recruits and retains staff that reflect, know and appreciate the diversity of the community	Does not recognize, understand or appreciate the value of diversity; does not recruit and retain staff that reflect, know and appreciate the diversity of the community

STANDARD III:

The Montgomery County business and operations administrator is a leader who promotes success for all students as he/she ensures the effective and efficient management of his/her office or program.

Performance Criteria

1. Demonstrates knowledge and skills necessary for his/her position.
2. Mobilizes people and coordinates their efforts to achieve targeted results.
3. Develops and supervises effective processes in order to maximize performance.
4. Manages resources to cultivate and support a safe and healthy work environment.
5. Ensures that the allocation of resources is aligned with the strategic plan of the school system.
6. Builds the capacity of his/her office or program to respond to the needs of students, staff, and the community.
7. Fosters a climate of resource conservation.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The business and operations administrator...

MEETS STANDARD	DOES NOT MEET STANDARD
Demonstrates knowledge and skills necessary for his/her position (e.g., effective management skills, oral and written communication skills, knowledge of federal and state law, current research and trends, industry standards, budget processes, and technology applications, etc.)	Demonstrates limited knowledge and skills necessary for his/her position
Uses current research-based processes to assist in guiding continuous improvement that supports systemic change	Does not use current research-based processes to assist in guiding continuous improvement
Develops and implements well-defined, well-designed and well-deployed processes to supervise and develop staff effectiveness on established performance criteria	Does not develop and/or implement well defined, well designed or well deployed processes.
Uses quality tools such as the Plan, Do, Study, Act (PDSA) cycle of continuous improvement to determine processes' effectiveness	Rarely or never uses quality tools such as the Plan, Do, Study, Act (PDSA) cycle of continuous improvement

MEETS STANDARD	DOES NOT MEET STANDARD
Equitably delegates responsibilities to staff; empowers them to assume a leadership role and participate in the decision-making process; monitors and provides feedback to staff with regard to performance of these responsibilities	Rarely or never equitably delegates responsibilities to staff; neither monitors nor provides feedback to staff with regard to their performance
Develops and implements well-defined, well-designed, and well-deployed processes to monitor office/program data (eg attendance, safety and security logs, industry certification, and/or program performance measures, etc.) to best meet students' and the school system's needs	Rarely or never monitors office/program data to best meet students' and the school system's needs
In collaboration with staff, develops a yearly work plan using the Baldrige Categories and Core Values; identifies key processes for office/program to delineate priorities and responsibilities of staff; engages staff in monitoring work plan progress and makes revisions as needed; solicits input from stakeholders regarding office/program effectiveness by using a variety of quality tools (e.g., surveys, pluses/deltas, PDSA)	Does not develop a yearly work plan to organize the office/program and delineate priorities and responsibilities of staff; neither monitors nor revises work plan as needed; does not solicit input from stakeholders regarding office/program effectiveness
Equitably identifies and develops team leaders within the staff that demonstrate the capacity to motivate and work collaboratively, communicates effectively, make decisions, and initiate changes as needed.	Neither equitably identifies nor develops team leaders who demonstrate the capacity to motivate and work collaboratively, communicate effectively, make decisions, or initiate change; does not develop leadership from within the staff.
Ensures that mentoring opportunities are available to share and enhance staff knowledge and expertise; assesses products, processes, and programs for their relevance to the school system's strategic plan; uses relevant data for continuous improvement	Does not ensure that mentoring opportunities are available; discourages staff mentoring activities; rarely or never assesses products, processes, and programs for their relevance to the school system's strategic plan; does not use relevant data to evaluate and improve programs
Uses current technology tools to monitor office/program, and school operations; works with office, program, and school staff as appropriate to enhance their understanding of technology tools	Does not use current technology tools to monitor operations; does not work with office/program or school staff as appropriate to enhance their understanding of technology tools
Establishes clear expectations for office/program staff in responding to safety and health regulations; ensures that staff understand and comply with safety and health regulations	Does not establish clear expectations for staff in responding to safety and health regulations; does not ensure that staff understand and comply with safety and health regulations
Conducts, monitors, supports, or participates in emergency drills (e.g., fire, code blue, code red, as appropriate) that are in conformance with regulations provided by Montgomery County government; ensures that staff understand and comply with emergency regulations	Does not conduct, monitor, support or participate in emergency drills as appropriate; does not ensure that staff understand and comply with emergency regulations
Allocates human and material resources effectively to align the office/program with the school system's strategic plan; works to develop an annual budget for the office/program that supports the strategic plan; works with office/program and school leaders to facilitate understanding of budget and resource priorities	Does not allocate human and material resources effectively to align the office/program with the school system's strategic plan; does not allow development of an annual budget that allocates resources for purposes that support the strategic plan; rarely or never works with office/program, or school leaders to facilitate understanding of budget and resource priorities

MEETS STANDARD	DOES NOT MEET STANDARD
Recognizes the evolving needs of the school system (e.g., changes in the student population, condition of school system facilities) and works with other school system staff to address these needs	Rarely or never recognizes evolving needs of the school system; does not work with other school system staff to address these needs
Provides structures and processes that promote effective communication and timely resolution of conflicts; assists in establishing and maintaining regular procedures whereby staff are able to communicate concerns; solicits input from stakeholders regarding communications	Does not provide structures and processes that promote effective communication and timely resolution of conflicts; neither establishes nor maintains regular procedures whereby staff are able to communicate concerns; does not solicit input from stakeholders regarding communications

STANDARD IV:

The Montgomery County business and operations administrator is a leader who promotes success for all students as he/she collaborates with stakeholder groups including students, staff, families, community members, business partners, and community agencies.

Performance Criteria

1. Identifies and engages a broad and diverse range of stakeholders for continuous improvement.
2. Forms collaborative partnerships to strengthen programs, solicit input and feedback, and support office goals.
3. Nurtures and promotes an equitable workplace culture that includes staff/stakeholders from diverse backgrounds and ethnicities.
4. Considers individual and group differences and treats all stakeholders with respect.
5. Demonstrates effective communication and collaboration with all stakeholders.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The business and operations administrator…

MEETS STANDARD	DOES NOT MEET STANDARD
Identifies and involves a broad, diverse range of staff/ stakeholders in office/program planning and decision making	Does not identify or involve a broad, diverse range of staff/ stakeholders in office/program planning and decision making
Solicits input from stakeholder groups through a variety of methods (e.g., focus group discussions, study circles, advisory groups, meetings with school and community members) to collaboratively identify and solve problems	Does not solicit input; uses limited methods to solicit input; rarely or never works collaboratively to identify and solve problems
Ensures that all relevant stakeholder groups are represented at meetings and actively involved in planning and decision making	Does not ensure that all relevant stakeholder groups are represented at meetings and actively involved
Ensures, when possible, that meetings are held at times and in locations that make them easily accessible to relevant stakeholder groups	Does not attempt to ensure that meetings are held at times and in locations that make them easily accessible to relevant stakeholder groups
Utilizes data from relevant stakeholder group surveys such as environment, Baldrige, and others to recognize successes; uses data to engage in collaborative problem solving with relevant stakeholder groups	Does not utilize data to recognize successes; does not engage in collaborative problem solving with relevant stakeholder groups

MEETS STANDARD	DOES NOT MEET STANDARD
Works within the school system's administrative processes to maximize professional growth of all staff while ensuring equality and recognizing the importance of diversity to the success of the organization	Does not work within the school system's administrative processes to maximize professional growth for all staff; does not ensure equality or recognize the importance of diversity to the success of the organization
Collaborates with other school system offices /community agencies to identify health, social, and other needs and services; informs relevant stakeholder groups regarding these services and makes referrals as appropriate	Does not collaborate with other school system offices / community agencies to identify health, social, and other needs and services; does not inform relevant stakeholder groups regarding these services or make referrals as appropriate
Serves as a liaison between the office/program and stakeholder groups; effectively communicates with stakeholders	Does not serve as a liaison between the office/program and stakeholder groups; or communicate with stakeholders
Assists in communicating the processes for using outside resources; soliciting funds and seeking grants from a variety of sources (e.g., community, civic groups, local government, business foundations) to support office/programs	Does not assist in communicating the processes for using outside resources; or solicit funds or seek grants from a variety of sources (e.g., community, civic groups, local government, business foundations) to support office/programs
Serves as a liaison between the school system and business and community groups to obtain financial support, materials, and mentors for students, staff, and programs; encourages staff to serve as liaisons	Does not serve as a liaison between the school system and business and community groups; does not encourage staff to serve as liaisons
Serves as a liaison between the office/program and higher education institutions to foster staff professional development	Does not serve as a liaison between the office/program and higher education institutions
Supports opportunities to pilot programs that support the office/program's strategic plan; participates in research (if applicable)	Does not support opportunities to pilot programs that support the office/program's strategic plan; unwilling to participate in research
Respects and treats all stakeholders equitably	Does not respect and treat all stakeholders equitably
Responds in a timely manner to stakeholders' inquiries and requests	Does not respond in a timely manner to stakeholders' inquiries and requests
Works collaboratively with relevant stakeholder groups to recognize and celebrate differences in cultures	Does not work collaboratively with relevant stakeholder groups to recognize and celebrate differences in cultures
Communicates with all stakeholders in an open manner; ensures that office/program staff communicate effectively with stakeholders; models collaborative leadership	Does not communicate in an open manner with stakeholders; does not ensure that office/program staff communicate effectively with stakeholders; does not model collaborative leadership

STANDARD V:

The Montgomery County business and operations administrator is a leader who promotes success for all students as he/she models professionalism and professional growth to create a positive work environment.

Performance Criteria

1. Establishes trust and demonstrates openness and respect in relationships and decision-making processes.
2. Seeks and uses feedback for reflection on his/her leadership and the impact on others.
3. Establishes collaborative processes with diverse groups to develop and accomplish common goals.
4. Demonstrates values, beliefs, attitudes, and ethical behaviors that inspire others.
5. Demonstrates commitment to continuous self-improvement.
6. Engages in a continuous self-improvement process to pursue ongoing professional growth.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The business and operations administrator...

MEETS STANDARD	DOES NOT MEET STANDARD
Demonstrates a personal and professional code of ethics (e.g., core values and beliefs such as honesty and integrity) in formal and informal settings; praises staff for ethical actions and positive character traits	Does not demonstrate a personal or professional code of ethics; allows personal feelings to interfere with professional code of ethics and core values; rarely or never praises staff for ethical actions and positive character traits
Models lifelong learning and encourages lifelong learning in others	Rarely or never seeks out opportunities to learn; does not encourage lifelong learning in others
Models professionalism in behavior and appearance; dresses appropriately for occasions/activities; demonstrates dedication to his/her responsibilities	Behavior is sometimes viewed as inappropriate by others; appearance and dress are sometimes inappropriate for occasions/activities; dedication to responsibilities is frequently not evident
Communicates key beliefs about student learning to staff, students, families, and communities: • Learning is important • All students can learn • We must not give up on students and their learning • Effective effort leads to student achievement Communicates ways in which office/program goals and activities support these beliefs	Sends messages to staff, students, families, and communities that do not support student learning; communications convey that these messages are important for some groups, but not others; does not communicate ways in which office/program goals and activities support these beliefs
Establishes processes whereby input from a diverse group of stakeholders is collected in a variety of ways (e.g., through conferences, meetings, surveys, e-mails, telephone calls, etc.), analyzed, and used for continuous improvement of office/program goals, activities, and priority areas; seeks participation by all stakeholder groups in the process of decision making	Does not establish processes whereby input from a diverse group of stakeholders is collected in a variety of ways, analyzed, and used for continuous improvement; does not seek participation by all stakeholder groups; encourages some groups but not others
Utilizes multiple strategies for encouraging the participation of all relevant stakeholders in development, implementation, evaluation, and revision of the office/ program goals and activities	Utilizes limited strategies to encourage the participation of all relevant stakeholders in development, implementation, evaluation, and revision of the office/program goals and activities; is not proactive in inviting stakeholder participation

MEETS STANDARD	DOES NOT MEET STANDARD
Facilitates a climate in which input and innovation by all staff are encouraged and valued	Discourages or ignores staff input and innovation; accepts input and innovation from only selected staff
Encourages office/program staff to meet, reflect, and have input on significant decisions; establishes opportunities for staff to provide input	Rarely or never encourages office/program all staff to meet, reflect, and have input on significant decisions; frequently restricts opportunities for staff input
Creates opportunities for all staff to assume leadership or expanded roles in the office/program; acts as a mentor in developing staff leadership capacity	Rarely or never creates opportunities for all staff to assume leadership or expanded roles in the office/program; limits opportunities for some staff; does not act as a mentor
Motivates staff toward high levels of performance; reads relevant educational and management literature and facilitates office/program discussions about current research	Rarely or never motivates staff toward high levels of performance; does not read relevant educational and management literature; rarely or never facilitates office/program discussions about current research
Models respectful behaviors to all; cultivates and encourages the culture of respect; listens to and acts constructively on staff and stakeholder concerns	Does not model respectful behaviors; displays different behaviors toward individuals or different groups; does not cultivate and encourage the culture of respect; neither listens to nor acts constructively on staff and stakeholder concerns
Protects the confidentiality of individual staff, students, and families; works with office/program staff to protect confidentiality	Violates or is careless about protecting confidentiality; does not work with office/program staff to protect confidentiality
Seeks out and uses feedback from staff, colleagues and stakeholders to evaluate the impact of his/her administrative practices; reflects on how to improve his/her practices; identifies personal goals in a professional development plan (PDP)	Neither seeks out nor acts on feedback; seeks but does not act on feedback; sets personal goals in a PDP regardless of feedback
Uses a variety of data (e.g., performance reports, progress toward Baldrige goals, etc.) and collaborates with his/her supervisor to monitor continuous progress, identify priorities, and implement programs for his/her professional growth	Does not use a variety of data to monitor continuous progress; rarely collaborates with his/her supervisor; rarely or never identifies priorities or implements programs for professional growth
Uses office/program meetings to share data from a variety of sources with staff; solicits suggestions for continuous improvement; implements relevant suggestions	Does not share data with staff; does not solicit suggestions for continuous improvement; solicits suggestions but does not act on them; rarely or never implements relevant suggestions
Meets professional obligations in a complete and timely manner (e.g., paperwork, deadlines); demonstrates a high level of regard for others affected by his/her work habits	Is often late in meeting professional obligations; submits incomplete and/or inaccurate products; frequently demonstrates disregard for others affected by his/her work habits
Participates in required office, program, cluster, and system wide meetings; shares information obtained at meetings with staff	Arrives late or is absent from required office, program, cluster, and system wide meetings; rarely or never shares information from meetings with staff

STANDARD VI:

The Montgomery County business and operations administrator is a leader who promotes success for all students as he/she understands, responds to, and influences the political, social, economic, legal, and cultural contexts of the school system.

Performance Criteria

1. Expands personal knowledge and develops abilities to respond to changing conditions that affect the workplace and the school system.

2. Acquires and applies knowledge of policies, regulations, procedures, and laws.

3. Participates in the development of policies, programs, and budgets.

4. Uses equitable practices to advocate for students, staff, families, communities, and the school system.

5. Develops and communicates strategies to implement new initiatives.

6. Represents the interests of the office and school system when engaging with local, state, national, and governmental groups/agencies.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The business and operations administrator...

MEETS STANDARD	DOES NOT MEET STANDARD
Demonstrates knowledge of local, state, and national educational and cultural trends, industry standards, current research, and best practices; creates opportunities to share this knowledge with office/program staff	Demonstrates little or no knowledge of local, state, and national educational and cultural trends, industry standards, current research, and best practices; rarely or never creates opportunities to share this knowledge with office/program staff
Complies with MCPS policies, regulations and procedures, as well as local, state, and federal mandates (e.g., special education, 504, search and seizure, No Child Left Behind) as they apply to the office/program mission and responsibilities; assists in developing regulations and policies as needed	Inadequately complies with MCPS policies, regulations and procedures, as well as local, state, and federal mandates; does not apply policies, regulations or procedures to the office/program mission and responsibilities; does not assist in developing regulations and policies as needed
Meets with office/program staff, staff in other offices/programs, and community members to facilitate their understanding of MCPS policies, regulations, and procedures, as well as local, state, and federal mandates; discusses how the office/program supports the policies, regulations, procedures, and mandates	Rarely or never meets with office/program staff, staff in other offices/programs, and community members to facilitate understanding of MCPS polices, regulations, and procedures as well as local, state, and federal mandates; provides limited or no discussion of how the office/program supports the policies, regulations, procedures, and mandates
Engages in business, industry, civic, and community activities to further understand the political and social environment of the community; acts as a liaison between the school system and advocacy groups served by the office/program mission and responsibilities; monitors that staff communicate and interact effectively with stakeholders and advocacy groups	Avoids invitations to meet with or address business, industry, civic, and community organizations; does not know or interact with key stakeholders who represent the breadth of demographics in school system community groups; rarely or never interacts with advocacy groups; does not monitor communications/interactions between staff and stakeholders and advocacy groups
Participates in local, state, or national professional association and organization activities to enhance personal knowledge and skills relevant to education and/or management (e.g., course work, workshops, conferences, study groups, etc.)	Rarely or never participates in professional association/organization activities to enhance personal knowledge and skills relevant to education and/or management

MEETS STANDARD	DOES NOT MEET STANDARD
Balances participation in local, state, or national professional association and organization activities with day-to-day office/program operations and responsibilities	Does not balance participation in professional association and organization activities with day-to-day office/program operations and responsibilities; allows professional organization activities to supersede day-to-day office/program operations and responsibilities
Participates in or delegates staff to participate in local and state task forces or work groups; works on development of programs, policies, budgets, and compliance reports	Does not seek or accept opportunities to participate in or delegate staff to participate in local and state task forces or work groups; rarely or never works on developing programs, policies, budgets, or compliance reports
Communicates knowledge of the budget process and its impact on office/program initiatives and activities to stakeholders; works with stakeholders to foster their understanding and knowledge	Rarely or never communicates knowledge of the budget process; provides limited or inadequate communication about its impact on office/program initiatives and activities; does not work with stakeholders to foster understanding and knowledge
Advocates on behalf of students, staff, families, communities, and the school system for necessary resources and programs to support the goals and objectives of the school system (e.g., at meetings of the Board of Education, professional associations, county council, state meetings, business and industry partnerships, etc.)	Does not advocate on behalf of students, staff, families, communities, and the school system for necessary resources and programs
Explains to staff and other stakeholders how the office/program mission, responsibilities, goals, and activities fit into the larger context of the school system	Provides inadequate explanations regarding how the office/program mission, responsibilities, goals, and activities fit into the larger context of the school system
Works with relevant stakeholders to develop appropriate strategies for implementing new initiatives (e.g., printed or electronic support materials, training/workshops, information meetings, lists of resources, websites/discussion groups, etc)	Does not work with relevant stakeholders to develop appropriate implementation strategies for new initiatives

Evaluation Process for Principals

PURPOSE

The purpose of the evaluation component of the Administrative and Supervisory Professional Growth System (A&S PGS) is to ensure and document high-quality performance of principals for MCPS and to provide feedback to principals for their own professional continuous improvement. The process clearly outlines expectations and measures that are based on the six standards of performance. "The evaluation system also provides MCPS with information from which professional development programs can be developed, personnel selection procedures can be appraised, and the adequacy of human and material resources can be assessed." (MCPS/MCAASP negotiated agreement)

The structure of the evaluation process recognizes the complexities of the principalship and provides opportunities for continuous improvement. The principal's strengths are recognized and nurtured. Strengths and areas of need are documented through multiple sources of data. Principals are given the necessary support and resources to address identified needs and improve performance. Support may include training, a mentor/coach, a consulting principal, the community superintendent, the associate superintendent, the director of school performance, and the Evaluation Support Cycle, as outlined below.

Between formal evaluation years, principals participate in professional growth activities as part of the professional growth cycle, which is described in the Professional Development component of the A&S PGS Handbook. These growth activities are based upon individualized professional development plans (PDPs) for each principal.

ELEMENTS OF THE EVALUATION PROCESS

Evaluators

The community superintendent or associate superintendent to whom the principal is assigned is responsible for completing the formal evaluation.

Frequency Schedules

Formal evaluations are required as follows:

- First and second year as an MCPS principal
- First year after a change of level and then return to cycle
- Fifth year
- Ninth year
- Every fifth after the ninth year

Note: A Special Evaluation may be used in any year using the process in Section III, Annual Review Process in Non-evaluation Years below.

Annual Review Process in Non-Evaluation Years

During professional growth years, the principal gathers data for the two annual meetings with the community superintendent (or associate superintendent) and director of school performance. These meetings will occur near the beginning and the end of the fiscal year to review data sources in order to set goals, review goals, and review performance in relation to the six standards and the school improvement process.

Performance with no concerns:

If these annual reviews indicate that progress is continuing and there are no concerns, the principal will continue in the professional growth cycle that will include a personal Professional Development Plan, as described in the Professional Development component of the A&S PGS Handbook, and the school improvement process plan. Novice principals, principals new to MCPS, and principals new to an assignment do not write professional development plans in their first year.

Performance with concerns:

During the first semester, if the community superintendent (or associate superintendent) identifies and documents concerns regarding the principal's performance in relation to the six standards through two formal observations, the principal will be provided training and/or support by a consulting principal and the director of school performance. The role of the consulting principal is defined in Appendix B. The consulting principal will organize a meeting with the client, director of school performance, and community superintendent (or associate superintendent), during which the consulting principal will facilitate the development of an improvement plan. This plan will be the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the client is expected to meet standard. The community superintendent (or associate superintendent) will review the data points of the improvement plan and the input from the consulting principal by April 1.

- If the community superintendent (or associate superintendent) finds that the principal has met the goals of the improvement plan, the principal continues in the professional growth cycle.

- If the community superintendent (or associate superintendent) documents that the principal did not meet the goals of the improvement plan, a qualified second observer will complete an observation before the principal receives a Special Evaluation. The community superintendent (or associate superintendent) will complete the Special Evaluation by May 1.

- If the principal's performance is rated as "does not meet standard," he/she is placed in the Evaluation Support Cycle for the next school year.

During the second semester, if the community superintendent (or associate superintendent) identifies and documents concerns regarding the principal's performance in relation to the six standards through two formal observations, the principal will be provided training and/or support by a consulting principal and the director of school performance, as outlined in #1 above.

- The community superintendent (or associate superintendent) will review the data points of the improvement plan and the input from the consulting principal by December 1.

- If the community superintendent (or associate superintendent) finds that the principal has met the goals of the improvement plan, the principal continues in the professional growth cycle.

- If the community superintendent (or associate superintendent) documents that the principal did not meet the goals of the improvement plan, a qualified second observer will complete an observation before the principal receives a Special Evaluation. The community superintendent (or associate superintendent) will complete the Special Evaluation by January 1.

- If the principal's performance is rated as "does not meet standard," the principal is placed in the Evaluation Support Cycle for the remainder of the school year and the first semester of the next school year.

Collection of Evaluation Data

The community superintendent (or associate superintendent), director of school performance, consulting principal, and/or the superintendent's designee will collect and analyze data from observations, conferences, meetings, and other related data sources. This should be an ongoing and cumulative process documenting progress over time. Where significant performance issues are identified, qualified second observer(s) will be assigned. In the event that the qualified second observer does not have experience as a principal, the principal being observed may request a third observer who has had experience as a principal.

Data sources will include two meetings—a meeting at the beginning and one at the end of each school year—between the principal and the community superintendent (or associate superintendent) and the director of school performance to review goals and progress in the principal's professional development plan and the school improvement process.

In addition to the two meetings, there will be formal observations and other visits and interactions as needed to document performance in relation to the six standards. During an evaluation year at least two formal observations are required, one of which must be scheduled in advance. Formal observations require that the person being observed has full knowledge of the observation, that a written report is shared with the person, and the person has the right to respond to the observation report. It is recommended that observations should be a minimum of 30 minutes in length or longer, as appropriate. Examples of formal observations and visits include the following:

- Staff meetings
- Student meetings
- Special education meetings
- Parent/community meetings
- School Improvement Team meetings
- Instructional Leadership Council meetings
- Staff evaluation conferences
- Parent conferences
- Supervisory school visits
- Staff, student, and parent interactions

The community superintendent (or associate superintendent) will collect and analyze in conjunction with the principal a variety of required data sources as a part of the evaluation. Data sources include the following:

Required Data Sources

- Formal observations
- School Improvement Process Plan
- Quarterly School Improvement Process summaries
- Professional Development Plan
- State and local student assessment data
- System of Shared Accountability
- Staff profile, including but not limited to, turnover, diversity, attendance, and experience

Optional Performance Data Sources based on the six standards

- Local school parent, student, and staff surveys
- Principal's portfolio
- Principal's use of MCPS parent, student, and staff surveys

Evaluation Year

Principals enter the evaluation year in accordance with the frequency schedule (see section II above) of the evaluation process. During formal evaluation years, the community superintendent (or associate superintendent) will complete observations, gather information, and review data sources with the principal. During formal evaluation years, a minimum of two formal observations are required with at least one each semester. One formal observation must be done by the community superintendent. If the principal is below standard, one formal observation must be done by a qualified second observer selected by the community superintendent (or associate superintendent). The evaluation is based on the data outlined in Section IV in relation to the six standards, performance criteria, and descriptive examples. The community superintendent (or associate superintendent) completes the evaluation by May 1 if the principal "does not meet standard" and by June 15 if the principal "meets standard."

- If the principal meets standard, the principal continues in the professional growth cycle.
- If the community superintendent (or associate superintendent) identifies concerns during the formal evaluation year, a consulting principal is assigned for support and an improvement plan is developed. The community superintendent (or associate superintendent) completes the evaluation by May 1. If the principal meets standard, the principal continues in the professional growth cycle. If the principal "does not meet standard", he/she enters the Evaluation Support Cycle.

Special Evaluation/Evaluation Support Cycle

During the Special Evaluation/Evaluation Support Cycle, the principal will receive clear expectations and support from the community superintendent (or associate superintendent), the director of school performance, a consulting principal, and the Peer Assistance Review (PAR) Panel. The consulting principal, the community superintendent (or associate superintendent), and the principal will collaborate on the development of an improvement plan that will include the identification of the specific areas of need, the expected improvements, the support that will be provided by the consulting principal and community superintendent (or associate superintendent), and the specific data that will be used to determine effectiveness. The goal of this intense intervention is to provide assistance and opportunities to the principal in order to meet all standards. The principal takes responsibility for involvement in developing the improvement plan and in meeting standards.

The principal enters the Evaluation Support Cycle through a "does not meet standard" evaluation. The Evaluation Support Cycle includes the following:

- The consulting principal provides direction and support to the principal. He/she will observe and confer with the principal and submit quarterly reports to the community superintendent (or associate superintendent) and the Peer Assistance Review (PAR) Panel on the supports provided to the principal and the principal's progress on the improvement plan. By April 1 of the Evaluation Support Cycle year, the consulting principal will complete a summary report on the principal's progress in the improvement plan.

- The community superintendent (or associate superintendent) will also monitor progress on the improvement plan through quarterly observations and meetings with the principal. As outlined in "Collection of Evaluation Data" above, the community superintendent (or associate superintendent) will complete the evaluation using multiple sources of required data to document each standard. The community superintendent (or associate superintendent) will complete the evaluation by the due date.

- The Peer Assistance Review (PAR) Panel comprises the coordinating community superintendent, two community superintendents not assigned to that principal, and three principals recommended by MCAASP. The superintendent or designee will approve the membership for the panel. This panel will receive quarterly updates from the community superintendent (or associate superintendent) and the consulting principal on the progress of the principal on the improvement plan. Panel members may provide suggestions for support in helping the principal meet the goals of the improvement plan to "meet standard" at the end of the year of the Evaluation Support Cycle. The panel makes final recommendations to the superintendent.

Decisions Regarding the Evaluation Support Cycle

If the community superintendent (or associate superintendent) and consulting principal agree that the principal has met standard, the principal will return to the professional growth cycle. If the community superintendent (or associate superintendent) and the consulting principal agree that the principal has not met standard or they could not agree if the principal met standard, they will present their findings to the Peer Assistance Review (PAR) Panel. The principal will also have an opportunity to present information to the Peer Assistance Review (PAR) Panel. After considering all of the information, the Peer

Assistance Review (PAR) Panel makes one of the following recommendations to the superintendent by May 15:

- The principal returns to the professional growth cycle.
- The principal is reassigned to another administrative position.
- The principal is reassigned to a nonadministrative position. Principals who are tenured as teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions.
- The principal is dismissed from MCPS.

Appeal Process

Through these procedures the A&S PGS establishes that the principal is an active participant throughout the evaluation process. The meetings held at the beginning and end of each year, the post-observation conferences, and the development of any improvement plans are examples of the opportunities for collaboration among the community superintendent (or associate superintendent), the principal, and others involved. The school system shall be responsible for maintaining the confidentiality of an individual's evaluation process and all related documents. The following appeal process will be available:

- The principal may respond in writing to any observation report within 10 working days of receiving the report.
- The principal may appeal in writing a "does not meet standard" evaluation within 10 working days of receiving the evaluation. In the case of a "meets standard" evaluation, the employee may provide additional information.
- The principal may appeal a "does not meet standard" evaluation to the supervisor's supervisor. In the case of a "meets standard" evaluation, the employee may provide additional information.
- The principal administrator may submit information and request a meeting with the superintendent or designee to appeal the recommendation of the Peer Assistance Review (PAR) Panel.

GLOSSARY

Consulting Principal is an employee of MCPS assigned to the Office of Organizational Development who works to mentor, support, and coach principals and who makes recommendations to the Peer Assistance Review (PAR) Panel.

Evaluation Rating is a decision made by the community superintendent (or associate superintendent) based upon a holistic view of the evidence regarding an individual's performance on all the standards. The rating will state that the individual either "meets standard" or "does not meet

standard." Evaluations also require a qualified second observer if the evaluation will be below standard.

Formal Observations require that the person being observed knows that he/she is being observed, that a written report is shared with the person, and that the person has the right to provide a written response to the report.

New to Assignment refers to administrators and supervisors who are new to their current position although they have held a same or corresponding position at a different location or level.

Novice administrators are administrators new to their position.

Performance with Concerns indicates that the immediate supervisor has identified and documented concerns regarding the administrator's performance in relation to any of the six standards.

Performance with No Concerns indicates that the immediate supervisor has identified and documented that the administrator is meeting and making continued progress in relation to all six standards.

Principal's Portfolio provides the principal with the opportunity to collect and present a variety of data sources describing his/her performance. The portfolio could include information from parents, staff, or students; results of school meetings or surveys; course work; attendance or presentations at professional conferences; and examples of professional activities within MCPS or other educational groups. It is an optional tool maintained by the principal to address the six standards.

Qualified Observer is the superintendent, the community superintendent (or associate superintendent), or one of their professional assistants.

Peer Assistance Review (PAR) Panel consists of the coordinating community superintendent, two community superintendents not assigned to the principal, and three currently sitting principals. The panel reviews the reports and recommendations of the community superintendent (or associate superintendent) and the consulting principal, and then presents recommendations to the superintendent on personnel actions for principals in the Evaluation Support Cycle.

Second Observer is a qualified observer providing an objective independent assessment.

Special Evaluation is an evaluation scheduled out of the regular sequence as described in Section III, Annual Review Process in Non-Evaluation Years. The purpose of the Special Evaluation is to address serious deficiencies in the principal's performance on the six standards. Observations by both the community superintendent (or associate superintendent) and another qualified observer

are required. A Special Evaluation can result in referral to the Evaluation Support Cycle, or to return to the professional growth cycle.

Supervisory School Visit is a visit by the community superintendent (or associate superintendent) and the director of school performance. The supervisory school visit is related to the evaluation of the principal. The community superintendent (or associate superintendent) determines what is observed related to the identified needs of the principal and/or the needs of the school. The supervisory school visit will be one of the data points for the principal's evaluation.

Walk-Through is an activity used to increase the quality and frequency of intellectual discourse about teaching and learning. The walk-through is not a part of the principal's evaluation. This professional development walk-through can be accomplished in collaboration with the community superintendent (or associate superintendent), director of school performance, and school staff. It is hoped that these walk-throughs will become common practice in the school where school staff decide to analyze various practices. In addition, if the principal is interested in obtaining feedback about a particular program or initiative, the local school can request that staff from the central office visit a school to look at a particular program or initiative in order to provide feedback to the school about how a certain initiative is being implemented. This type of walk-through could also provide insight for central office staff regarding support needed by the local school.

ROLE OF CONSULTING PRINCIPAL

The purpose of the consulting principal role is to provide support for the principal (client). In order to accomplish this, the consulting principal meets initially with the community superintendent and, at the request of the community superintendent, the director of school performance to obtain information about the needs of the client. As soon as possible thereafter, the consulting principal meets with the client. The priority of the position is to provide sufficient time for effective interactions with the client. The consulting principal is responsible for coaching and mentoring the client. The priority of the position is to provide sufficient time for effective interactions with the client. The consulting principal provides direction with regard

to the supports that are available from within MCPS and from outside sources.

For clients in special evaluation, the consulting principal organizes a meeting with the client, the community superintendent, and the director of school performance at which the consulting principal facilitates the development of an improvement plan. This plan is the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the client is expected to "meet standard". The consulting principal provides assistance to the client with regard to the areas of need as identified on the improvement plan. The consulting principal helps the client set priorities and maintain a focus on improvement.

The consulting principal shall be responsible for the following:

- Making frequent visits with informal support
- Analyzing problems and suggesting options
- Identifying resources for the client principal
- Conducting a minimum of two formal observations with post-conferences (one per semester recommended)
- Providing written reports on the formal observations to the client and the community superintendent
- Communicating with the community superintendent and director of school performance regarding the client's progress
- Preparing quarterly reports to the Peer Assistance Review (PAR) Panel, including a final summative report
- Making a recommendation regarding the client's status to the Peer Assistance Review (PAR) Panel at the end of the formal time frame

To accomplish this role, training is provided to the consulting principal based upon the knowledge, skills, and abilities outlined in the job description. A consulting principal shall be an experienced principal in MCPS and hired for the position of consulting principal for a three-year term. At the end of the three-year period, the consulting principal returns to a principal position or another administrative position for which he/she is qualified.

See Appendix A for Administrator Frequency Schedule for Evaluation.

Non-Evaluation Years

Fall Review with Community Supt. or Associate Supt. → Professional Growth Cycle → Professional Development Plan → Continuous Improvement → Data Collection → Spring Review with Community Supt. or Associate Supt.

- No concerns → Professional Growth Cycle
- With concerns → Special Evaluation Request

Evaluation Year

Fall Review with Community Supt. or Associate Supt. → Data Collection → Spring Review with Community Supt. or Associate Supt. → Evaluation by Community Supt. or Associate Supt.

- Meets standard → Professional Growth Cycle
- Does not meet standard → Evaluation Support Cycle

Special Evaluation

Special Evaluation Request → Improvement Plan → Support Structures → Data Collection → Special Evaluation by Community Supt. or Associate Supt.

- Meets standard → Professional Growth Cycle
- Does not meet standard → Evaluation Support Cycle

Evaluation Support Cycle

Improvement Plan → Support Structures → Data Collection → Evaluation by Community Supt. or Associate Supt.

- Meets standard → Professional Growth Cycle
- Does not meet standard → Professional Development Plan

Review Panel → Review/Approval Superintendent by Superintendent

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MCPS

Evaluation Process for Assistant Principals, Assistant School Administrators, and Coordinators of School-Based Programs

PURPOSE

The purpose of the evaluation component of the Administrative and Supervisory Professional Growth System (A&S PGS) is to ensure and document quality performance of assistant principals (APs), assistant school administrators (ASAs), and coordinators of school-based programs and to provide feedback to APs/ASAs/ coordinators for their own professional continuous improvement. The process clearly outlines expectations and measures that are based on the six standards of performance. "The evaluation system also provides MCPS with information from which professional development programs can be developed, personnel selection procedures can be appraised, and the adequacy of human and material resources can be assessed" (MCPS-MCAASP negotiated agreement).

The structure of the evaluation process recognizes the complexities of school-based administrative positions and provides opportunities for continuous improvement. School-based administrative positions include a variety of roles: assistant principals, assistant principals in training, assistant school administrators, and coordinators of programs such as International Baccalaureate, specialized magnets, and language immersion. Because this variety in roles leads to differences in responsibilities, each AP/ASA/coordinator's strengths are recognized and nurtured. Strengths and areas of need are documented through multiple sources of data.

Support and Resources

APs/ASAs/coordinators are given the necessary support and resources to address identified needs and improve performance. Support and resources for APs/ASAs/coordinators vary by position.

Assistant Principals in the Leadership Development Program

Assistant principals in the Leadership Development Program receive their support from the directors of the development program in seminars and workshops as well as from their development teams. They are evaluated via the training programs and under the training process.

Assistant School Administrators

The assistant school administrator position is unique in that the maximum duration of the position is four years. The purpose of this position is to give individuals the opportunity to try an administrative position and to determine if they wish to pursue administration further. The support for assistant school administrators comes primarily from the principal with additional support occurring in development seminars.

Permanent APs/coordinators

Support for permanent APs/coordinators may include training and support from the principal, the associate superintendent, the director of school performance, a consulting principal, and the Evaluation Support Cycle as outlined below.

Between Formal Evaluation Years

Even though supports and resources may vary, the A&S Professional Growth System encompasses all administrative and supervisory personnel. Between formal evaluation years, APs/ASAs/coordinators participate in professional growth activities as part of the professional growth cycle, which is described in the Professional Development component of the A&S PGS. These growth activities are based upon individualized professional development plans (PDPs) for each AP/ASA/coordinator. During formal evaluation years, APs/ASAs/coordinators are not required to create a PDP.

ELEMENTS OF THE EVALUATION PROCESS

Evaluators

The principal to whom the AP/ASA/coordinator is assigned is responsible for completing the formal evaluation.

Frequency Schedules

Formal evaluations are required as follows:

- First and second year as an AP/ASA/coordinator
- First year after a change in assignment
- Fifth year as an MCPS administrator
- Ninth year
- Every fifth after the ninth year

Note: A Special Evaluation may be used in any year using the process in Section III, Annual Review Process in Non-Evaluation Years below.

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Annual Review Process in Non-Evaluation Years

During professional growth years, the AP/ASA/ coordinator gathers data for the two annual meetings with the immediate supervisor. These meetings will occur near the beginning and the end of the fiscal year to review data sources in order to set goals, review goals, and review performance in relation to the six standards and the school improvement process.

Performance with no concerns

If these annual reviews indicate that progress is continuing and there are no concerns, the AP/ASA/ coordinator will continue in the professional growth cycle that will include a personal Professional Development Plan, as described in the Professional Development component of the A&S PGS, and the school improvement process plan.

Performance with concerns

During the first semester, if the principal identifies and documents concerns regarding the AP/coordinator's performance in relation to the six standards through two formal observations, the principal will request a Special Evaluation. The AP/coordinator will be provided training and/or support by a consulting principal. The consulting principal will organize a meeting with the client and principal, during which the consulting principal will facilitate the development of an improvement plan. This plan will be the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the client is expected to meet standard. The principal will review the data points of the improvement plan and the input from the consulting principal by April 1.

- If the principal finds that the AP/coordinator has met the goals of the improvement plan, the principal completes the Special Evaluation by May 1 and the AP/coordinator continues in the professional growth cycle.

- If the principal documents that the AP/coordinator did not meet the goals of the improvement plan, a qualified second observer completes an observation before the AP/coordinator receives a Special Evaluation. The principal completes the Special Evaluation by May 1.

- If the AP/coordinator's performance is rated as "does not meet standard." he/she is placed in the Evaluation Support Cycle for the next school year.

During the second semester, if the principal identifies and documents concerns regarding the AP/coordinator's performance in relation to the six standards through two formal observations, the principal will request a Special Evaluation. The Office of Human Resources will notify the AP/coordinator by letter of the Special Evaluation request.

The AP/coordinator will be provided training and/or support by a consulting principal, as outlined in 1 above.

- The principal will review the data points of the improvement plan and the input from the consulting principal by December 1.

- If the principal finds that the AP/coordinator has met the goals of the improvement plan, the AP/coordinator continues in the professional growth cycle.

- If the principal documents that the AP/coordinator did not meet the goals of the improvement plan, a qualified second observer will complete an observation before the AP/coordinator receives a Special Evaluation. The principal will complete the Special Evaluation by January 1.

- If the AP/coordinator's performance is rated as "does not meet standard," the AP/coordinator is placed in the Evaluation Support Cycle for the remainder of the school year and the first semester of the next school year.

For assistant school administrators, if the principal identifies concerns regarding the ASA's performance in relation to the six standards at any time during the year, the principal will provide counseling regarding the ASA's continuation in the position. The principal may provide whatever support he/she deems appropriate and will evaluate the ASA by May 1. If the evaluation identifies that the ASA is not meeting standard, the ASA is removed from the position.

Collection of Evaluation Data

Data are collected throughout the professional growth years. For the evaluation process, the principal will collect and analyze data from observations, conferences, meetings, and other related data sources. This should be an ongoing and cumulative process documenting progress over time.

Data sources will include the three meetings, one at the beginning, one in the middle, and one at the end of each school year between the AP/ASA/coordinator with the principal to review goals and progress in the AP/ASA/coordinator's professional development plan and the school improvement process.

In addition to the three meetings, there will be formal observations and other visits and interactions as needed to document performance in relation to the six standards. During an evaluation year at least two formal observations are required, one of which must be scheduled in advance. Formal observations require that the person being observed has full knowledge of the observation, which is followed by a conference, the person receives a written report in a timely manner, and the person has the right to

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respond to the observation report. It is recommended that observations should be a minimum of 30 minutes or longer, as appropriate. Examples of formal observations and visits include the following:

- Staff meetings
- Student meetings
- Special education meetings
- Parent/community meetings
- School Improvement Team meetings
- Instructional Leadership Council meetings
- Staff evaluation conferences
- Parent conferences
- Staff, student, and parent interactions

The principal will collect and analyze, in conjunction with the AP/ASA/coordinator, a variety of required data sources as a part of the evaluation. Data sources include the following:

Required Data Sources
- Formal observations
- Professional Development Plan
- Improvement Plan, if applicable

Optional Performance Data Sources based on the six standards
- Local school parent, student, and staff surveys
- AP/ASA/coordinator's portfolio

Evaluation Year APs/ASAs/coordinators enter the evaluation year in accordance with the frequency schedule (see Section II above) of the evaluation process. During formal evaluation years, a minimum of two formal observations are required with at least one each semester. One formal observation must be done by the principal. If the AP/ASA/coordinator is below standard, one formal observation must be done by a qualified second observer selected by the principal. The evaluation is based on the data outlined in Section IV in relation to the six standards, performance criteria, and descriptive examples. The principal completes the evaluation by May 1 if the AP/ASA/coordinator "does not meet standard" and by June 15 if the AP/ASA/coordinator "meets standard."

- If the AP/ASA/coordinator meets standard, the AP/ASA/coordinator continues in the professional growth cycle.
- Where significant performance issues are identified, qualified second observer(s) will be assigned. In the event that the qualified second observer does not have experience as an AP, the AP being observed may request a third observer who has had experience as an AP.

- If the principal identifies concerns during the formal evaluation year, a consulting principal is assigned for support and an improvement plan is developed. The principal completes the evaluation by May 1. If the AP/coordinator meets standard, he/she continues in the professional growth cycle. If the AP/coordinator "does not meet standard", he/she enters the Evaluation Support Cycle.

- For assistant school administrators, if the principal identifies concerns regarding the ASA's performance in relation to the six standards at any time during the year, the principal will provide counseling regarding the ASA's continuation in the position. The principal may provide whatever support he/she deems appropriate and will evaluate the ASA by May 1. If the evaluation identifies that the ASA is not meeting standard, the ASA is removed from the position.

Special Evaluation/Evaluation Support Cycle

During the Special Evaluation/evaluation Support Cycle, the AP/coordinator will receive clear expectations and support from the principal, a consulting principal, and the Peer Assistance Review (PAR) Panel.

Due to their positions, assistant school administrators are not eligible for this support. The consulting principal, the principal, and the AP/coordinator will collaborate on the development of an improvement plan that will include the identification of the specific areas of need, the expected improvements, the support that will be provided by the consulting principal and principal, and the specific data that will be used to determine effectiveness. The goal of this intense intervention is to provide assistance and opportunities to the AP/coordinator in order to meet all standards. The AP/coordinator takes responsibility for involvement in developing the improvement plan and in meeting standards.

The AP/coordinator enters the Evaluation Support Cycle through a "does not meet standard" evaluation. The Evaluation Support Cycle includes the following:

- The consulting principal provides direction and support to the AP/coordinator. He/she will observe and confer with the AP/coordinator and submit updates to the principal and the AP/coordinator Peer Assistance Review (PAR) Panel on the supports provided to the AP/coordinator and the AP/coordinator's progress on the improvement plan. By April 1 of the Evaluation Support Cycle year, the consulting principal will complete a summary report on the AP/coordinator's progress on the improvement plan.

- The principal will also monitor progress on the improvement plan through quarterly observations and meetings with the AP/coordinator. As outlined in "Collection of

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Evaluation Data" above, the principal will complete the evaluation using multiple sources of required data to document each standard. The principal will complete the evaluation by the due date.

- The Peer Assistance Review (PAR) Panel comprises three principals not assigned to that AP/coordinator, and three assistant principals recommended by MCAASP. The superintendent or designee will approve the membership for the panel. This panel will receive quarterly updates from the principal and the consulting principal on the progress of the AP/coordinator on the improvement plan. Panel members may provide suggestions for support in helping the AP/coordinator meet the goals of the improvement plan to "meet standard" at the end of the year of the evaluation support cycle. The panel makes final recommendations to the superintendent.

Decisions Regarding the Evaluation Support Cycle

If the principal and the consulting principal agree that the AP/coordinator has met standard, the AP/coordinator will return to the professional growth cycle. If the principal and the consulting principal agree that the AP/coordinator "did not meet standard" or they could not agree if the AP/coordinator met standard, they will present their findings to the Peer Assistance Review (PAR) Panel. The AP/coordinator will also have an opportunity to present information to the Peer Assistance Review (PAR) Panel. After considering all of the information, the Peer Assistance Review (PAR) Panel makes one of the following recommendations to the superintendent by May 15:

- The AP/coordinator returns to the professional growth cycle.
- The AP/coordinator is reassigned to another administrative position.
- The AP/coordinator is reassigned to a nonadministrative position. APs/coordinators who are tenured as teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions.
- The AP/coordinator is dismissed from MCPS.

Appeal Process

Through these procedures the A&S PGS establishes that the AP/ASA/coordinator is an active participant throughout the evaluation process. The meetings held at the beginning, middle, and end of each year, the post-observation conferences, and the development of any improvement plans are examples of the opportunities for collaboration among the principal, the AP/ASA/coordinator, and others involved. The school system shall be responsible for maintaining the confidentiality of an individual's

evaluation process and all related documents. The following appeal process will be available:

- The AP/ASA/coordinator may respond in writing to any observation report within 10 working days of receiving the report.
- The AP/ASA/coordinator may appeal in writing a "does not meet standard" evaluation within 10 working days of receiving the evaluation. In the case of a "meets standard" evaluation, the employee may provide additional information.
- The AP/ASA/coordinator may appeal a "does not meet standard" evaluation to the supervisor's supervisor. In the case of a "meets standard" evaluation, the employee may provide additional information.
- The AP/ASA/coordinator may submit information and request a meeting with the superintendent or designee to appeal the recommendation of the Peer Assistance Review (PAR) Panel.

GLOSSARY

Consulting Principal is assigned by the Office of Organizational Development to support and coach APs/coordinators who have been placed in Special Evaluation or the Evaluation Support Cycle.

Evaluation Rating is a decision made by the principal based upon a holistic view of the evidence regarding an individual's performance on all the standards. The rating will state that the individual either "meets standard" or "does not meet standard." Evaluations also require a qualified second observer if the evaluation will be below standard.

Formal Observations require that the person being observed has full knowledge of the observation, which is followed by a conference, the person receives a written report in a timely manner, and the person has the right to respond to the observation report within ten working days of receipt of the observation.

New to Assignment refers to administrators and supervisors who are new to their current position although they have held a same or corresponding position at a different location or level.

Novice administrators are administrators new to their position.

Performance with Concerns indicates that the immediate supervisor has identified and documented concerns regarding the administrator's performance in relation to any of the six standards.

Performance with No Concerns indicates that the immediate supervisor has identified and documented that the

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administrator is meeting and making continued progress in relation to all six standards.

Portfolio provides the AP/ASA/coordinator with the opportunity to collect and present a variety of data sources describing his/her performance. The portfolio could include information from parents, staff, or students; results of school meetings or surveys; course work; attendance or presentations at professional conferences; and examples of professional activities within MCPS or other educational groups. It is a tool maintained by the AP/ASA/coordinator to address the six standards.

Qualified Observers are the superintendent, the community superintendent, the associate superintendent, and their professional assistants, including the principal.

Peer Assistance Review (PAR) Panel consists of three principals not assigned to supervise the AP/coordinator, and three currently sitting assistant principals. The panel reviews the reports and recommendations of the principal and the consulting principal, and then presents recommendations to the superintendent on personnel actions for APs/coordinators in the Evaluation Support Cycle.

Second Observer is a qualified observer providing an objective independent assessment.

Special Evaluation is an evaluation scheduled out of the regular sequence. The purpose of the Special Evaluation is to address serious deficiencies in the AP/coordinator's performance on the six standards. Observations by both the principal and another qualified observer are required if the evaluation will be below standard. A Special Evaluation can result in referral to the Evaluation Support Cycle, or in return to the professional growth cycle. **The Special Evaluation process does not apply for assistant school administrators.**

ROLE OF CONSULTING PRINCIPAL

The purpose of the consulting principal role is to provide support for the AP/coordinator (client). In order to accomplish this, the consulting principal will meet initially with the principal and, at the request of the principal, the director of school performance to obtain information about the needs of the client. As soon thereafter as possible, the consulting principal meets with the client. The consulting principal is responsible for coaching and mentoring the client. The priority of the position is to provide sufficient time for effective interactions with the client. The consulting principal provides direction with regard to the supports that are available from within MCPS and from outside sources.

For clients in special evaluation, the consulting principal organizes a meeting with the client, the community superintendent, and the director of school performance at which the consulting principal facilitates the development of an improvement plan. This plan is the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the client is expected to "meet standard". The consulting principal provides assistance to the client with regard to the areas of need as identified on the improvement plan. The consulting principal helps the client set priorities and maintain a focus on improvement.
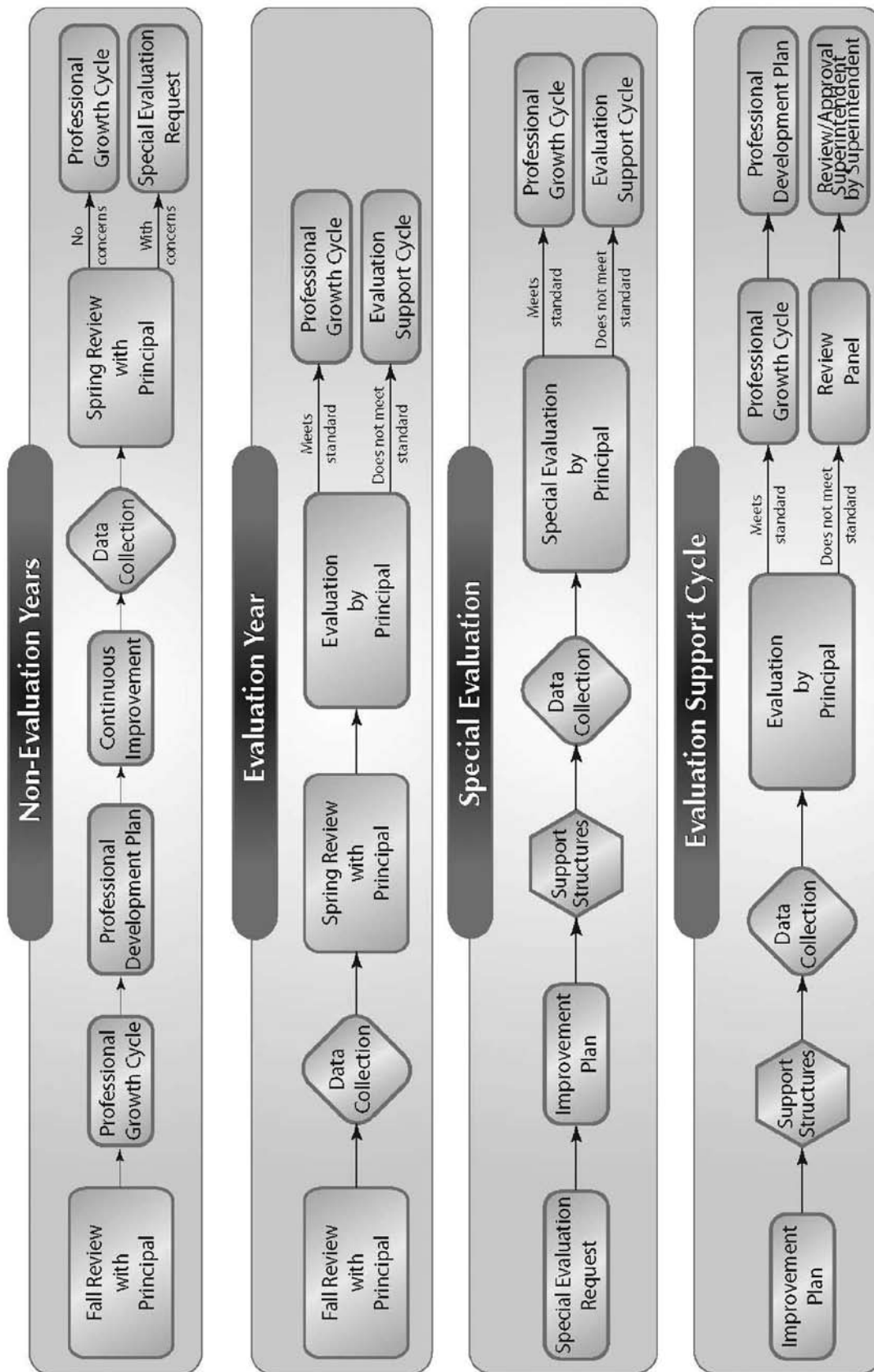
The consulting principal will be responsible for the following:

- Making frequent visits with informal support
- Analyzing problems and suggesting options
- Identifying resources for the client principal
- Conducting a minimum of two formal observations with post-conferences (one per semester recommended)
- Providing written reports on the formal observations to the client and the community superintendent
- Communicating with the community superintendent and director of school performance regarding the client's progress
- Preparing quarterly reports to the Peer Assistance Review (PAR) Panel, including a final summative report
- Making a recommendation regarding the client's status to the Peer Assistance Review (PAR) Panel at the end of the formal time frame

To accomplish this role, training is provided to the consulting principal based upon the knowledge, skills, and abilities outlined in the job description. A consulting principal shall be an experienced principal in MCPS and hired for the position of consulting principal for a three-year term. At the end of the three-year period, the consulting principal returns to a principal position or another administrative position for which he/she is qualified.

See Appendix A for Administrator Frequency Schedule for Evaluation.

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Non-Evaluation Years

Fall Review with Principal → Professional Growth Cycle → Professional Development Plan → Continuous Improvement → Data Collection → Spring Review with Principal

- No concerns → Professional Growth Cycle
- With concerns → Special Evaluation Request

Evaluation Year

Fall Review with Principal → Data Collection → Spring Review with Principal → Evaluation by Principal

- Meets standard → Professional Growth Cycle
- Does not meet standard → Evaluation Support Cycle

Special Evaluation

Special Evaluation Request → Improvement Plan → Support Structures → Data Collection → Special Evaluation by Principal

- Meets standard → Professional Growth Cycle
- Does not meet standard → Evaluation Support Cycle

Evaluation Support Cycle

Improvement Plan → Support Structures → Data Collection → Evaluation by Principal

- Meets standard → Professional Growth Cycle
- Does not meet standard → Professional Development Plan → Review Panel → Review/Approval Superintendent by Superintendent

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MCPS

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EVALUATION PROCESS FOR CENTRAL SERVICES ADMINISTRATORS

PURPOSE

The purpose of the evaluation component of the Administrative and Supervisory Professional Growth System (A&S PGS) is to assure and document quality performance of central services administrators for MCPS and to provide feedback to central services administrators for their own professional continuous improvement. The process clearly outlines expectations and measures that are based on the six standards of performance. "The evaluation system also provides MCPS with information from which professional development programs can be developed, personnel selection procedures can be appraised, and the adequacy of human and material resources can be assessed" (MCPS-MCAASP negotiated agreement).

The structure of the evaluation process recognizes the complexities of the central services administrators' positions and provides opportunities for continuous improvement. The central services administrators' strengths are recognized and nurtured. Strengths and areas of need are documented through multiple sources of data. Central services administrators are given the necessary support and resources to address identified needs and improve performance. Support may include professional development or support provided by a consultant, a mentor/coach, the immediate supervisor, the associate superintendent, the director, and the Evaluation Support Cycle as outlined below.

Between formal evaluation years, central services administrators participate in professional growth activities as part of the professional growth cycle, which is described in the Professional Development component of the A&S PGS. These growth activities are based upon individualized Professional Development Plans (PDPs) for each business and operations administrator.

ELEMENTS OF THE EVALUATION PROCESS

Evaluators

The immediate supervisor to whom the central services administrators is assigned is responsible for completing the formal evaluation.

Frequency Schedules

Formal evaluations are required as follows:

- First and second year as an MCPS administrator
- First year after a change in administrative position (change in position classification)
- Fifth year as an MCPS administrator

- Ninth year
- Every fifth after the ninth year

Note: A Special Evaluation may be used in any year using the process in Section IV, Annual Review Process in Non-Evaluation Years below.

Probationary Period for Central Services Administrators Who Are New to a Position

Montgomery County Public Schools (MCPS) and MCAASP have an interest in ensuring that a central services administrator who is new to a position is competent in the position for which he/she is hired. They also have an interest in providing support and professional development that will enhance an administrator's competence and success in a new position. Therefore, a probationary period of one year is established to determine the individual's competence in the new position. For individuals employed in the position before January 1 following the beginning of the school year, that individual will be evaluated at the end of that school year. For individuals employed after January 1, the individual will be evaluated by December 31 of the following school year. All employees will be evaluated using the six leadership standards for central services administrators.

At the beginning of the probationary period, the immediate supervisor will meet with the central services administrators to discuss job expectations and review the PGS. The supervisor and the central services administrators will have two supervisory meetings to set goals, review goals and review performance in relation to the six standards. The first meeting will occur during the first six months of employment. The second meeting will occur during the second six months of employment. There will be adequate space between the meetings for the central services administrators to respond to the feedback.

During the probationary period, the supervisor will consult with the employee to identify appropriate professional development opportunities necessary to be successful in the new position and to provide other supports as needed.

Administrator New to MCPS

If the individual's performance "meets standard," the individual becomes entitled to the parameters of the evaluation process for central services administrators specifically identified within the A&S Professional Growth System (A&S PGS).

If the supervisor has documented concerns about the central services administrator's performance in relation to the six standards during the probationary period, the following applies.

During the first six months, if the supervisor identifies and documents concerns regarding the administrator's performance in relation to the six standards through two formal observations (one formal observation by the supervisor and one formal observation by a qualified second observer), the administrator will be provided training and/or support by a consultant. The administrator, the consultant, and the immediate supervisor will develop an improvement plan that outlines the concerns, the goals for improvement, the training and other supports to be provided, and the specific data points that will measure the improvement. The consultant will complete a summary report on the administrator's progress in the improvement plan and the supervisor will complete an additional formal observation by the beginning of the ninth month following the date of hire for that position.

The immediate supervisor will review the data points of the improvement plan and the input from the consultant and will conduct an evaluation by the beginning of the tenth month following the date of hire for that position. The formal observations are a minimum requirement. It is expected that the supervisor will have conducted informal observations and reviewed other data sources upon which the employee is evaluated.

- If the immediate supervisor and consultant agree that the administrator has met standard, the administrator will continue in the professional growth cycle.

- If the immediate supervisor and the consultant agree that the administrator has not met standard, or they could not agree if the administrator met standard, they will present their findings to the Peer Assistance Review (PAR) Panel. The administrator will also have an opportunity to present information to the Peer Assistance Review (PAR) Panel. After considering all of the information, the Peer Assistance Review (PAR) Panel makes one of the following recommendations to the superintendent by the first day of the eleventh month following the date of hire for this position:

- The administrator returns to the evaluation cycle.

- The administrator is reassigned to another administrative position for which he/she is qualified.

- The administrator is reassigned to a non-administrative position for which he/she is qualified.

- The administrator is dismissed from MCPS.

- If the panel cannot reach agreement, the superintendent or his designee makes the decision

Administrator is already an employee of MCPS prior to this position

If the administrator is already an employee of MCPS, the supervisor will work with the individual through the evaluation process for central services administrators, as outlined in the A&S PGS Handbook (Sections VI–IX.)

Annual Review Process in Non-Evaluation Years

During professional growth years, the central services administrator gathers data for the two annual meetings with the immediate supervisor. These meetings will occur near the beginning and the end of the fiscal year to review data sources in order to set goals, review goals, and review performance in relation to the six standards and the strategic planning process.

Performance with no concerns

If these annual reviews indicate that progress is continuing and there are no concerns, the central services administrators will continue in the professional growth cycle that will include a personal Professional Development Plan, as described in the Professional Development component of the A&S PGS, and the MCPS strategic plan. Novice central services administrators, central services administrators new to MCPS, and central services administrators new to an assignment are not required to write a professional development plan in their first year.

Performance with concerns

Between July 1 and December 31, if the immediate supervisor identifies and documents concerns regarding the central services administrator's performance in relation to the six standards through two formal observations, the immediate supervisor will request a Special Evaluation. The central services administrators will be provided training and/or support by a consultant. The consultant will organize a meeting with the client and the immediate supervisor during which the consultant will facilitate the development of an improvement plan. This plan will be the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the client is expected to meet standard. The immediate supervisor will review the data points of the improvement plan and the input from the consultant by April 1.

- If the immediate supervisor finds that the central services administrator has met the goals of the improvement plan, the central services administrator continues in the professional growth cycle.

- If the immediate supervisor documents that the central services administrator did not meet the goals of the improvement plan, a qualified second observer will complete an observation before the central services administrator receives a Special Evaluation. The immediate supervisor will complete the Special Evaluation by May 1.

- If the central services administrators' performance is rated as "does not meet standard," he/she is placed in the Evaluation Support Cycle until the end of the next fiscal year.

Between January 1 and June 15, if the immediate supervisor identifies and documents concerns regarding the central services administrators' performance in relation to the six standards through two formal observations, the immediate supervisor will request a Special Evaluation. The central services administrator will be provided training and/or support by a consultant, as outlined in #1 above.

- The immediate supervisor will review the data points of the improvement plan and the input from the consultant by December 1.

- If the immediate supervisor finds that the central services administrator has met the goals of the improvement plan, the central services administrator continues in the professional growth cycle.

- If the immediate supervisor documents that the central services administrator has not met the goals of the improvement plan, a qualified second observer will complete an observation before the central services administrator receives a Special Evaluation. The immediate supervisor will complete the Special Evaluation by January 1 of the following year.

- If the central services administrator's performance is rated as "does not meet standard," the central services administrator is placed in the Evaluation Support Cycle for the remainder of the fiscal year and the first semester of the next fiscal year.

Collection of Evaluation Data

The immediate supervisor, consultant, and/or the superintendent's designee will collect and analyze data from formal and informal observations, conferences, meetings, and other related data sources. This should be an ongoing and cumulative process documenting progress over time. Where significant performance issues are identified, a qualified second observer will be assigned.

Meetings: Data sources will include two meetings (probationary - three meetings), one at the beginning of the fiscal year and a second, one month before the evaluation between the central services administrator and the immediate supervisor to set goals, and review goals and progress in the professional development plan and the strategic plan.

Observations and Interactions: In addition to the two meetings, there will be formal observations and other interactions as needed to document performance in relation to the six standards. During an evaluation year at least two formal observations are required, one of which must be scheduled in advance. The formal observations are a minimum requirement. It is expected that the supervisor will have conducted informal observations and reviewed other data sources upon which the employee is evaluated.

Formal Observations: Formal observations require that the person being observed has full knowledge of the observation, that a written report is shared with the person, and the person has the right to respond to the observation report. Data for formal observation reports may result from information gathering that may occur over time but should not exceed a 30 day or mutually agreed-upon period. It is recommended that formal observations of activities, meetings or presentations, etc., should be a minimum of 30 minutes. The person being evaluated must be informed of the start and end dates of the observation/data gathering period.

Examples of formal observations and other interactions may include the following:

- Relevant stakeholder meetings (egs., students, parent/community, staff)
- Project/program leadership
- Work product reports/updates
- Strategic planning meetings
- Leadership meetings
- Staff evaluation conferences
- Interactions with customers
- Professional development trainings/presentations

Data Sources: The immediate supervisor will collect and analyze a variety of data sources as a part of the evaluation. The immediate supervisor, in conjunction with the central services administrator, will collaborate on the methods and sources of planned data collection and will review all data in a timely manner.

- Data sources may include the following:
- Formal observations
- Informal observations and other interactions
- Strategic plan
- Summaries and reports
- Professional Development Plan
- Office or program performance measures
- Staff profile, including, but not limited to, turnover, diversity, attendance, and experience
- State and local compliance requirements
- Surveys
- Business and operations administrator's portfolio

- The business and operations administrator's use of systemwide data pertinent to the office or program
- Data submitted by the business and operations administrator

Evaluation Year

Central services administrators enter the evaluation year, in accordance with the frequency schedule (see Section II, Frequency Schedules above) of the evaluation process. During formal evaluation years, the immediate supervisor will complete observations, gather information, and review data sources with the central services administrator. A minimum of two formal observations are required, with at least one each semester. One formal observation must be done by the immediate supervisor. If the central services administrator is below standard, one formal observation must be done by a qualified second observer selected by the supervisor. The evaluation is based on the data outlined in Section V, Collection of Evaluation Data, in relation to the six standards, performance criteria, and descriptive examples. The immediate supervisor completes the evaluation by May 1 if the administrator "does not meet standard" and by June 15 if the administrator "meets standard."

- If the central services administrator meets standard, the central services administrator continues in the professional growth cycle.
- If the immediate supervisor identifies concerns during the formal evaluation year, a consultant is assigned for support and an improvement plan is developed. The immediate supervisor completes the evaluation by May 1. The central services administrator enters the Evaluation Support Cycle through a "does not meet standard" evaluation.

Special Evaluation/Evaluation Support Cycle

During the Special Evaluation/Evaluation Support Cycle, the central services administrator will receive clear expectations and support from the immediate supervisor, a consultant, and the Peer Assistance Review (PAR) Panel. The consultant, the immediate supervisor, and the central services administrator will collaborate on the development of an improvement plan that will include the identification of the specific areas of need, the expected improvements, the support that will be provided by the consultant and immediate supervisor, and the specific data that will be used to determine effectiveness. The goal of this intense intervention is to provide assistance and opportunities to the central services administrator in order to meet all standards. The central services administrator takes responsibility for involvement in developing the improvement plan and meeting standards.

The Evaluation Support Cycle includes the following:

- **Consultant:** The consultant provides direction and support to the central services administrator. He/she will observe and confer with the central services administrator and submit quarterly reports to the immediate supervisor and the Peer Assistance Review (PAR) Panel on the support provided to the central services administrator and the central services administrator's progress on the improvement plan. By April 1 of the Evaluation Support Cycle year, the consultant will complete a summary report on the central services administrator's progress in the improvement plan.
- **Immediate Supervisor:** The immediate supervisor will also monitor progress on the improvement plan through observations and meetings with the central services administrator. As outlined in "Collection of Evaluation Data" above, the immediate supervisor will complete the evaluation using multiple sources of data to document each standard. The immediate supervisor will complete the evaluation by the due date.
- **Peer Assistance Review (PAR) Panel:** The Peer Assistance Review (PAR) Panel is comprised of three executive staff or other excluded administrators, but not assigned to that central services administrator, and three central services administrators recommended by MCAASP. The superintendent or designee will approve the membership for the panel. This panel will receive quarterly updates from the immediate supervisor and the consultant on the progress of the central services administrator on the improvement plan. Panel members may provide suggestions for support in helping the central services administrator meet the goals of the improvement plan to meet standard at the end of the year of the Evaluation Support Cycle. The panel makes final recommendations to the superintendent.

Decisions Regarding the Evaluation Support Cycle

If the immediate supervisor and consultant agree that the central services administrator has met standard, the central services administrator will return to the professional growth cycle.

If the immediate supervisor and the consultant agree that the central services administrator did not meet standard or they could not agree if the central services administrator met standard, they will present their findings to the Peer Assistance Review (PAR) Panel. The central services administrator will also have an opportunity to present information to the Peer Assistance Review (PAR) Panel. After considering all of the information, the Peer Assistance Review (PAR) Panel makes one of the following recommendations to the superintendent by May 15:

- The central services administrator returns to the professional growth cycle.

- The central services administrator is reassigned to another administrative position.

- The central services administrator is reassigned to a non-administrative position.

- The central services administrator is dismissed from MCPS.

- If the panel cannot reach agreement, the superintendent or his designee makes the decision.

Appeal Process

Through these procedures the A&S PGS establishes that the central services administrator is an active participant throughout the evaluation process. The meetings held at the beginning and end of each year (and mid-year for administrators in the probationary year), the post-observation conferences, and the development of improvement plans are examples of the opportunities for collaboration among the immediate supervisor, the central services administrator, and others involved. The school system shall be responsible for maintaining the confidentiality of an individual's evaluation process and all related documents. The following appeal process will be available:

- The central services administrator may respond in writing to any observation report within 10 working days of receiving the report.

- The central services administrator may appeal in writing a "does not meet standard" evaluation within 10 working days of receiving the evaluation. In the case of a "meets standard" evaluation, the employee may provide additional information.

- The central services administrator may appeal a "does not meet standard" evaluation to the supervisor's supervisor. In the case of a "meets standard" evaluation, the employee may provide additional information.

- The central services administrator may submit information and request a meeting with the superintendent or designee to appeal the recommendation of the Peer Assistance Review (PAR) Panel.

GLOSSARY

Evaluation Rating is a decision made by the immediate supervisor based upon a holistic view of the evidence regarding an individual's performance on all the standards. The rating will state that the individual either "meets standard" or "does not meet standard." A "does not meet standard" evaluation must include data from a qualified second observer.

Formal Observations require that the person being observed knows that he/she is being observed, that a written report is shared with the person, and that the person has the right to provide a written response to the report (as outlined in section V.C.).

New to Assignment refers to administrators and supervisors who are new to their current position although they have held a same or corresponding position at a different location or level.

Novice administrators are administrators new to their position.

Performance with Concerns indicates that the immediate supervisor has identified and documented concerns regarding the administrator's performance in relation to any of the six standards.

Performance with No Concerns indicates that the immediate supervisor has identified and documented that the administrator is meeting and making continued progress in relation to all six standards.

Portfolio provides central services administrator with the opportunity to collect and present a variety of data sources describing his/her performance. The portfolio could include information from parents, staff, or students; results of meetings or surveys; course work; attendance or presentations at professional conferences; and examples of professional activities within MCPS or other educational groups. It is an optional tool maintained by the business and operations administrator to address the six standards.

Qualified Observer may be the superintendent, the executive staff or one of their professional assistants, including the immediate supervisor or individual with relevant expertise to the administrator's position.

Second Observer is a qualified observer providing an objective independent assessment.

Peer Assistance Review (PAR) Panel consists of three executive staff or other excluded administrators, but not assigned to that central services administrator, and three central services administrators recommended by MCAASP. The panel reviews the reports and recommendations of the immediate supervisor and the consultant, and appeals from clients and supervisors, then presents recommendations to the superintendent on personnel actions for central services administrators in the Evaluation Support Cycle.

Special Evaluation is an evaluation scheduled out of the regular sequence as described in Section III, Annual Review Process in Non-Evaluation Years. The purpose of the Special Evaluation is to address serious deficiencies in the central services administrator's performance on

the six standards. Observations by both the immediate supervisor and another qualified observer are required. A Special Evaluation can result in referral to the Evaluation Support Cycle, or to return to the professional growth cycle.

ROLE OF CONSULTANT

The purpose of the consultant's role is to provide support for the central services administrator (client). In order to accomplish this, the consultant will meet initially with the immediate supervisor to obtain information about the needs of the client. As soon thereafter as possible, the consultant will meet with the client. The priority of the role is to provide sufficient time for effective interactions with the client. The consultant will organize a meeting with the client and the immediate supervisor during which the consultant will facilitate the development of an improvement plan. This plan will be the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the client is expected to meet standard.

The consultant will be responsible for coaching and mentoring the client. The consultant will provide direction and coaching with regard to the supports that are available from within MCPS and from outside sources. The consultant will provide assistance to the client with regard to
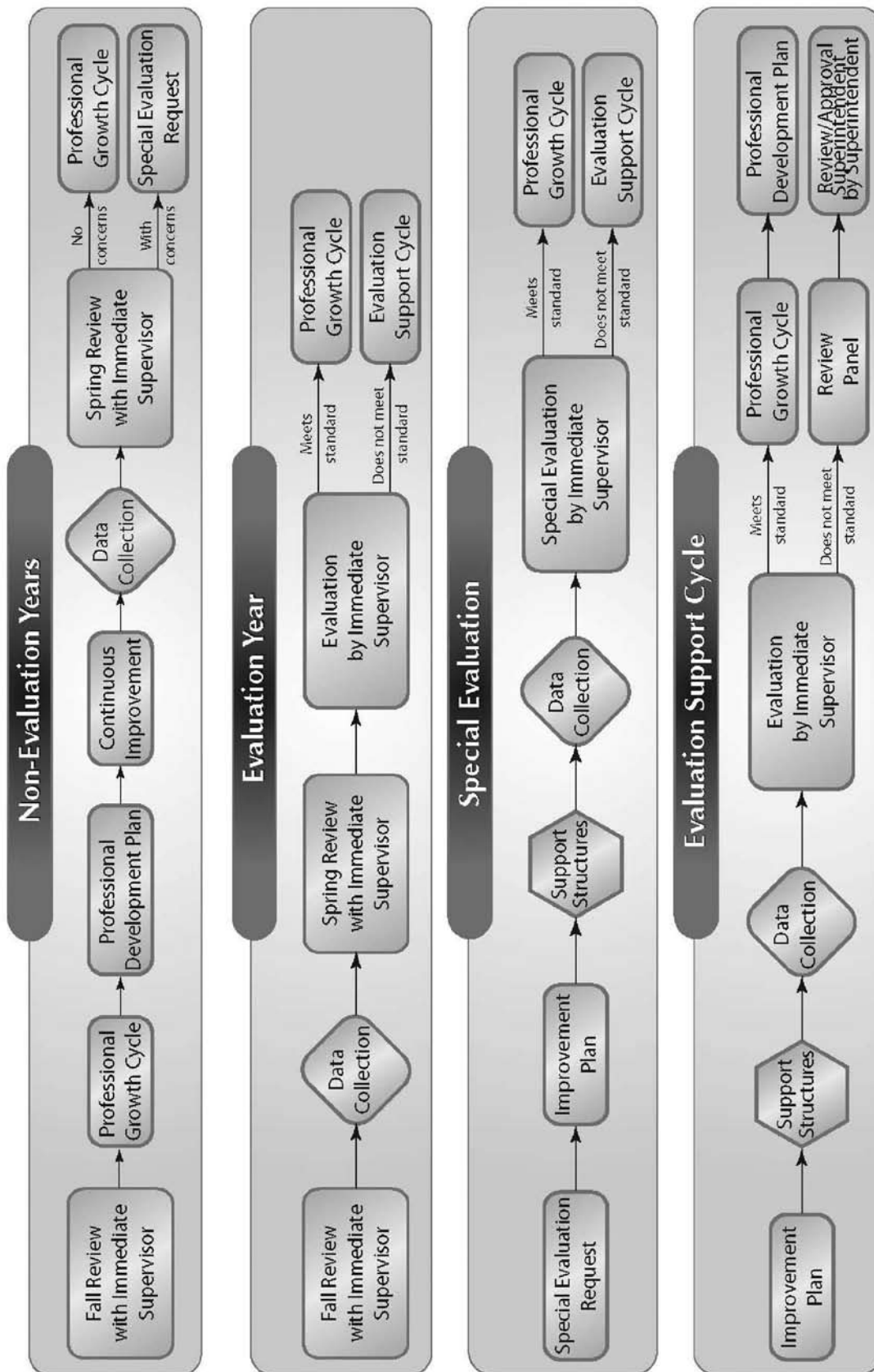
areas of need as identified on the improvement plan. The consultant will help the client set priorities and maintain a focus on improvement.

The consultant will be responsible for the following:

- Facilitating the development of an improvement plan
- Making frequent visits with informal support
- Analyzing problems and suggesting options
- Identifying resources for the client
- Conducting a minimum of two formal observations with post conferences (one per semester recommended)
- Providing written reports on the formal observations to the client and the immediate supervisor
- Communicating with the immediate supervisor regarding the client's progress
- Preparing reports to the Peer Assistance Review (PAR) Panel
- Making a recommendation regarding the client's status to the Peer Assistance Review (PAR) Panel at the end of the formal plan's time frame

See Appendix A for Administrator Frequency Schedule for Evaluation.

Non-Evaluation Years

Fall Review with Immediate Supervisor → Professional Growth Cycle → Professional Development Plan → Continuous Improvement → Data Collection → Spring Review with Immediate Supervisor

- No concerns → Professional Growth Cycle
- With concerns → Special Evaluation Request

Evaluation Year

Fall Review with Immediate Supervisor → Data Collection → Spring Review with Immediate Supervisor → Evaluation by Immediate Supervisor

- Meets standard → Professional Growth Cycle
- Does not meet standard → Evaluation Support Cycle

Special Evaluation

Special Evaluation Request → Improvement Plan → Support Structures → Data Collection → Special Evaluation by Immediate Supervisor

- Meets standard → Professional Growth Cycle
- Does not meet standard → Evaluation Support Cycle

Evaluation Support Cycle

Improvement Plan → Support Structures → Data Collection → Evaluation by Immediate Supervisor

- Meets standard → Professional Growth Cycle
- Does not meet standard → Review Panel

Professional Growth Cycle → Professional Development Plan

Review Panel → Review/Approval by Superintendent

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MCPS

Evaluation Process for Montgomery County Business and Operations Administrators

PURPOSE

The purpose of the evaluation component of the Administrative and Supervisory Professional Growth System (A&S PGS) is to assure and document quality performance of Montgomery County Business and Operations Administrators (MCBOA) for MCPS and to provide feedback to business and operations administrators for their own professional continuous improvement. The process clearly outlines expectations and measures that are based on the six standards of performance. "The evaluation system also provides MCPS with information from which professional development programs can be developed, personnel selection procedures can be appraised, and the adequacy of human and material resources can be assessed" (MCPS-MCAASP negotiated agreement).

The structure of the evaluation process recognizes the complexities of the business and operations administrators' positions and provides opportunities for continuous improvement. The business and operations administrators' strengths are recognized and nurtured. Strengths and areas of need are documented through multiple sources of data. Business and operations administrators are given the necessary support and resources to address identified needs and improve performance. Support may include professional development or support provided by a consultant, a mentor/coach, the immediate supervisor, the associate superintendent, the director, and the Evaluation Support Cycle as outlined below.

Between formal evaluation years, business and operations administrators participate in professional growth activities as part of the professional growth cycle, which is described in the Professional Development component of the A&S PGS. These growth activities are based upon individualized Professional Development Plans (PDPs) for each business and operations administrator.

ELEMENTS OF THE EVALUATION PROCESS

Evaluators

The immediate supervisor to whom the business and operations administrator is assigned is responsible for completing the formal evaluation.

Frequency Schedules

Formal evaluations are required as follows:

- First and second year as an MCPS administrator

- First year after a change in administrative position (change in position classification)

- Fifth year as an MCPS administrator

- Ninth year

- Every fifth after the ninth year

Note: A Special Evaluation may be used in any year using the process in Section IV, Annual Review Process in Non-Evaluation Years below.

PROBATIONARY PERIOD FOR BUSINESS AND OPERATIONS ADMINISTRATORS WHO ARE NEW TO A POSITION

Montgomery County Public Schools (MCPS) and MCAASP have an interest in ensuring that a business and operations administrator who is new to a position is competent in the position for which he/she is hired. They also have an interest in providing support and professional development that will enhance an administrator's competence and success in a new position. Therefore, a probationary period of one year is established to determine the individual's competence in the new position. For individuals employed in the position before January 1 following the beginning of the school year, that individual will be evaluated at the end of that school year. For individuals employed after January 1, the individual will be evaluated by December 31 of the following school year. All employees will be evaluated using the six leadership standards for business and operations administrators.

At the beginning of the probationary period, the immediate supervisor will meet with the business and operations administrator to discuss job expectations and review the PGS. The supervisor and the business and operations administrator will have two supervisory meetings to set goals, review goals and review performance in relation to the six standards. The first meeting will occur during the first six months of employment. The second meeting will occur during the second six months of employment. There will be adequate space between the meetings for the business and operations administrator to respond to the feedback.

During the probationary period, the supervisor will consult with the employee to identify appropriate professional development opportunities necessary to be successful in the new position and to provide other supports as needed.

Administrator New to MCPS

If the individual's performance "meets standard," the individual becomes entitled to the parameters of the evaluation process for business and operations administrators specifically identified within the A&S Professional Growth System (A&S PGS).

If the supervisor has documented concerns about the business and operations administrator's performance in relation to the six standards during the probationary period, the following applies.

During the first six months, if the supervisor identifies and documents concerns regarding the administrator's performance in relation to the six standards through two formal observations (one formal observation by the supervisor and one formal observation by a qualified second observer), the administrator will be provided training and support by a consultant and the case will be referred to the Peer Assistance Review (P.A.R.) Panel.

The consultant will organize a meeting with the client and the immediate supervisor during which the consultant will facilitate the development of an improvement plan. This plan will be the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the client is expected to meet standard.

The consultant will complete an independent summary report on the administrator's progress in the improvement plan and the supervisor will complete an additional formal observation by the beginning of the ninth month following the date of hire for that position.

The immediate supervisor will review the data points of the improvement plan and the summary report from the consultant and will conduct an independent evaluation by the beginning of the tenth month following the date of hire for that position. The formal observations are a minimum requirement. It is expected that the supervisor will have conducted informal observations and reviewed other data sources upon which the employee is evaluated.

- If the immediate supervisor and consultant agree that the administrator has met standard, the administrator will be evaluated in their second year and continue in the professional growth cycle.

- If the immediate supervisor and the consultant agree that the administrator has not met standard, or they could not agree if the administrator met standard, they will present their findings to the Peer Assistance Review (P.A.R.) Panel. The administrator will also have an opportunity to present information to the Peer Assistance Review (P.A.R.) Panel. After considering all of the information, the Peer Assistance Review (P.A.R.) Panel makes one of the following recommendations

to the superintendent by the first day of the eleventh month following the date of hire for this position:

- o The administrator returns to the evaluation cycle.
- o The administrator is reassigned to another administrative position for which he/she is qualified.
- o The administrator is reassigned to a non-administrative position for which he/she is qualified.
- o The administrator is dismissed from MCPS.

Administrator is already an employee of MCPS prior to this position

If the administrator is already an employee of MCPS, the supervisor will work with the individual through the evaluation process for business and operations administrators, as outlined in the A&S PGS Handbook (Sections VI–IX.)

ANNUAL REVIEW PROCESS IN NON-EVALUATION YEARS

During professional growth years, the business and operations administrator gathers data for the two annual meetings with the immediate supervisor. These meetings will occur near the beginning and the end of the fiscal year to review data sources in order to set goals, review goals, and review performance in relation to the six standards and the strategic planning process.

Performance with no concerns: If these annual reviews indicate that progress is continuing and there are no concerns, the business and operations administrator will continue in the professional growth cycle that will include a personal Professional Development Plan, as described in the Professional Development component of the A&S PGS, and the MCPS strategic plan. Novice business and operations administrators, business and operations administrators new to MCPS, and business and operations administrators new to an assignment are not required to write a professional development plan in their first year.

Performance with concerns:

Between July 1 and December 31, if the immediate supervisor identifies and documents concerns regarding the business operations administrator's performance in relation to the six standards through two formal observations, the immediate supervisor will request a Special Evaluation. The business and operations administrator will be provided training and/or support by a consultant. The consultant will organize a meeting with the client and the immediate supervisor during which the consultant will facilitate the development of an improvement plan. This plan will be the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the client is expected to meet

standard. The immediate supervisor will review the data points of the improvement plan and the input from the consultant by April 1.

- If the immediate supervisor finds that the business and operations administrator has met the goals of the improvement plan, the business and operations administrator continues in the professional growth cycle.
- If the immediate supervisor documents that the business and operations administrator did not meet the goals of the improvement plan, a qualified second observer will complete an observation before the business and operations administrator receives a Special Evaluation. The immediate supervisor will complete the Special Evaluation by May 1.
- If the business and operations administrators' performance is rated as "does not meet standard," he/she is placed in the Evaluation Support Cycle until the end of the next fiscal year.

Between January 1 and June 15, if the immediate supervisor identifies and documents concerns regarding the business and operations administrator's performance in relation to the six standards through two formal observations, the immediate supervisor will request a Special Evaluation. The business and operations administrator will be provided training and support by a consultant, as outlined in #1 above.

- The immediate supervisor will review the data points of the improvement plan and the input from the consultant by December 1.
- If the immediate supervisor finds that the business and operations administrator has met the goals of the improvement plan, the business and operations administrator continues in the professional growth cycle.
- If the immediate supervisor documents that the business and operations administrator has not met the goals of the improvement plan, a qualified second observer will complete an observation before the business and operations administrator receives a Special Evaluation. The immediate supervisor will complete the Special Evaluation by January 1.
- If the business and operations administrator's performance is rated as "does not meet standard," the business and operations administrator is placed in the Evaluation Support Cycle for the remainder of the fiscal year and the first semester of the next fiscal year.

COLLECTION OF EVALUATION DATA

The immediate supervisor, consultant, and/or the superintendent's designee will collect and analyze data from formal and informal observations, conferences, meetings,

and other related data sources. This should be an ongoing and cumulative process documenting progress over time. Where significant performance issues are identified, a qualified second observer will be assigned.

Meetings: Data sources will include two meetings (probationary—three meetings), one at the beginning of the fiscal year and a second, one month before the evaluation between the business and operations administrator and the immediate supervisor to set goals, and review goals and progress in the professional development plan and the strategic plan.

Observations and Interactions: In addition to the two meetings, there will be formal observations and other interactions as needed to document performance in relation to the six standards. During an evaluation year at least two formal observations are required, one of which must be scheduled in advance. The formal observations are a minimum requirement. It is expected that the supervisor will have conducted informal observations and reviewed other data sources upon which the employee is evaluated.

Formal Observations: Formal observations require that the person being observed has full knowledge of the observation, that a written report is shared with the person, and the person has the right to respond to the observation report. Data for formal observation reports may result from information gathering that may occur over time but should not exceed a 30 day or mutually agreed-upon period. It is recommended that formal observations of activities, meetings or presentations, etc., should be a minimum of 30 minutes. The person being evaluated must be informed of the start and end dates of the observation/data gathering period.

Examples of formal observations and other interactions may include the following:

- Relevant stakeholder meetings (e.g. students, parent/community, staff)
- Project/program leadership
- Work product reports/updates
- Strategic planning meetings
- Leadership meetings
- Staff evaluation conferences
- Interactions with customers
- Professional development trainings/presentations

Data Sources: The immediate supervisor will collect and analyze a variety of data sources as a part of the evaluation. The immediate supervisor, in conjunction with the business and operations administrator, will collaborate on the methods and sources of planned data collection and will review all data in a timely manner.

Data sources may include the following:

- Formal observations
- Informal observations and other interactions
- Strategic plan
- Summaries and reports
- Professional Development Plan
- Office or program performance measures
- Staff profile, including, but not limited to, turnover, diversity, attendance, and experience
- State and local compliance requirements
- Surveys
- Business and operations administrator's portfolio
- The business and operations administrator's use of systemwide data pertinent to the office or program
- Data submitted by the business and operations administrator

EVALUATION YEAR

Business and operations administrators enter the evaluation year, in accordance with the frequency schedule (see Section II, Frequency Schedules above) of the evaluation process. During formal evaluation years, the immediate supervisor will complete observations, gather information, and review data sources with the central services administrator. A minimum of two formal observations are required, with at least one each semester. One formal observation must be done by the immediate supervisor. If the business and operations administrator is below standard, one formal observation must be done by a qualified second observer selected by the supervisor. The evaluation is based on the data outlined in Section V, Collection of Evaluation Data, in relation to the six standards, performance criteria, and descriptive examples. The immediate supervisor completes the evaluation by May 1 if the administrator "does not meet standard" and by June 15 if the administrator "meets standard."

- If the business and operations administrator meets standard, the business and operations administrator continues in the professional growth cycle.
- If the immediate supervisor identifies concerns during the formal evaluation year, a consultant is assigned for support and an improvement plan is developed. The immediate supervisor completes the evaluation by May 1. The business and operations administrator enters the Evaluation Support Cycle through a "does not meet standard" evaluation.

SPECIAL EVALUATION/EVALUATION SUPPORT CYCLE

During the Special Evaluation/Evaluation Support Cycle, the business and operations administrator will receive clear expectations and support from the immediate supervisor, a consultant, and the Peer Assistance Review (P.A.R.) Panel. The consultant will organize a meeting with the client and the immediate supervisor during which the consultant will facilitate the development of an improvement plan. This plan will be the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the client is expected to meet standard. The goal of this intense intervention is to provide assistance and opportunities to the business and operations administrator in order to meet all standards. The business and operations administrator takes responsibility for involvement in developing the improvement plan and meeting standards.

The Evaluation Support Cycle includes the following:

- **Consultant:** The consultant provides direction and support to the business and operations administrator. He/she will observe and confer with the business and operations administrator and facilitate the development of a professional growth plan. He/she reports to the immediate supervisor and the Peer Assistance Review (P.A.R.) Panel on the support provided to the business and operations administrator and the business and operations administrator's progress on the improvement plan. By April 1 of the Evaluation Support Cycle year, the consultant will complete a summary report on the business and operations administrator's progress in the improvement plan.

- **Immediate Supervisor:** The immediate supervisor will also monitor progress on the improvement plan through observations and meetings with the business and operations administrator. As outlined in "Collection of Evaluation Data" above, the immediate supervisor will complete the evaluation using multiple sources of data to document each standard. The immediate supervisor will complete the evaluation by the due date.

- **Peer Assistance Review (P.A.R.) Panel:** The Peer Assistance Review (P.A.R.) Panel is comprised of four executive staff or other excluded administrators, but not assigned to that business and operations administrator, and four business and operations services administrators recommended by MCAASP. The superintendent or designee will approve the membership for the panel. This panel will receive quarterly updates from the immediate supervisor and the consultant on the progress of the business and operations administrator on the improvement plan. Panel members may provide suggestions for support in helping the business and

operations administrator meet the goals of the improvement plan to meet standard at the end of the year of the Evaluation Support Cycle. The panel makes final recommendations to the superintendent.

DECISIONS REGARDING THE EVALUATION SUPPORT CYCLE

If the immediate supervisor and consultant agree that the business and operations administrator has met standard, the business and operations administrator will return to the professional growth cycle.

If the immediate supervisor and the consultant agree that the business and operations administrator did not meet standard or they could not agree if the business and operations administrator met standard, they will present their findings to the Peer Assistance Review (P.A.R.) Panel. The business and operations administrator will also have an opportunity to present information to the Peer Assistance Review (P.A.R.) Panel. After considering all of the information, the Peer Assistance Review (P.A.R.) Panel makes one of the following recommendations to the superintendent by May 15:

- The business and operations administrator returns to the professional growth cycle.
- The business and operations administrator is reassigned to another administrative position.
- The business and operations administrator is reassigned to a non-administrative position.
- The business and operations administrator is dismissed from MCPS.

APPEAL/RESPONSE PROCESS

Through these procedures the A&S PGS establishes that the business and operations administrator is an active participant throughout the evaluation process. The meetings held at the beginning and end of each year (and mid-year for administrators in the probationary year), the post-observation conferences, and the development of improvement plans are examples of the opportunities for collaboration among the immediate supervisor, the business and operations administrator, and others involved. The school system shall be responsible for maintaining the confidentiality of an individual's evaluation process and all related documents. The following appeal process will be available:

- The business and operations administrator may respond in writing to any observation report within 10 working days of receiving the report.
- The business and operations administrator may appeal in writing a "does not meet standard" evaluation within

10 working days of receiving the evaluation. In the case of a "meets standard" evaluation, the employee may provide additional information.

- The business and operations administrator may appeal a "does not meet standard" evaluation to the supervisor's supervisor. In the case of a "meets standard" evaluation, the employee may provide additional information.
- The business and operations administrator may submit information and request a meeting with the superintendent or designee to appeal the recommendation of the Review Panel.

GLOSSARY

Evaluation Rating is a decision made by the immediate supervisor based upon a holistic view of the evidence regarding an individual's performance on all the standards. The rating will state that the individual either "meets standard" or "does not meet standard." A "does not meet standard" evaluation must include data from a qualified second observer.

Formal Observations require that the person being observed knows that he/she is being observed, that a written report is shared with the person, and that the person has the right to provide a written response to the report (as outlined in section V.C.).

New to Assignment refers to administrators and supervisors who are new to their current position although they have held a same or corresponding position at a different location or level.

Novice administrators are administrators new to their position.

Portfolio provides the business and operations administrator with the opportunity to collect and present a variety of data sources describing his/her performance. The portfolio could include information from parents, staff, or students; results of meetings or surveys; course work; attendance or presentations at professional conferences; and examples of professional activities within MCPS or other educational groups. It is an optional tool maintained by the business and operations administrator to address the six standards.

Qualified Observer may be the superintendent, the executive staff or one of their professional assistants, including the immediate supervisor or individual with relevant expertise to the administrator's position.

Second Observer is a qualified observer providing an objective independent assessment.

Peer Assistance Review (P.A.R.) Panel consists of three executive staff or other excluded administrators, but not

assigned to that business and operations administrator, and three business and operations administrators recommended by MCAASP. The panel reviews the reports and recommendations of the immediate supervisor and the consultant, and appeals from clients and supervisors, then presents recommendations to the superintendent on personnel actions for business and operations administrators in the Evaluation Support Cycle

Performance with Concerns indicates that the immediate supervisor has identified and documented concerns regarding the administrator's performance in relation to any of the six standards.

Performance with No Concerns indicates that the immediate supervisor has identified and documented that the administrator is meeting and making continued progress in relation to all six standards.

Special Evaluation is an evaluation scheduled out of the regular sequence as described in Section III, Annual Review Process in Non-Evaluation Years. The purpose of the Special Evaluation is to address serious deficiencies in the business and operations administrator's performance on the six standards. Observations by both the immediate supervisor and another qualified observer are required. A Special Evaluation can result in referral to the Evaluation Support Cycle, or to return to the professional growth cycle.

ROLE OF CONSULTANT

The purpose of the consultant's role is to provide support for the business and operations administrator (client). In order to accomplish this, the consultant will meet initially with the immediate supervisor to obtain information about the needs of the client. As soon thereafter as possible, the consultant will meet with the client. The priority of the role is to provide sufficient time for effective interactions with the client. The consultant will organize a meeting with the client and the immediate supervisor during which the consultant will facilitate the development of an improvement plan. This plan will be the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the client is expected to meet standard.

The consultant will be responsible for coaching and mentoring the client. The consultant will provide direction and coaching with regard to the supports that are available from within MCPS and from outside sources. The consultant will provide assistance to the client with regard to areas of need as identified on the improvement plan. The consultant will help the client set priorities and maintain a focus on improvement.
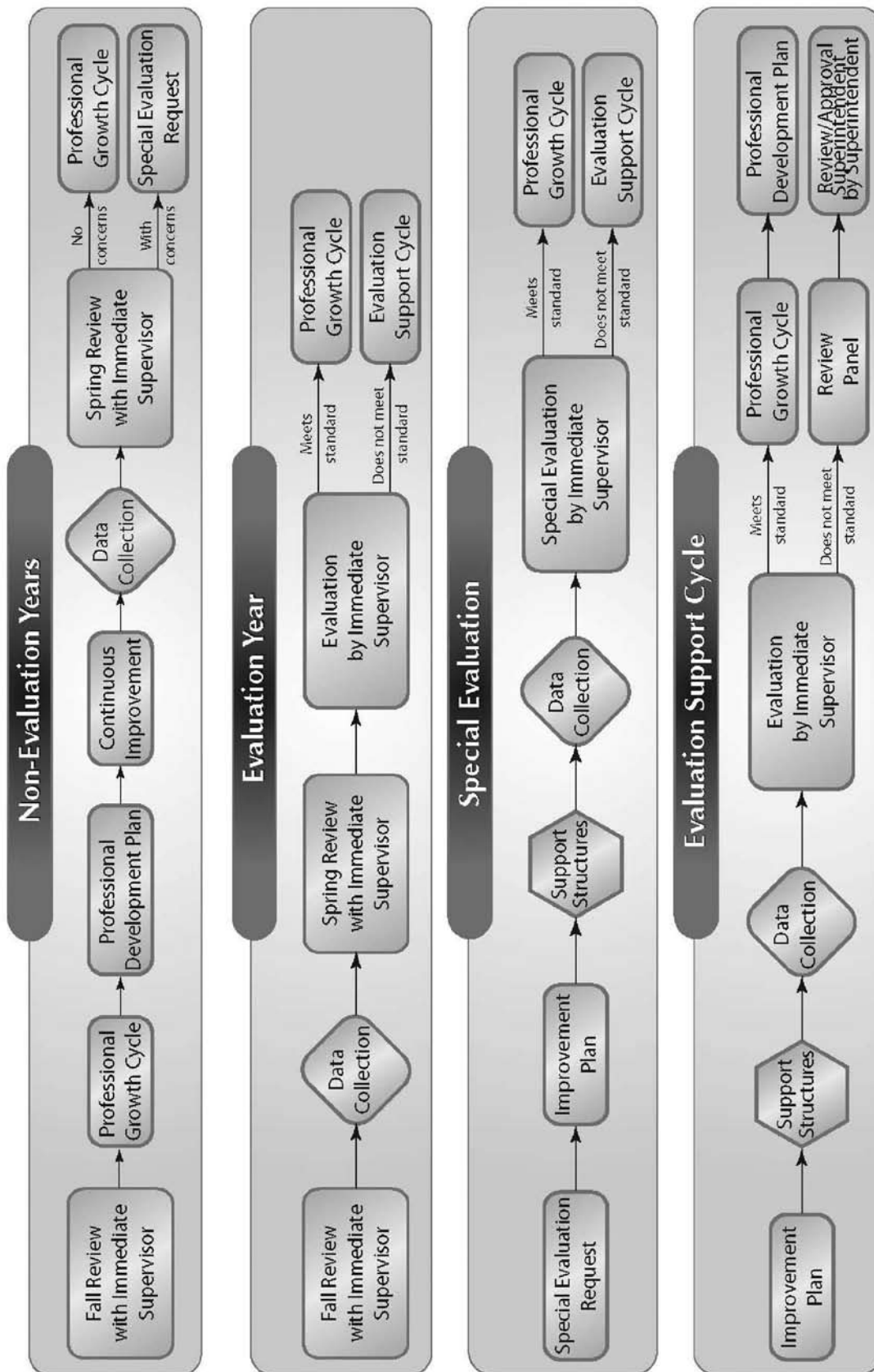
The consultant will be responsible for the following:

- Facilitating the development of an improvement plan
- Making frequent visits with informal support
- Analyzing problems and suggesting options
- Identifying resources for the client
- Conducting a minimum of two formal observations with post conferences (one per semester recommended)
- Providing written reports on the formal observations to the client and the immediate supervisor
- Communicating with the immediate supervisor regarding the client's progress
- Preparing reports to the Peer Assistance Review (P.A.R.) Panel
- Making a recommendation regarding the client's status to the Peer Assistance Review (P.A.R.) Panel at the end of the formal plan's time frame

No information from the consultant's reports may be used in the immediate supervisor's evaluation.

See Appendix A for Administrator Frequency Schedule for Evaluation.

Non-Evaluation Years

Fall Review with Immediate Supervisor → Professional Growth Cycle → Professional Development Plan → Continuous Improvement → Data Collection → Spring Review with Immediate Supervisor

- No concerns → Professional Growth Cycle
- With concerns → Special Evaluation Request

Evaluation Year

Fall Review with Immediate Supervisor → Data Collection → Spring Review with Immediate Supervisor → Evaluation by Immediate Supervisor

- Meets standard → Professional Growth Cycle
- Does not meet standard → Evaluation Support Cycle

Special Evaluation

Special Evaluation Request → Improvement Plan → Support Structures → Data Collection → Special Evaluation by Immediate Supervisor

- Meets standard → Professional Growth Cycle
- Does not meet standard → Evaluation Support Cycle

Evaluation Support Cycle

Improvement Plan → Support Structures → Data Collection → Evaluation by Immediate Supervisor

- Meets standard → Professional Growth Cycle
- Does not meet standard → Review Panel

→ Professional Development Plan
→ Review/Approval Superintendent by Superintendent

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MCPS

Appendix A
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ADMINISTRATOR FREQUENCY SCHEDULE FOR EVALUATION

- Administrators new to MCPS or new to administration are evaluated in their first two years of administration.
- When administrators change assignment (change in position classification), they are evaluated "out of cycle" for one year and then return to the regular cycle.
- When administrators become assistant principals and interns, they go into the training program and are evaluated during their years in the training program.
- When administrators become principals, they are evaluated "out-of-cycle" for their first two years as principals and then return to the regular cycle.
- When principals change level, they are evaluated "out-of-cycle" for one year and then return to the regular cycle.
- When administrators change in administrative position from school-based to central services, they are evaluated for one year.
- When administrators change in administrative position from one level to another level, they are evaluated for one year.
- When administrators change in administrative position from one central services position to another central services position, they are evaluated for one year.
- When an AP2 has received a "meets standard" evaluation as an AP1 and AP2, he/she will not receive an evaluation in the first year of their assistant principal assignment, unless changing levels.
- When a principal intern becomes an assistant principal, he/she will not receive an evaluation in the first year of their assistant principal assignment, unless changing levels.

Note: This Frequency Schedule applies when an administrator receives a "meets standard" evaluation. A Special Evaluation may be used in any year using the process in Section IV. Annual Review Process in Non-Evaluation Years.

SUMMARY TABLE

ADMINISTRATORS	FREQUENCY SCHEDULE FOR EVALUATION
New to MCPS or new to administration	Evaluated first two years of administration
Change in assignment (change in position classification)	Evaluated "out of cycle" for one year and then return to the regular cycle
Becoming APs or interns	Evaluated during their years in the training program
Becoming principals	Evaluated "out-of-cycle" for their first two years as principals and then return to the regular cycle
Principals who change levels	Evaluated "out-of-cycle" for one year and then return to the regular cycle.
Change from school-based to central services	Evaluated for one year
Change from one level to another level	Evaluated for one year
Change from one central services position to another central services position	Evaluated one year
AP2 who met standard as an AP1 and AP2 and becomes an assistant principal	No evaluation in the first year unless changing levels
Principal intern becomes an assistant principal	No evaluation in the first year unless changing levels

2-Year Cycle		3-Year Cycle			4-Year Cycle				5-Year Cycle				
1	2	3	4	5	6	7	8	9	10	11	12	13	14
E	E	P	P	E	P	P	P	E	P	P	P	P	E

5-Year Cycle					5-Year Cycle					5-Year Cycle				
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
P	P	P	P	E	P	P	P	P	E	P	P	P	P	E

Office of Organizational Development
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

Administrative and Supervisory
Professional Growth System
Final Evaluation Report for Principals

Principal:_____   Employee Number:_____

Years of MCPS Administrative Experience: _____   School: _____

Community/Associate Superintendent: _____

Type of Evaluation:

_____ First Year as Principal   _____ Second Year as Principal

_____ New to MCPS   _____ Veteran

_____ Special Evaluation   _____ Change in Level

Directions: Evaluators complete a narrative description of the principal's performance based on the leadership standards listed below. The narrative includes a context paragraph, background information, and data that is listed and gathered as stated in the Evaluation Process for Principals.

Leadership Standards: A principal is an educational leader who promotes the success of all students as he/she:

1. Facilitates the development, articulation, implementation and stewardship of a vision of teaching and learning shared and supported by the school community.
2. Nurtures and sustains a school culture of professional growth, high expectations and an instructional program conducive to student learning and staff professional growth.
3. Ensures the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborates with the school staff and other stakeholder groups including students, families, and community members.
5. Models professionalism and professional growth in a culture of continuous improvement.
6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural contexts.

Dates of Observations:

Dates of Conferences:

Final Rating: ( ) Meets Standard   ( ) Does Not Meet Standard

Evaluator's Signature: _____   Date: _____

Principal's Signature: _____   Date: _____

MCPS Form 430-69, 10/04

Office of Organizational Development
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

Administrative and Supervisory
Professional Growth System
Final Evaluation Report for
Central Services Administrators

Name: _____

Employee Number: _____

Years of MCPS Administrative Experience: _____

Office: _____

Immediate Supervisor's Name: _____

Type of Evaluation:

_____ First Year

_____ Second Year

_____ New to MCPS

_____ Veteran

_____ Special Evaluation

_____ Change in Assignment

Directions: Evaluators complete a narrative description of the administrator's performance based on the leadership standards listed below. The narrative includes a context paragraph, background information, and data that is listed and gathered as stated in the Evaluation Process for Central Services Administrators.

Leadership Standards: The central services administrator is an educational leader who promotes the success of all students as he/she:

1. Facilitates and supports the development, articulation, and implementation of the school system's strategic plan.
2. Creates and sustains a culture of professional growth and high expectations to support the school system's strategic plan.
3. Ensures the effective and efficient management of his/her office or program.
4. Collaborates with stakeholder groups including students, staff, families, community members, business partners, and community agencies.
5. Models professionalism and professional growth to create a positive work environment.
6. Understands, responds to, and influences the political, social, economic, legal, and cultural contexts of the school system.

Dates of Observations: _____

Dates of Conferences: _____

Final Rating: ( ) Meets Standard   ( ) Does Not Meet Standard

Evaluator's Signature: _____   Date: _____

Administrator's Signature: _____   Date: _____

MCPS Form 430-74, 10/04

Office of Organizational Development
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

Administrative and Supervisory
Professional Growth System
Final Evaluation Report for Assistant Principals,
Assistant School Administrator, and Coordinators of
School-Based Programs

Name: _____   Employee Number: _____

Years of MCPS Administrative Experience: _____   School: _____

Principal: _____

Type of Evaluation:

_____ First Year   _____ Second Year

_____ New to MCPS   _____ Veteran

_____ Special Evaluation   _____ Change in Assignment

Directions: Evaluators complete a narrative description of the administrator's performance based on the leadership standards listed below. The narrative includes a context paragraph, background information, and data that is listed and gathered as stated in the Evaluation Process for Assistant Principals, Assistant School Administrator, and Coordinators of School-Based Programs.

Leadership Standards: Each assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who promotes the success of all students as he/she:

1. Assists in facilitating the development, articulation, implementation, and stewardship of a vision of teaching and learning shared and supported by the school community.
2. Nurtures and sustains a school culture of high expectations, professional growth, and an instructional program conducive to student learning.
3. Shares the responsibility for the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborates with school staff and other stakeholder groups including students, families, and community members.
5. Models professionalism and professional growth in a culture of continuous improvement.
6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural contexts.

Dates of Observations:

Dates of Conferences:

Final Rating: ( ) Meets Standard   ( ) Does Not Meet Standard

Evaluator's Signature: _____   Date: _____

AP/ASA/Coordinator's Signature: _____   Date: _____

MCPS Form 430-80, 9/07