

A close-up photograph of two hands reviewing documents on a desk. One hand holds a white pen, and the other points to a specific section of the paper. The image is overlaid with a soft, warm light.

Administrative and Supervisory

Professional Growth System

Montgomery County Public Schools, Rockville, Maryland



VALUES

*Learning
Respect
Relationships
Excellence
Equity*

VISION

Future Ready

All students will graduate ready to thrive in a changing world—with the knowledge, skills, and confidence necessary to lead, adapt, and make a positive impact in their communities and beyond..

MISSION

To Unleash Potential

All students will receive a solid academic foundation, grounded in strong critical thinking skills, with opportunities to enhance and enrich their learning. All students will develop resilience, be adaptable, and have a lifelong passion for learning. All students will become effective communicators and collaborators predicated on meaningful relationships. All students will make a positive impact in their community and be ready for success in their personal and professional life.

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INTRODUCTION

PREAMBLE

Organizational Culture of Respect Statement

Montgomery County Public Schools (MCPS) 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 non-school-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 Chief of Human Resources and Talent Management.
- An agenda is developed, with input from Implementation Team members or other collaboration committees.

Role of the Joint Professional Growth Systems (PGSs) Implementation Team

The Joint PGSs Implementation Team is composed of all members of each implementation team (A&S, Teacher-level, and Supporting Services) and is charged with increasing consistency among the PGSs, while valuing and recognizing differences through—

1. learning from each PGS to share and implement best practices,
2. clarifying processes to improve effectiveness, efficiency, and transparency, and

- analyzing data from all three PGSs, including disaggregated client data by race, gender, and other factors to ensure equity and due process for all employees.

The Joint PGSs Implementation Team is also charged with ensuring that the components of the PGSs (Attracting, Recruiting, Mentoring, Developing, Evaluating, Recognizing, and Retaining) are fully implemented for all employees with fidelity.

- The Joint PGSs Implementation Team uses the same processes described above in the section titled, “Role of the Professional Growth System Implementation Teams.”
- The meetings are chaired by a designee appointed by the three employee association presidents (rotated) and a designee appointed by the chief of Human Resources and Talent Management and chief operating officer.
- The meetings are facilitated by the three association vice presidents and the director of the Department of Professional Growth Systems.
- The Joint PGSs Implementation Team makes recommendations to the associations, deputies, and chief operating officer (ADC), which serves as the steering committee.

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. This PGS establishes the framework that describes the skills and knowledge for administrators and supervisors to build learning communities for both students and adults.

This 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 on 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 (BOE) and 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 BOE 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 PGS 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 PGS 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 BOE 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 statements that became the guiding leadership standards for this work. These standards presented 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 focus groups composed of associate superintendents, directors of SSWB, principals from elementary, middle, and high school levels, and the directors of Professional Growth Systems and leaders of Montgomery County Association of Administrators and Principals. 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 Council of Chief State School Officers (CCSSO) and The National Policy Board for Educational Administration (NPBEA) guided the two-year development process of The Professional Standards for Educational Leaders. The ten standards were adopted by the state of Maryland in February 2017. Montgomery County Public Schools adopted the ten standards for principals. These standards provide guideposts that will help school leaders make a difference every day in the learning and well-being of students. Grounded in current research and the real-life experiences of educational leaders, they articulate the leadership that our schools need and our students deserve. They are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes. They are designed to ensure that educational leaders are ready to meet challenges of the job today and in the future as education, schools and society continue to transform.

The vision, philosophy, and standards are the heart of this PGS. 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 administrators. 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 (CP) 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 producing 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 PGS 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: A Diagram



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 non-administrative employees is gathered regarding interests in promotions, professional development needed for advancement, and incentives for applying for administrative vacancies. The following are some examples of the experiences for employees to build their understanding and capability to move into administrative positions:

- 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 certified 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 and secondary principals and will be expanded to include other positions. The duration of an internship will vary based on 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 Division of Human Resources and Talent Management 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 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 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 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 standards mean
- The skill and abilities to implement the 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 work groups, and serving as instructors and developers of system initiatives.

Individual Professional Development Plans

Between formal evaluation years, each administrator will create, in consultation with their immediate 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 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 Division of Human Resources and Talent Management.
- 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 CP, supervisory staff from the Office of School Support and Well-Being (SSWB), and professional development staff from the Division of Human Resources and Talent Management.

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 mentoring 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 will provide 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 will provide access to other experienced administrators who will provide opportunities to the new administrator for self-reflection.
- Seminars will be 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.



Administrators and Supervisors Professional Development Plan (PDP)

Professional Growth System
Division of Human Resources and Talent Management
Rockville, Maryland 20855
MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-50
March 2011
Page 1 of 2

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?

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.

_____/_____/_____
Administrator's Name (Print) Signature Date

Direct Supervisor's 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 agreement that the plan is completed or that the plan is being changed.

_____/_____/_____
 Administrator's Name (Print) Signature Date

Direct Supervisor's Name (Print)

Signature

____/____/____
Date

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, administrators new to a school level, and administrators new to a central office position. 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 their 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 immediate 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 standards for administrators and supervisors.
- 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 their 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 their 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 with 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 services administrators.

Selection of One-on-One Mentors

A variety of individuals may serve in a mentor capacity. Mentors may include CPs, peers, associate 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 immediate supervisor of the mentee, and the Division of Human Resources and Talent Management. 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 Division of Human Resources and Talent Management 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 Division of Human Resources and Talent Management with the approval of the immediate 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 and supervisors 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 and supervisory 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
- Serving as AP coach
- 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
- 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.

MCPS ADMINISTRATIVE AND SUPERVISORY STANDARDS 2025–2026

FOUR MCPS THEMES	NEW A&S STANDARDS
Vision & Leadership Expectations (MCPS Vision, Mission & Core Purpose and Focus on Learning, Accountability & Results)	• Mission, Vision and Core Values (1) • Ethics and Professional Norms (2) • Equity and Cultural Responsiveness (3) • School Improvement (4)
Teaching & Learning (Focus on Learning, Accountability & Results and Focus on Human Capital)	• Curriculum, Instruction and Assessment (5) • Community of Care and Support for Students (6) • Professional Capacity of School Personnel (7) • Professional Community for Teachers and Staff (8)
Meaningful Engagement (Focus on Community Partnerships and Engagement)	• Meaningful Engagement of Families and Community (9)
Operations & Management (Focus on Operational Excellence)	• Operations and Management (10)

LEADERSHIP STANDARDS, CRITERIA, AND DESCRIPTIVE EXAMPLES

PRINCIPALS

The 10 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.

VISION & LEADERSHIP EXPECTATIONS

STANDARD I: MISSION, VISION, AND CORE VALUES

The principal is an educational leader who develops, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

1. Develop an educational mission for the school to promote the academic success and well-being of each student.
2. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
3. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
4. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
5. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
6. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
7. Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
An ineffective School Leader inconsistently... • Develops and communicates school's vision, mission, and core values. • Uses data to inform continuous improvement that promotes the success of each student. • Involves stakeholders to promote implementation of vision, mission, and/or core values that support student learning. • Evaluates actions to achieve the school's vision. • Communicates with stakeholders and community. • Facilitates opportunities for stakeholders to collaborate to promote student success. • Identifies a set of core values that recognizes the importance of student-centered education.	An effective School Leader ... • Collaborates to develop and implements a student-centered mission and vision that are aligned with the school system's mission, vision and well-being of each student. • Uses data and input from stakeholders to inform the development of a mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student. • Articulates and advocates a core set of values that defines the school's culture, vision and mission and stresses the imperative for student-centered education, high expectations and student support; equity, inclusiveness, and social justice; and continuous improvement. • Reviews and evaluates stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and modify the school mission and vision, as needed. • Models and pursues the school's mission, vision, and core values in all aspects of leadership.	A highly effective School Leader consistently... ...reaches and maintains the "effective" level and... • Provides evidence that stakeholder groups (e.g. parents, teachers, students, community members) advocate for and are supportive of the school's vision, mission, and core values. • Aligns partnerships (e.g. community organizations, vendors, professional organizations) to support implementation of vision, mission, and core values. • Aligns and develops academic access and wellbeing of whole child.

STANDARD II: ETHICS AND PROFESSIONAL NORMS

The principal is an educational leader who acts ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

1. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
2. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
3. Place children at the center of education and accept responsibility for each student's academic success and well-being.
4. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
5. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
6. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
An ineffective School Leader inconsistently... • Applies local, state, and federal laws, regulations, and policies. • Communicates expectations of professional norms and ethical practices to school staff. • Applies professional norms and ethical practices. • Demonstrates understanding of school demographics including student and staff backgrounds and culture. • Communicates responsibilities and expectations for ethical behavior and professional norms to school staff. • Follows MCPS protocols, procedures and guidelines. • Treats all staff, students and community members with respect • Implements local, state, and federal laws, regulations, and policies. • Implements professional norms to promote a collaborative work culture.	An effective School Leader ... • Makes the well-being of students the fundamental value in all decision making and actions. • Places students at the center of education and accepts responsibility for each student's academic success and well-being. • Fulfills all professional duties with honesty, transparency and integrity. • Holds self and staff accountable for implementation of local, state, and federal laws, regulations, and policies. • Promotes ethical and professional behavior among faculty and staff aligned with the school system's code of conduct and professional norms. • Implements professional norms for collaborative work that promote respect, transparency, equity, integrity, fairness, trust, and perseverance among school staff. • Demonstrates effective ethical and professional communication skills that reflect knowledge and acceptance of student and staff backgrounds, social-emotional well-being and cultures.	A highly effective School Leader consistently... ...reaches and maintains the "effective" level and... • Leads professional learning experiences; publishes reports, articles, or blogs; or engages in public speaking engagements for professional organizations that advance effective ethical and professional practices of educators. • Works with stakeholders to strategically modify practice within limits of local, state and federal laws. • Frames professional learning for staff and how it relates to student learning. • Demonstrates fair and equitable leadership practices with students, family, and staff.

¹Retrieved from National Association of Elementary School Principals' Code of Conduct: www.naesp.org/sites/default/files/CodeofEthicsWeb.pdf

STANDARD III: EQUITY AND CULTURAL RESPONSIVENESS

The principal is an educational leader who strives for equity of educational opportunity and culturally responsive practices to promote *each* student’s academic success and well-being.

Effective leaders:

- 1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
- 2. Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
- 3. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- 4. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- 5. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- 6. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- 7. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- 8. Address matters of equity and cultural responsiveness in all aspects of leadership.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
An ineffective School Leader inconsistently... • Demonstrates equitable and culturally responsive practices. • Provides student access to learning experiences that promote equity and culturally responsiveness. • Demonstrates an understanding of data related to course enrollment, educator effectiveness, student achievement, and school climate. • Demonstrates an understanding of local, state, and federal laws, regulations, or policies that foster equitable practices. • Builds effective relationship with students. • Demonstrates a growth mindset. • Provides consistent and effective feedback on instruction. • Uses data in making school decisions.	An effective School Leader ... • Implements and expects equity and cultural responsiveness initiatives. • Collaboratively establishes specific and measurable goals for equity that are informed by data and are in alignment with student needs. • Collaboratively develops and implements an action plan to address the disproportionality of inequities. • Collects and analyzes data to monitor progress towards achieving equity goals and informing continuous improvement. • Partners with stakeholders to provide learning experiences and resources for students that promote cultural responsiveness² and equitable practices. • Aligns and allocates resources to foster equitable student learning environments (This includes but is not limited to access to high-quality instructional materials, effective educators, rigorous courses, and extracurricular experiences. • Holds self and staff accountable for engaging in equitable and culturally responsive practices. • Aligns and coordinates student services to address student needs and promote student academic success and well-being. • Demonstrates understanding of data related to equity³ such as school climate, educator effectiveness, course enrollment, and student achievement. • Involves stakeholders in the development or revision of school policies that promote equitable and culturally responsive practices.	A highly effective School Leader consistently... ...reaches and maintains the “effective” level and... • Informs school stakeholders on matters related to equity and/or cultural responsiveness. • Serves as a model for other school leaders regarding analysis and improvement efforts for equitable practices as it relates to leading, teaching, and student learning. • Models mindset and belief that all students are capable of learning at high levels. • Promotes culturally responsive teaching and training. • Aligns equitable trainings to School Improvement Plan goals.

STANDARD IV: SCHOOL IMPROVEMENT

The principal is an educational leader who acts as an agent of continuous improvement to promote *each* student's academic success and well-being.

Effective leaders:

1. Seek to make school more effective for each student, teachers and staff, families, and the community.
2. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
3. Prepare the school and the community for improvement, promoting readiness, and an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
4. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
5. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
6. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
7. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
8. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
9. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
10. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
An ineffective School Leader inconsistently... • Uses research to inform school improvement strategies. • Implements a school improvement plan. • Reviews data to monitor school improvement progress. • Communicates with stakeholders. • Creates and implements a school improvement plan. • Informs stakeholders of school improvement goals. • Establishes coherence across initiatives in support of school improvement goals. • Reviews data to monitor school improvement progress.	An effective School Leader ... • Communicates school improvement as a priority to students, staff, and other stakeholder groups (e.g. parents, community members). • Establishes high expectations for student achievement. • Collaboratively establishes strategic priorities for school improvement informed by data and in alignment with school's mission, vision, and core values. • Collaborates with stakeholders throughout the cycle of continuous improvement. • Establishes and implements a shared accountability structure for implementing and monitoring school improvement strategies. • Establishes a master schedule that prioritizes and maximizes student instructional time and teacher professional learning time. • Establishes and implements a process to diagnose and respond to student learning needs. • Uses data to prioritize needs and identify evidence-based strategies to address identified needs. • Unifies improvement strategies and resources to align with identified needs. • Establishes and implements a system to monitor progress towards meeting identified improvement goals. • Adjusts improvement strategies as necessary to meet established improvement goals. • Provides opportunities for staff or stakeholders to lead improvement initiatives. • Demonstrates significant gains in student achievement. • Leads the SIP process.	A highly effective School Leader consistently... ...reaches and maintains the "effective" level and... • Demonstrates significant and sustained gains in school improvement. • Leads professional learning experiences for the school system, state and/or professional organizations focused on school improvement. • Serves as a mentor or coach to school leaders. • Involves school community in SIP effort.

TEACHING & LEARNING

STANDARD V: CURRICULUM, INSTRUCTION, AND ASSESSMENT

The principal is an educational leader who develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student’s academic success and well-being.

Effective leaders:

1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
5. Promote the effective use of technology in the service of teaching and learning.
6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
An ineffective School Leader inconsistently... • Provides feedback to teachers on curriculum, instruction, and/or assessment. • Requires teachers to collaborate within grade levels and/or disciplines. • Reviews student data to monitor student progress. • Uses assessments to inform instruction • Implements assessments in alignment with school system and state requirements. • Implements curriculum in alignment with school system requirements. • Provides technology for student learning. • Communicates expectations to parents, stakeholders, student, and teachers. • Provides time in the schedule for teachers to work collaboratively within grade levels and/or disciplines. • Visits classrooms and engages in dialogue. • Uses data to monitor student progress.	An effective School Leader ... • Communicates student learning expectations, assessment information, and instructional practices to parents, students, teachers, and other stakeholder groups. • Provides actionable feedback to teachers that improves implementation of curriculum, assessment, and instructional practices to meet the diverse needs of student learners. • Provides time in the schedule for teachers to collaborate on curriculum, instruction, and assessment within and across grade levels and/or disciplines, to improve coherence and alignment. • Implements a formative assessment process to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes (e.g. Growth targets). • Leads school educators on effective (e.g. evidence-based) practices that are evidence based to improve instruction (e.g. differentiation, personalized learning). • Collaboratively collects and uses data to monitor and inform improvements to instructional practices that is developmentally appropriate and in alignment with student needs. • Establishes expectations and monitors the use of technology and literacy to support teaching and learning in alignment with grade-level or course standards (e.g. rigor and fidelity). • Uses multiple measures to monitor student progress. • Promote instructional strategies that are differentiated and based on student needs. • Visits classes; provides feedback on growth • Uses data, regularly to guide instruction • Uses Professional Growth System to effectively evaluate staff	A highly effective School Leader consistently... ...reaches and maintains the “effective” level and... • Informs curriculum, instruction, assessment practices, or professional learning experiences for the school system, state, or professional organizations. • Serves as a mentor or coach to other school leaders. • Demonstrates sustained high levels of student academic growth and achievement in alignment with school system and state requirements. • Coordinating assessments, instructions, interventions, and engaging staff. • Regularly visits classes w/feedback for growth • Uses data consistently and effectively to guide instruction and engages in focused dialogue

STANDARD VI: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

The principal is an educational leader who cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

1. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
2. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
3. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
4. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
5. Cultivate and reinforce student engagement in school and positive student conduct.
6. Infuse the school’s learning environment with the cultures and languages of the school’s community.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
An ineffective School Leader inconsistently... • Reviews school data (e.g. school climate, suspension, attendance). • Adheres to school system policies regarding safety and security. • Demonstrates mutual respect and trust in working with students, teachers, and/or stakeholder groups (e.g. parents, community members). • Demonstrates an understanding of students’ cultures and languages. • Review data with teachers to determine student progress. • Demonstrates knowledge of data systems and how to connect to learning • Deploys resources to support school, students, or community needs • Creates and maintains school-wide behavior management system in compliance with school requirements.	An effective School Leader ... • Collaboratively establishes a continuum of academic and socio-emotional supports, informed by data, to address the needs and range of learners of each student group. • Uses data (e.g. school climate, suspension, attendance) to monitor and evaluate effectiveness of academic and socio-emotional supports to students. • Partners with stakeholders (e.g. parents, community members) to provide resources that support the academic success and well-being of each student. • Establishes, implements, and monitors protocols and processes that foster a safe and secure school environment in alignment with school system policies. • Implements academic and socio-emotional resources provided by the school system. • Develops, and reinforces student engagement; implements, communicates, and enforces a student code of conduct outlining expectations for positive student behavior in aligned to school system’s policies. • Communicates directly with students celebrating success and affirming student value. • Establishes trusting relationships with school staff and community members. • Incorporates student voice survey data and action plan.	A highly effective School Leader consistently... ...reaches and maintains the “effective” level and... • Informs the development or revisions of policies, resources, or practices that relate to school culture and climate at the school system or state level. • Facilitates professional learning experiences for the school system, state, or professional organizations on school culture and climate. • Provides a platform for various student engagement and leadership opportunities for academic, school improvement, and other efforts in the school. • Facilitates the development of leaders throughout the school to support student learning • Uses experience and knowledge of system and policies to enhance policies and procedures

STANDARD VII: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

The principal is an educational leader who develops the professional capacity and practice of school personnel to promote *each* student’s academic success and well-being.

Effective leaders:

1. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
2. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
3. Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
4. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
5. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.
6. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
7. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
8. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
9. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
An ineffective School Leader inconsistently... • Demonstrates effective hiring practices. • Completes evaluation of assistant principals, teachers, and support professionals in a timely manner. • Provides feedback to assistant principals, teachers, and support professionals that inform improvement to their professional practice. • Participates in professional learning opportunities to enhance professional practice of self. • Encourages school leaders to attend professional meetings, workshops, and trainings. • Provides data-informed professional learning experiences.	An effective School Leader ... • Develops explicit and effective criteria to recruit, hire, support, develop, and retain staff in alignment with school needs. • Implements performance expectations for all staff members and holds staff members accountable for meeting expectations through the evaluation cycle in a collaborative process with celebration of success. • Creates, implements and evaluates plan for staff turnover and succession. • Implements strategies to foster the professional growth of staff at all career stages in alignment with school and school system needs. • Provides job embedded professional learning and continuous improvement experiences that are differentiated, data-informed and results in improvements to professional practice, student learning, and work life balance of faculty and staff. • Communicates feedback to assistant principals, teachers, and support professionals through the observation and evaluation process that is characterized by frequent, individualized, actionable and timely feedback, which informs professional practice. • Utilizes data to inform a plan to foster personal professional growth. • Conducts hiring processes in accordance with school system practices. • Provides data-informed professional learning experiences.	A highly effective School Leader consistently... ...reaches and maintains the “effective” level and... • Informs professional learning experiences at the school system or state level to build the capacity of school leaders and teachers. • Promotes the professional growth and development of assistant principals, teachers, and support professionals. • Provides evidence of assistant principals and teacher leaders facilitating effective professional learning experiences to inform the professional practice of other educators within the school system, state, and/or professional organizations. • Solicits feedback on hiring practices

STANDARD VIII: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

The principal is an educational leader who fosters a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

Effective leaders:

1. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
2. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
3. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
4. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
5. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
6. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
7. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
8. Encourage faculty-initiated improvement of programs and practices.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
An ineffective School Leader inconsistently... • Provides professional learning experiences to staff. • Includes staff input to inform school decisions. • Reviews staff perception data. • Engages in professional development opportunities. • Meets the social-emotional and psychological wellness of students, staff and families • Creates a school leadership team that works collaboratively with input from other stakeholders. • Provides meaningful and relevant professional learning as it relates to instructional initiatives	An effective School Leader ... • Establishes workplace conditions for staff that promotes professional learning, collaborative practices, and mutual accountability to advance student learning and socio-emotional well-being. • Analyzes data on staff perceptions of school practices and procedures to identify areas of sustainability and growth. • Distributes leadership opportunities to staff for the purpose of advancing student learning and socio-emotional well-being. • Provides opportunities and structures for staff to learn from each other and design professional learning experiences to improve student learning. • Provides explicit structures for staff to reflect on and strategize for student and school-wide progress that all staff are responsible. • Fosters a school environment that reflects trust, transparency, and positive intention which improves professional practice. • Provides opportunities for reflection. • Hands on approach to staff development and presence in collaborative planning.	A highly effective School Leader consistently... ...reaches and maintains the "effective" level and... • Leverages staff expertise to design and implement job-embedded professional learning opportunities in alignment with school goals. • Implements one or more faculty-initiated improvement efforts successfully. • Demonstrates evidence of assistant principals and teachers actively participating and contributing to professional organizations and/or communities of practice. • Coordinates and aligns schoolwide learning and staff development. • Analyzes teacher voice data and student performance data to prioritize professional development and resources. • Develops a culture of ongoing learning and interest in current best practices. • Plans and delivers professional learning sessions for staff. • Coaches and models effective Professional Learning Community practices.

MEANINGFUL ENGAGEMENT

STANDARD IX: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

The principal is an educational leader who engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student’s academic success and well-being.

Effective leaders:

1. Are approachable, accessible, and welcoming to families and members of the community.
2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
5. Create means for the school community to partner with families to support student learning in and out of school.
6. Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.
7. Develop and provide the school as a resource for families and the community.
8. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
9. Advocate publicly for the needs and priorities of students, families, and the community.
10. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
An ineffective School Leader inconsistently... - Communicates with families and community members. - Partners with families and community members to address school needs. - Participates in community events. - Communicates to staff the need for engaging with families. - Monitor staff engagement at community events. - Provides the school as a resource for families and the community.	An effective School Leader ... - Establishes a network of partners and community resources to promote student achievement and family and community well-being. - Establishes structures to facilitate continuous engagement of families and community members to support student learning and socio-emotional well-being. - Employs a variety of communication strategies to effectively engage in two-way communication with families and community members that support student needs. - Holds self and staff accountable for regularly engaging with families and community members to support student learning. - Participates in community events to develop an understanding of its strengths, develops relationships, and leverages resources for the school. - Creates reciprocal opportunities throughout the year for collaboration and partnerships that result in improvements in student learning. - Builds and sustains productive partnerships to promote school improvement and student learning. - Advocates publicly on behalf of the school system for the need for family and community support of schools.	A highly effective School Leader consistently... ...reaches and maintains the “effective” level and... - Demonstrates sustained partnerships with positive results on student achievement. - Provides support to other school leaders in the school system, state, and/or professional organizations on how to engage families and community members. - Establishes partnerships that positively affect the school system.

OPERATIONS AND MANAGEMENT

STANDARD X: OPERATIONS AND MANAGEMENT

The principal is an educational leader who manages school operations and resources to promote *each* student's academic success and well-being.

Effective leaders:

1. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
2. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
3. Manages human and material resources to cultivate and support a safe and healthy school environment.
4. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
5. Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
6. Protect teachers' and other staff members' work and learning from disruption.
7. Employ technology to improve the quality and efficiency of operations and management.
8. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
9. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
10. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
11. Develop and manage productive relationships with the central office and school board.
12. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
13. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
An ineffective School Leader inconsistently... • Implements federal, state, and local processes and procedures, with fidelity, to ensure the safety and security of students, staff, parents and community members. • Manages resources. • Demonstrates fiscal responsibility. • Demonstrates understanding of school, local, state, and federal policies to promote student success. • Resolves conflicts. • Implements technological solutions for operational management. • Communicates with colleagues or central office staff. • Uses data and technology. • Builds effective teams and resolves conflict. • Implements conflict resolution strategies.	An effective School Leader ... • Implements federal, state, and local processes and procedures, with fidelity, to ensure the safety and security of students, staff, parents and community members. • Advocates for and seeks to acquire resources that meet the needs of staff and students. • Establishes and implements systems to monitor and evaluate resources used to ensure effective resource management in alignment with the school's vision, mission, and core values. • Assigns and schedules staff to roles and responsibilities that optimize their professional capacity to address the learning needs of students. • Participates in staff development at countywide meetings. • Protects student learning time and teacher professional learning time from disruptions. • Establishes systems and processes for fair and equitable conflict resolution. • Demonstrates ethical and responsible budgeting and accounting practices. • Employs technology to improve operational efficiency which includes but, is not limited to data and communication systems that monitor and improve school outcomes. • Builds school community understanding of school, local, state, and federal policies to promote student success (e.g. feeder patterns). • Develops and manages productive relationships with central office staff and colleagues within the school system to support student learning. • Establishes and maintains an effective restorative justice program schoolwide. • Aligns resources and purchases to the SIP and student achievement. • Plans school/county policy changes and impact on students. • Communicates with central office staff and colleagues within the school system.	A highly effective School Leader consistently... ...reaches and maintains the "effective" level and... • Demonstrates sustained improved operational efficiencies resulting from strategic, purposeful implementation of targeted strategies. • Improves teaching and learning outcomes resulting from purposeful implementation of targeted operational and management strategies. • Provides professional learning experiences to other leaders in the school system, state and/or professional organizations that focus on effective operations and management. • Develops actions plans for professional development that matches SIP and instructional need.

**A&S EVALUATION MODIFIED
PROCESS, AND COORDINATORS OF
SCHOOL-BASED PROGRAMS**

Evaluators complete a description of the leader’s performance based on applicable leadership standards. Evidence used as a basis for claims is gathered as defined by the evaluation process for leaders in the A&S PGS Handbook.

- All administrators in an evaluation year must receive a formal observation inclusive of a post-observation conference and formal post observation conference report during the first semester.
- School-based administrators who are on a trajectory to be rated as highly effective at the end of the school year may be evaluated during the second semester using the second semester summary form in lieu of a formal observation.
- Non-school based administrators who have no documented areas for improvement and are on a trajectory to be rated as “meets standard” may also be evaluated during the second semester using the second semester summary form in lieu of a formal observation.

The ten 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 (AP), assistant school administrator (ASA), 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, APs, ASAs, 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.

VISION AND LEADERSHIP EXPECTATIONS

STANDARD I: MISSION, VISION, AND CORE VALUES

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who supports the development, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Effective leaders:

- Promote the educational mission for the school to promote the academic success and well-being of each student.
- Actively engage in collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- Share in the responsibility of articulating, advocating, and cultivating core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- Collaborate with the school principal to strategically develop, implement, and evaluate actions to achieve the vision for the school.
- Collaborate with the school principal to review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- Develop a shared understanding of and commitment to mission, vision, and core values within the school and the community.
- Model and pursue the school's mission, vision, and core values in all aspects of leadership.

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 to no assistance in facilitating an annual, collaborative process for developing and refining the school's vision of high standards of teaching and learning with all stakeholders.
Articulates and advocates a core set of values that defines the school's culture, vision and mission to support student-centered education, high expectations, and student support, equity, inclusiveness, and social justice and continuous improvement	Inconsistently articulates and advocates a core set of values that defines the school's culture, vision and mission to support student-centered education, high expectations and student support; equity, inclusiveness, and social justice; and continuous improvement.
Collaborates to promote a student-centered mission and vision that are aligned with the school system's mission, vision and well-being of each student.	Does not actively participate in collaboration to promote a student-centered mission and vision that are aligned with the school system's mission, vision and well-being of each student.
Facilitates discussions during Instructional Leadership Team, grade level team or department meetings that are focused on goals, expectations, and the school's vision. Works with staff to facilitate understanding and support of the school's goals and objectives within the school improvement plan (SIP).	Inconsistently or ineffectively facilitates Instructional Leadership Team, grade level team or department meetings that are focused on goals, expectations and the school's vision. Rarely or never works with staff to facilitate understanding and support of the school's goals, objectives, and tasks in the school improvement plan (SIP).
Uses relevant data and input from stakeholders to support the mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student.	Ineffectively uses relevant data and input from stakeholders to support the mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student.
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.	Does not effectively use 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.
Models and pursues the school's mission, vision, and core values in all aspects of leadership.	Demonstrates a lack of support for the school's mission, vision, and core values in all aspects of leadership
Collects, analyzes, and monitors student/staff performance data to adapt instructional/work-place practices to eliminate achievement/performance gaps and elevate the well-being of the whole child.	Ineffectively collects, analyzes, nor monitors student/staff performance data to adapt instructional/work-place practices to eliminate achievement/performance gaps and elevate the well-being of the whole child.

STANDARD II: ETHICS AND PROFESSIONAL NORMS

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who acts ethically and according to professional norms to promote *each* student's academic success and well-being.

Effective leaders:

- Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- Place children at the center of education and accept responsibility for each student's academic success and well-being.
- Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- Lead with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- Provide moral direction for the school and promote ethical and professional behavior among faculty and 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
Fulfills all professional duties with honesty, transparency, and integrity, fidelity, and maintains confidentiality.	Inconsistently fulfills all professional duties with honesty, transparency, integrity, fidelity, and confidentiality.
Demonstrates a fundamental value that fosters the well-being of students as the root of all decision-making and actions.	Ineffectively demonstrates a fundamental value that fosters the well-being of students as the root of all decision-making and actions
Promotes ethical and professional behavior aligned with the school system's code of conduct and professional norms	Acts unethically or unprofessionally: does not exhibit behavior aligned with the school system's code of conduct and professional norms
Demonstrates effective ethical and professional communication skills that reflect knowledge and acceptance of student and staff backgrounds, social-emotional well-being, and cultures	Does not demonstrate effective ethical and professional communication skills that reflect knowledge and acceptance of student and staff backgrounds, social-emotional well-being and cultures
Supports professional norms for collaborative work that promotes respect, transparency, equity, integrity, fairness, trust, and perseverance among school staff	Does not support professional norms for collaborative work that promote respect, transparency, equity, integrity, fairness, trust, and perseverance among school staff
Holds self and staff accountable for implementation with fidelity of local, state, and federal laws, regulations, and policies.	Does not hold self and staff accountable for implementation of local, state, and federal laws, regulations, and policies
Demonstrates fair and equitable leadership practices with all stakeholders	Inconsistently demonstrates fair and equitable leadership practices with all stakeholders
Collaborates with principal to work with stakeholders to strategically modify practice within limits of local, state and federal laws	Does not collaborate with the principal regarding decisions related to application of local, state, and federal laws, regulations, and policies.

STANDARD III: EQUITY AND CULTURAL RESPONSIVENESS

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- Collaborates with the school principal to ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- Recognize, respect, and employ each student's /and staff strengths, diversity, and culture as assets for teaching and learning.
- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- Contribute to the development student policies and address student misconduct in a positive, fair, and unbiased manner.
- Collaborate with the school principal to confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- Demonstrate cultural competence and responsiveness in their interactions, decision making, and practice.
- Address matters of equity and cultural responsiveness in all aspects of leadership.

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
Supports equity and cultural responsiveness initiatives schoolwide.	Ineffectively supports school-wide equity initiatives.
Collects and analyzes student and staff data to monitor progress towards achieving equity goals and informing continuous improvement.	Ineffectively utilize data to inform continuous improvement work.
Affords opportunities for all students and staff to engage in multiple culturally responsive learning experiences.	Does not afford the opportunity to encourage learning experiences that promote equity and cultural responsiveness.
Supports the partnership with stakeholders to provide learning experiences and resources for students that promote cultural responsiveness and equitable practices.	Does not actively support partnerships with stakeholders to provide learning experiences and resources for students that promote cultural responsiveness and equitable practices.
Uses data to support and to inform course enrollment, educator effectiveness, student achievement, and school climate.	Ineffectively uses data related to course enrollment, educator effectiveness, student achievement, and school climate
Provides support to staff to develop and demonstrate equitable and culturally responsive practices.	Does not demonstrate equitable and culturally responsive practices
Takes responsibility to develop and demonstrate their own knowledge of equitable and culturally responsive strategies	Does not take responsibility to develop and demonstrate their own knowledge of equitable and culturally responsive strategies
Supports the alignment of student services to address student needs and promotes student academic success and well-being.	Does not identify and retain resources to support the needs of the academic success and well-being of students.
Models a mindset and belief that all students are capable of learning at high levels.	Does not model a growth mindset for all students.
Promotes culturally responsive teaching and training and supports the alignment of equitable training to School Improvement Plan goals.	Does not contribute to coaching staff and building their capacity to promote cultural responsiveness.
Builds the capacity of staff to provide culturally responsive instructional practices.	Does not build the capacity of staff to provide culturally responsive instructional practices.

STANDARD IV: SCHOOL IMPROVEMENT

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who acts as an agent of continuous improvement to promote *each* student’s academic success and well-being.

Effective leaders:

- Collaborate with the principal to make school more effective for each student, teachers and staff, families, and the community.
- Contribute to methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

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
Communicates and supports school improvement goals as a priority to students, staff, and other stakeholder groups (e.g. parents, community members).	Does not communicate and support the goals outlined in the school improvement plan.
Establishes high expectations for student achievement.	Does not demonstrate high expectations for all.
Collaboratively establishes strategic priorities for school improvement informed by data and in alignment with the school’s mission, vision, and core values.	Ineffectively collaborates in order to utilize data to inform the school’s mission, vision, and core values.
Supports a shared accountability structure for implementing and monitoring school improvement strategies.	Does not promote/develop/implement a structure of shared accountability to monitor school improvement strategies.
Effectively utilizes building level resources and structures to support student achievement.	Does not effectively utilize building level resources and structures that support student achievement
Utilizes data to prioritize student achievement needs and identify evidence-based strategies to address identified concerns.	Ineffectively or inconsistently utilizes data to prioritize student achievement needs and identify evidence-based strategies to address identified concerns.
Collaborates with the school principal to align improvement strategies and resources to identified needs.	Does not collaborate with the school principal to align improvement strategies and resources to identified needs.
Supports a system to monitor progress toward meeting identified improvement goals.	Inconsistently monitors progress toward meeting identified goals.
Demonstrates flexibility in problem-solving and decision-making to meet established improvement goals.	Inconsistently demonstrates flexibility in problem-solving and decision-making to meet established improvement goals.
Provides opportunities for shared leadership.	Does not provide opportunities for shared leadership.

TEACHING AND LEARNING

STANDARD V: CURRICULUM, INSTRUCTION, AND ASSESSMENT

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who assists the principal with developing and supporting intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student’s academic success and well-being.

Effective leaders:

- Support the principal with aligning and focusing systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.
- Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- Promote the effective use of technology in the service of teaching and learning.
- Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

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
Communicates student learning expectations, assessment information, and instructional practices to parents, students, and staff.	Ineffectively communicates student learning expectations and performance data to stakeholder groups.
Provides actionable feedback to teachers in order to improve implementation of curriculum, assessment, and instructional practices to meet the diverse needs of student learners.	Does not effectively provide actionable feedback to teachers in order to improve implementation of curriculum, assessment, and instructional practices to meet the diverse needs of student learners.
Provides timely and actionable feedback on teacher Student Learning Objectives that assists them with meeting the needs of students with targeted interventions.	Does not provide timely and actionable feedback on teacher Student Learning Objectives that assists them with meeting the needs of students with targeted interventions.
Leads school educators on effective practices that are evidence-based to improve instruction (e.g. differentiation, personalized learning).	Ineffectively demonstrates ability to lead school educators to improve instructional practices.
Collaboratively collects and uses data to monitor and inform improvements to instructional practices that are developmentally appropriate and aligned with student needs.	Ineffectively or inconsistently collaborates with others to use data to monitor and inform instructional practices aligned to students’ needs
Uses multiple measures to monitor student performance.	Does not use multiple measures to monitor student performance.
Promotes instructional strategies that are differentiated and aligned to student needs.	Does not or inconsistently promotes strategies that are differentiated and aligned to student needs.
Builds the capacity of other school leaders.	Does not or ineffectively mentors or coaches other school leaders
Contributes to the sustained high levels of student academic growth and achievement in alignment with school system and state requirements.	Ineffectively contributes to the sustained high levels of student academic growth and achievement in alignment with school system and state requirements.
Uses data consistently and effectively to guide instruction and engage in focused dialogue with teachers related to student outcomes.	Inconsistently and/or ineffectively uses data to guide instruction and engage in focused dialogue with teachers related to student outcomes.

STANDARD VI: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

Effective leaders:

- Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- Assist in the creation and sustainability of a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- Support the principal with cultivating and reinforcing student engagement in school and positive student conduct.

Examples of evidence performance criteria...

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

MEETS STANDARD	DOES NOT MEET STANDARD
Uses data (e.g. school climate, suspension, attendance) to monitor and evaluate the effectiveness of academic and social-emotional support to students	Ineffectively utilizes data (e.g. school climate, suspension, attendance) to monitor and evaluate the effectiveness of academic and social-emotional support to students
Partners with stakeholders (e.g. parents, community members) to provide resources that support the academic success and well-being of each student.	Inconsistently or ineffectively partners with stakeholders to provide resources that support the academic success and well-being of each student.
Establishes, implements, and monitors protocols and processes that foster a safe and secure school environment in alignment with school system policies.	Ineffectively establishes, implements, or monitor protocols and processes that foster a safe and secure school environment in alignment with school system policies
Implements, communicates, and enforces a student code of conduct outlining expectations for positive student behavior in aligned to school system’s policies.	Ineffectively or inconsistently implements, communicates, and enforces a student code of conduct outlining expectations for positive student behavior in aligned to school system’s policies.
Communicates directly with students to establish trusting relationships, to celebrate successes and affirm student value.	Does not acknowledge or celebrate student achievements
Establishes trusting relationships with school staff and community members.	Does not establish trusting relationships with all stakeholders
Facilitates professional learning experiences for the school system, state, or professional organizations on school culture and climate.	Does not facilitate professional learning experiences for the school system, state, or professional organizations on school culture and climate.
Promotes various student engagement and leadership opportunities for academic, school improvement, and other efforts in the school.	Does not promote various student engagement and leadership opportunities for academic, school improvement, and other efforts in the school.
Supports and reinforces positive student engagement and a sense of belonging in the school community	Does not support and reinforce student engagement and a sense of belonging in the school community

STANDARD VII: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who assists the principal with developing the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Examples of evidence performance criteria...

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

MEETS STANDARD	DOES NOT MEET STANDARD
Maintains and communicates high expectations for all staff members and hold staff members accountable for meeting expectations by implementing the components of the Professional Growth Systems with fidelity.	Inconsistently demonstrates and communicates high expectations for all staff members and does not implement the components of the Professional Growth Systems with fidelity.
Implements strategies that foster the professional growth of staff at all career stages in alignment with school and school system priorities.	Does not or ineffectively implements strategies that foster the professional growth of staff at all career stages in alignment with school and school system priorities.
Provides job-embedded professional learning and continuous improvement experiences that are differentiated, data-informed and results in improvements to professional practice, student learning.	Ineffectively provides job-embedded professional learning and continuous improvement experiences that are differentiated, data-informed and results in improvements to professional practice, student learning.
Communicates feedback to teachers and support professionals through the observation and evaluation process that is characterized by frequent, individualized, actionable and timely feedback, which informs professional practice.	Inconsistently or ineffectively communicates feedback to teachers and support professionals through the observation and evaluation process that is characterized by frequent, individualized, actionable and timely feedback, which informs professional practice.
Utilizes data to inform a plan to foster personal professional growth.	Ineffectively utilizes data to inform a plan to foster personal professional growth.
Facilitates the development of building level leaders throughout the school to support student learning	Ineffectively facilitates the development of building level leaders throughout the school to support student learning
Leads professional learning experiences in the school community	Ineffectively leads professional learning experiences in the school community
Frames professional learning for staff and how it relates to student learning and achievement	Ineffectively frames the professional learning to staff nor provides connections to student achievement

STANDARD VIII: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who supports the principal in fostering a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- Contribute to a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- Assist the principal with developing and supporting open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- Assist the principal with providing opportunities for collaborative examination of practice, collegial feedback, and collective learning.

Examples of evidence performance criteria...

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

MEETS STANDARD	DOES NOT MEET STANDARD
Support workplace conditions for staff that promote professional learning, collaborative practices, and mutual accountability to advance student learning and socio-emotional well-being.	Does not contribute to nor fosters workplace conditions for staff that promotes professional learning, collaborative practices, and mutual accountability to advance student learning and socio-emotional well-being.
Analyzes data on staff perceptions of school practices and procedures to assist in identifying areas of sustainability and growth.	Ineffectively analyzes data on staff perceptions of school practices and procedures to assist in identifying areas of sustainability and growth.
Fosters a school environment/community that reflects trust, transparency, and positive intention which improves professional practice.	Does not contribute to nor fosters a school environment/community that reflects trust, transparency, and positive intention which improves professional practice.
Provides opportunities to engage staff in discussion and reflection on professional practice.	Does not provide opportunities to engage staff in discussion and reflection on professional practice.
Committed to the development of staff and is visible and participates in collaborative planning meetings.	Does not demonstrate commitment to the development of staff and does not participate in collaborative planning meetings.
Leverages staff expertise to design and implement job-embedded professional learning opportunities in alignment with school goals.	Does not leverage staff expertise to design and implement job-embedded professional learning opportunities in alignment with school goals.
Assists in developing a culture of ongoing learning and interest in current best practices.	Does not contribute to the development of a culture of ongoing learning and interest in current best practices.
Plans and facilitates professional learning opportunities for staff.	Ineffectively plans for and/or facilitates professional learning opportunities for staff.
Coaches and models productive Professional Learning Community practices.	Ineffectively coaches and models productive Professional Learning Community practices.

MEANINGFUL ENGAGEMENT

STANDARD IX: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who supports the principal with engaging families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student’s academic success and well-being.

Effective leaders:

- Are approachable, accessible, and welcoming to families and members of the community.
- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- Collaborate with the principal to create means for the school community to partner with families to support student learning in and out of school.
- Support the principal with developing and providing the school as a resource for families and the community.
- Advocate for the needs and priorities of students, families, and the community.

Examples of evidence performance criteria...

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

MEETS STANDARD	DOES NOT MEET STANDARD
Employs a variety of communication strategies to effectively engage in two-way communication with families and internal and external stakeholders	Ineffectively communicates with stakeholders resulting in inadequate, inappropriate, and /or inaccurate information disseminated to internal and external stakeholders
Holds self and staff accountable for regularly engaging with families and community members to support student learning.	Does not hold self and staff accountable for regularly engaging with families and community members to support student learning.
Participates in community events to develop an understanding of its strengths, develops relationships, and leverages resources for the school.	Does not actively participate or contribute in community events designed to strengthen relationships with family and community stakeholders.
Creates reciprocal opportunities throughout the year for collaboration and partnerships that result in improvements in student learning.	Does not create the conditions that elevate collaboration or partnerships.

OPERATIONS AND MANAGEMENT

STANDARD X: OPERATIONS AND MANAGEMENT

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who assists the principal with managing school operations and resources to promote *each* student's academic success and well-being.

Effective leaders:

- Assist with the management of human and material resources to cultivate and support a safe and healthy school environment.
- Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- Protect teachers' and other staff members' work and learning from disruption.
- Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- Engage in relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- Administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

Examples of evidence performance criteria...

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

MEETS STANDARD	DOES NOT MEET STANDARD
Implements federal, state, and local processes and procedures, with fidelity, to ensure the safety and security of students, staff, parents and community members.	Inaccurately or inefficiently implements federal, state, and local processes and procedures, with fidelity, to ensure the safety and security of students, staff, parents and community members.
Advocates for and seeks to acquire resources that meet the needs of staff, student, parent and community stakeholders.	Does not demonstrate a commitment to meet the needs of staff, student, parent and community stakeholders.
Establishes and implements systems to monitor and ensure effective resource management in alignment with the school's vision, mission, and core values.	Does not establish and implement systems to monitor and ensure effective resource management in alignment with the school's vision, mission, and core values.
Assigns and schedules staff to positions and responsibilities that optimize their professional capacity to address the learning needs of students.	Ineffectively assigns or schedule staff to positions and responsibilities that optimize their professional capacity to address the learning needs of students.
Ensures student learning time and teacher professional learning time are free from disruptions.	Does not ensure student learning time and teacher professional learning time are free from disruptions.
Establishes systems and processes for fair and equitable conflict resolution.	Ineffectively establishes systems and processes for fair and equitable conflict resolution.
Utilizes technology to improve operational efficiency which includes yet not limited to data and communication systems that monitor and improve school outcomes.	Ineffectively utilizes technology to improve operational efficiency which includes yet not limited to data and communication systems that monitor and improve school outcomes.
Participates in system-level professional learning communities.	Does not participate in system-level professional learning communities.
Impacts teaching and learning outcomes resulting from purposeful implementation of targeted operational and management strategies.	Does not demonstrate an ability to leverage the resources that result in purposeful implementation of targeted operational and management strategies.

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 they facilitate and support 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 their 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.
8. Acts to end the predictability of achievement/performance among racial and ethnic groups by implementing practices, structures, and processes in our schools and worksites that eliminate inequities based on race and ethnicity.

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
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 STANDARD	DOES NOT MEET STANDARD
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 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
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 timelines 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
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
Models and monitors the implementation of equitable practices which are a series of intentional behaviors aimed at achieving high standards for students and staff of all races and ethnicities	Does not model and monitor the implementation of equitable practices which are a series of intentional behaviors aimed at achieving high standards for students and staff of all races and ethnicities
Plans and implements school/office structures and practices that eliminate inequities based on race and ethnicity	Does not plan and implement school/office structures and practices that eliminate inequities based on race and ethnicity
Identifies and provides human and material resources to provide equitable opportunities regardless of race or ethnicity	Does not identify and provide human and material resources to provide equitable opportunities regardless of race or ethnicity
Uses inclusive practices in hiring, promoting, and providing leadership opportunities for students and staff of all races and ethnicities	Does not use inclusive practices in hiring, promoting, and providing leadership opportunities for students and staff of all races and ethnicities
Intentionally works to build and maintain positive relationships to promote high achievement among all racial and ethnic groups	Does not intentionally work to build and maintain positive relationships to promote high achievement among all racial and ethnic groups
Provides and participates in professional development for all staff to promote practices, structures, and processes that eliminate inequities based on race and ethnicity	Does not provide and participate in professional development for all staff to promote practices, structures, and processes that eliminate inequities based on race and ethnicity
Collects, analyzes, and monitors student/staff performance data to adapt instructional/work-place practices to eliminate achievement/performance gaps	Does not collect, analyze, and monitor student/staff performance data to adapt instructional/work-place practices to eliminate achievement/performance gaps
Demonstrates cultural responsiveness in all modes of communication	Does not demonstrate cultural responsiveness in all modes of communication

STANDARD II: The central services administrator is a leader in the organization who promotes success for all students as they create and sustain 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 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
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 timelines 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, systemwide, 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

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 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 they ensure the effective and efficient management of their office or program.

Performance Criteria

1. Demonstrates knowledge and skills necessary for their 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 their 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 their 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 their 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
Delegates responsibilities to a variety of appropriate staff; empowers them to assume a leadership role in the decision-making 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

MEETS STANDARD	DOES NOT MEET STANDARD
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
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 they collaborate 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
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

MEETS STANDARD	DOES NOT MEET STANDARD
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/seek grants from a variety of sources (e.g., community, civic groups, local government, business foundations) to support programs	Does not articulate 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
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 they model 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 their 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 their 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
Models professionalism in behavior and appearance; dresses appropriately for occasions/activities; demonstrates dedication to their 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
Seeks out and uses feedback from staff, colleagues and stakeholders to evaluate the impact of their 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 their supervisor to monitor continuous progress, identify priorities, and implement programs for their professional growth	Does not use a variety of data to monitor continuous progress; rarely collaborates with their 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 their work habits	Is often late in meeting professional obligations; submits incomplete and/or inaccurate products; frequently demonstrates disregard for others affected by their 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 they understand, respond to, and influence 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
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, <i>No Child Left Behind</i>) as they apply to the office/program mission and responsibilities; assists in developing regulations and policies 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 policies, 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., coursework, 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
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

PRINCIPAL SUPERVISORS

The eight standards that have been established for principal supervisors are further defined by performance criteria for the purpose of supporting all components of the A&S PGS. These criteria include fundamental components associated with developing high quality principals and other supervisors. Descriptive examples create a picture of what being a principal supervisor looks like when meeting or not meeting the MCPS standards. These descriptive examples are not intended to isolate behaviors in a checklist or to suggest that every principal supervisor 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: Principal supervisors dedicate their time building the capacity of principals as instructional leaders.

Principal supervisors focus a substantial portion of their time on developing instructional leadership capacity when working with individual principals as well as groups of principals. They develop efficient approaches and connections with other central office functions to minimize their time spent on activities unrelated to principal development.

Performance Criteria

1. Conducts focused school visits observing the principals and the effects of their leadership efforts.
2. Focuses their time on supporting principals' efforts to improve teacher and staff effectiveness, student learning and achievement.
3. Identifies operational and other central office support for principals that allow principal supervisors to focus on instructional leadership.
4. Monitors their use of time to ensure they are spending most of it in schools developing principals as instructional leaders.

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

The principal supervisor—

MEETS STANDARD	DOES NOT MEET STANDARD
Establishes the working conditions with the principal that promote collaborative practices and a mutual accountability to improving professional practice.	Creates a working relationship that provides limited opportunity for collaboration and demonstrates minimal accountability to improving professional practice.
Communicates feedback to principals through the observation and evaluation process that is characterized by frequent, individualized, actionable and timely feedback, which informs professional practice.	Renders judgment of performance without providing support through frequent, individualized, actionable and timely feedback that informs practice and promotes growth.
Provides job embedded professional learning and continuous improvement experiences that are differentiated, data-informed and results in improvements to professional practice.	Provides generic professional learning and continuous improvement experiences that do not lead to improvements in professional practice.
Consistently monitors school performance data to provide guidance on the use of the data and to support the improvement of professional practice.	Demonstrates limited knowledge of school performance data and provides limited guidance on the use of data to inform professional practice.
Participates in walkthroughs, class visits, instructional professional walkthroughs to better understand teaching and learning in schools in order to assist school leaders in improving teaching and learning at scale.	Rarely participates in school visits beyond the principal's office.
Reviews and provides feedback for the principal's observation schedules to ensure that principals are conducting regular classroom and Professional Learning Community (PLC) visits.	Demonstrates limited knowledge of the principal's observation and evaluation plan.
Reviews evidence of principals attending and implementing best practices shared at curriculum update meetings, PLCS, and state and national organization meetings.	Demonstrates limited knowledge of the principal's participation in and support of meetings, PLC's, required trainings, etc.
Fosters a cohesive, collaborative, and comprehensive leadership perspective in principal and other educators.	Provides limited input and impact on the principal and other educators to craft and articulate vision and perspective.
Ensures that educators and stakeholders identify necessary action steps to reach school and/or district-level initiatives.	Demonstrates limited capacity to guide educators and stakeholders in actionable steps resulting in the attainment of school and district measures.
Supports the principal in the development of a school leadership team that is focused on effective teaching and improving student learning outcomes.	Provides minimal strategies to support principals in building school leadership teams focused on teaching and learning.
Uses various platforms such as Zoom, Google Hangout and conference calls to increase engagement time with principals.	Uses only face-to-face contact to engage principals.

STANDARD II: Principal supervisors coach and support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders.

Principal supervisors model the leadership behaviors that they expect principals to exhibit, offer timely and actionable feedback, and provide differentiated learning opportunities to build principals capacity as instructional leaders. Essential to this coaching role is the ability to build strong relationships with principals that result in trust, candid communication, innovative thinking, and continuous improvement of leadership practice.

Performance Criteria

1. Communicates effectively with principals and explains reasoning and research behind decisions and actions.
2. Models culturally responsive best practices and effective leadership behaviors such as self-awareness, reflective practice, transparency, and ethical behavior.
3. Builds relationships with principals based on knowledge of adult learning theory, common goals, trust, support and mutual accountability.
4. Differentiates the support given to each principal through balancing the learning needs of the principals and the instructional needs of the school.
5. Establishes and sustains safe and supportive learning communities that provide peer feedback and promote innovative thinking.
6. Shifts from being a coach to a supervisor as necessary to push the learning of the principal.
7. Utilizes professional learning strategies that are supported by research and known to be effective with principals.
8. Ensures the principals communities of practice stay focused on instructional leadership.

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

The principal supervisor—

MEETS STANDARD	DOES NOT MEET STANDARD
Schedules goal setting meetings to develop goals for the year, a monitoring timeline and shared expectations.	Directs the principal regarding goals for the school year and/or provides the principal with goals for the year. Goal-setting meetings are not held.
Problem solves and reflects with principals regarding best practices to develop innovative solutions to challenges in order to increase student achievement.	Provides limited evidence of monitoring progress toward school goals throughout the year.
Builds relationships with principals in informal and formal ways that develop trust and mutual respect.	Does not engage with principals in a manner that fosters nor develops trusting relationships.
Provides support to a principal based on the needs of the individual school and principal and documents that support in a consistent manner.	Demonstrates minimal engagement in the development of the school improvement plan and the monitoring of the implementation of the plan. Inadequately address the needs of the principal with limited documentation.
Communicates with principals in a manner that is clear with documented and timely follow-up or follow-through.	Communicates with principals in a manner that is unclear with limited follow-up or follow-through.
Creates a learning community utilizing opportunities at A&S meetings, area meetings, virtual meetings and cluster meetings that engage all participants in learning that builds relationships and leadership capacity.	Creates a learning community among the school cluster and level-alike colleagues that does not engage the participants in learning that builds relationships nor leadership capacity.
Coaches principal on the school improvement processes and conducts SIP/SLO reviews with explicit follow up aimed at closing and accelerating learning.	Provides little or no support to the principal on school improvement processes.
Builds a supportive learning community during A&S meetings, area meetings, and cluster principals meetings.	Does not create the conditions to promote collaboration between principals.
Documents conference summaries and memos regarding the work of the principal.	Provides inadequate and limited feedback to principals documenting coaching conversations and supervisory visits.
Analyzes and collects evidence of how the principal and other administrators apply professional learning within the school improvement process.	Demonstrates limited capacity to use data analysis and collection techniques that monitor the principal's and other administrators application of professional learning within school improvement processes.
Uses both coaching and supervisory roles to both support the principal and hold the principal accountable to the established standards.	Exhibits limited understanding of the interplay between supervisory coach and director and therefore provides incoherent and unbalanced support inadequately matched to address leadership and school issues.

MEETS STANDARD	DOES NOT MEET STANDARD
Establishes and demonstrates a shared accountability structure for implementing and monitoring school improvement strategies.	Does not produce criteria for success clearly delineating shared accountability for implementing and monitoring school improvement strategies.
Facilitates professional learning experiences for the principal focused on school improvement utilizing strategies that are supported by research and known to be effective with principals.	Does not facilitate professional learning experiences for the principal focused on school improvement utilizing strategies that are supported by research and known to be effective with principals.

STANDARD III: Principal supervisors use evidence of principals effectiveness to determine necessary improvements in principals practice to foster a positive educational environment that supports the diverse cultural and learning needs of students.

Principal supervisors effectively focus principals learning by gathering and examining a wide variety of evidence from the school, district, and community. In addition to information about student achievement, such evidence might include staff, student and parent perception surveys, school climate surveys, evaluations from colleagues, and the principal's personal reflections. By analyzing the evidence, the principal supervisor can make stronger inferences about principals current level of knowledge and skills, provide differentiated feedback to principals about their work and target areas for professional learning both for individual principals and the principal learning community.

Performance Criteria

1. Gathers qualitative and quantitative observational evidence about principals capacity for instructional leadership and serving the needs of diverse learners.
2. Uses evidence from a variety of sources to assess current levels of principals proficiency and to target areas of professional learning.
3. Formatively assesses principals implementation of new practices through on-site observations and other sources of evidence.
4. Provides purposeful, timely, goal-aligned, and actionable feedback to principals.
5. Monitors the effects of principals implementation of prescribed actions.

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

The principal supervisor—

MEETS STANDARD	DOES NOT MEET STANDARD
Utilizes a variety of sources when determining a principal's level of proficiency and provides feedback based on the analysis of this information and data.	Utilizes minimal sources when determining a principal's level of proficiency
Meets with administrative and instructional leadership teams to develop a strong understanding of their capacity for instructional leadership and their capacity for serving the needs of diverse learners.	Limits school visits to principals only, missing opportunities to meet with administrative and instructional leadership teams.
Provides written feedback on SIP and SLOs based on pre-established criteria.	Signs and approves SIP and SLO documents without providing written feedback based on criteria for success.
Reviews data and practices regarding the instructional focus and the increase in student achievement.	Reviews only aggregated data with the principal that doesn't align with the instructional focus or lead to accelerating learning.
Collaborates with the principal to review and monitor the established equity goals for the school to ensure that the goals are data-driven and in alignment with student needs.	Demonstrates inconsistency in the ability to use multiple sources of data to guide and require principals to implement equity initiatives.
Demonstrates a strong knowledge of each school's demographic data and challenges related to culture and climate and provides support in responding to the needs of each specific school community.	Demonstrates a limited knowledge of each school's demographic data and challenges related to culture and climate and provides limited support in responding to the needs of each specific school community.
Creates and supports the expectation of each principal to implement equity and culturally responsive initiatives.	Provides limited support for principals work in moving equity from theory to practice.
Models a growth-oriented mindset focused on the success of all students while promoting culturally responsive leadership.	Engages in practices that reflect a fixed mindset.

STANDARD IV: The Principal supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.

Through the formal evaluation processes, principal supervisors work collaboratively with principals to identify their leadership strengths and specific areas they need to develop. The principal supervisor uses a professional learning plan to support and hold principals accountable for continuous improvement in their practice, which results in higher levels of student learning and achievement.

Performance Criteria

1. Collaborates with principals to articulate and refine a districtwide shared vision and understanding of effective principals instructional leadership and how the evaluation system supports the vision.
2. Gathers qualitative, quantitative and observational evidence about principals capacity for instructional support
3. Ensures all principals clearly understand the district’s expectations for instructional leadership and the associated terminology.
4. Communicates and models how the evaluation process supports the principal’s growth as instructional leaders.
5. Collaborates with principals to identify leadership strengths and weaknesses, determine actions and supports needed to improve their practice, and develop a professional learning for achieving their goals.
6. Supports principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed.

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

The principal supervisor—

MEETS STANDARD	DOES NOT MEET STANDARD
Communicates explicit standards for how a principal can meet the PGS standards and promotes the PGS as a structure for growth-oriented leadership.	Demonstrates a limited knowledge of the MCPS PGS and how the PGS aligns with growth-oriented leadership.
Sustains and evaluates new learning from professional learning opportunities and performance feedback from others. Effectively implements the MCPS PGS for each principal by meeting timelines for observation and documentation.	Ineffectively implements the MCPS PGS for each principal by not meeting timelines for observation and documentation.
Regularly facilitates procedures and practices that present evidence of a principal’s improvement.	Demonstrates limited monitoring, documentation and support of each principal’s professional growth plan and their commitment to continuous improvement in their practice.
Monitors, documents and supports each principal’s professional growth plan and their commitment to continuous improvement in their practice.	Demonstrates limited modeling reflective practices when supporting the principal. Provides limited evidence of monitoring, documenting and supporting each principal’s professional growth plan and their commitment to continuous improvement in their practice.
Provides ongoing feedback that details the principal’s strengths and weaknesses and collaborates with the principal to identify goals and actions based on this feedback will build their leadership capacity.	Directs the principal in a way that does not foster a growth-oriented mindset nor reflective practice.
Models reflective practices when supporting the principal and coaches the principal in a way that fosters a growth-oriented mindset and reflective practice.	Rarely models reflective practices when supporting the principal.

STANDARD V: Principal supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.

Principal supervisors serve as an important conduit for two-way communication between the central office and individual principals. They translate and communicate the district vision, policies, and strategies to school leaders to help ensure that school-level goals and strategies align with those pursued by the district. Additionally, principal supervisors share feedback and data from schools to inform the district vision, policies, and strategies so that they support schools and student learning. Principal supervisors also assist districts in the development and support of a strong leadership pipeline.

Performance Criteria

1. Examines school-levels goals and strategies to promote equity for students and ensure alignment with district vision, policies and strategies.
2. Communicates the vision, goals, and strategies of the district with all internal and external stakeholders.
3. Connects principals to central office resources and personnel to support the principals' work.
4. Assists principals in learning to allocate school resources in ways that best support staff and meet their school's needs.
5. Assists principals with creating distributive leadership systems and structures that support teaching and learning.
6. Strategically buffers principals from distractions to maintain their focus on instructional leadership.
7. Assists with the development of a strong pipeline of future leaders.
8. Lead processes to select and induct principals ready to serve as instructional leaders.
9. Evaluates the effectiveness of the district's systems to support schools and student learning.

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

The principal supervisor—

MEETS STANDARD	DOES NOT MEET STANDARD
Serves as a liaison between the central office and the school; clarifying district-level policies, goals, initiatives and guidelines.	Provides limited communication of district-level policies, goals, initiatives and guidelines to the school.
Collaborates with the principal to ensure that the school and district-level goals are aligned.	Demonstrates limited ability to clarify district-level policies, goals, initiatives and limited ability to support implementation.
Effectively communicates school-level data and feedback to the district in order to inform district level vision, policies and strategies.	Communicates inaccurate, incomplete or inconsistent school-level data and feedback to the district.
Builds strong relationships with teacher leaders in order to support the development of the district-level leadership pipeline.	Demonstrates limited knowledge of school-based teacher leaders and limited knowledge of potential candidates for leadership positions.
Demonstrates a strong knowledge of district-level resources available to schools and collaborates with the principal to access those resources that align with school needs.	Demonstrates a minimal knowledge of district-level resources available to schools and how those resources align with school needs
Collaborates with principals and school leadership to assess the use of available resources to ensure that the needs of staff and students are met.	Demonstrates limited knowledge of a principal's allocation and utilization of personnel resources to ensure that the needs of staff and students are met.
Supports and monitors the principal's allocation and utilization of personnel resources to ensure that the needs of students are met.	Does not engage in the work of the school leadership team to ensure that the principal is creating a distributive leadership system.
Consistently engages in the work of the school leadership team to ensure that the principal is creating a distributive leadership system; provide feedback and support to enhance the established shared leadership system.	Provides ineffective feedback and support to enhance a shared leadership system within a school.
Ensures that all support and guidance to school principals is rooted in the vision, goals and strategies of the district.	Provides support and guidance to principals without regard to the vision, goals and strategies of the district.
Effectively prioritizes the demands of the system in order to allow the principal to maintain focus on instructional leadership.	Does not assist the principal with the demands of the system in order to allow the principal to maintain focus on instructional leadership.
Collaborates with system leadership to implement the selection and induction process for new principals.	Does not collaborate with system leadership to implement the selection and induction process for new principals.

STANDARD VI: Principal supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and have equitable access to resources necessary for the success of each student.

Principal supervisors work with principals to promote the understanding, appreciation, and use of the school and community's diverse cultural, linguistic, social, political, and intellectual resources. They ensure that issues of student marginalization, deficit-based schooling, and limiting assumptions about gender, sexual orientation, race, class, disability, and special status are recognized and effectively addressed.

Performance Criteria

1. Ensures that each student is treated fairly, equitably, and has physical access to the learning environment and academic access to excellent teachers.
2. Ensures that teachers and staff are treated fairly, equitably and have physical access to a positive and collaborative work environment.
3. Ensures that the school community has access to a full range of services to meet the diverse cultural and learning needs of each student.
4. Exhibits cultural competency in interactions and decision-making with principals and community.
5. Protects students' equitable access to social capital within the school and the high-quality instructional practices.
6. Monitors schools to ensure that they are affirming and inclusive learning environments.

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

The principal supervisor—

MEETS STANDARD	DOES NOT MEET STANDARD
Demonstrates a cohesive, collaborative, and comprehensive leadership perspective of the district's larger aims.	Does not demonstrate a cohesive, collaborative and/or comprehensive perspective of the district's larger aims.
Collaborates with the principal to monitor the work environment to ensure that staff are treated fairly and equitably; provides effective coaching and support in response to concerns related to the work environment.	Demonstrates minimal collaboration with the principal to monitor the work environment to ensure that staff are treated fairly and equitably; provides minimal coaching and support in response to concerns related to the work environment.
Articulates district goals to a variety of audiences.	Vaguely articulates district goals to stakeholders.
Incorporates planning that addresses school's (or schools') academic growth goals	Does not customize planning efforts in order to address academic growth goals.
Collaborates with the principal to review, analyze and assess structures designed to support the needs of the school.	Demonstrates minimal collaboration with the principal to assess existing and/or create new structures and processes.
Creates and supports ways for families to participate in decision-making and school-system initiatives and activities.	Rarely includes families in shared decision-making regarding school and district-based initiatives and activities.
Supports communication and outreach processes for families and the community that is responsive to socioeconomic, cultural and linguistic diversity	Does not support communication and outreach processes for families and the community that is responsive to consider socioeconomic, cultural and linguistic diversity
Supports the principal in the development of a strong knowledge of the school community's diverse cultural, linguistic, social and political climate.	Does not support the principal in the development of a strong knowledge of the school community's diverse cultural, linguistic, social and political climate.
Aligns coaching strategies and practices with the needs of the principal in alignment with community needs.	Does not align coaching strategies and practices with the needs of the principal in alignment with community needs.
Collaborates with the principal to monitor the work environment ensuring that staff are treated fairly and equitably; provides coaching and support in response to concerns related to the work environment.	Demonstrates limited effective collaboration with the principal to monitor the work environment ensuring that staff are treated fairly and equitably; provides limited coaching and support in response to concerns related to the work environment.
Collaborates with the principal to monitor the learning environment ensuring that students are treated fairly and equitably; provides coaching and support in response to concerns related to the learning environment.	Does not effectively collaborate with the principal to monitor the learning environment, ensuring that students are treated fairly and equitably; provides coaching and support in response to concerns related to the learning environment.
Demonstrates interactions and decision-making that are rooted in racial equity and cultural competency.	Misses opportunities to demonstrate interactions and decision-making that are rooted in racial equity and cultural competency.
Collaborates with the principal to assess existing and/or create new structures and processes that demonstrate a commitment to limiting assumptions about gender, sexual orientation, race, class, disability and special status.	Does not effectively collaborate with the principal to assess existing and/or create new structures and processes that demonstrate a commitment to limiting assumptions about gender, sexual orientation, race, class, disability and special status.
Collaborates with the principal to effectively address issues that reflect marginalization and/or deficit-based behaviors by staff or students within the school.	Misses opportunities to collaborate with the principal to effectively address issues that reflect marginalization and/or deficit-based behaviors by staff or students within the school.

STANDARD VII: Principal supervisors engage in their own professional development and continuous improvement to help principals grow as instructional leaders.

Principal supervisors, as members of a professional community, seek to continuously improve their own leadership practice. By engaging in professional learning, they keep abreast of changes in laws and regulations that affect schools as well as district policies and practices. They also model the value of reflective practice for others and gain first-hand experience about the challenges of assessing professional practices through reflection and feedback, setting goals, and designing and implementing professional learning plans to meet those goals.

Performance Criteria

- 1. Understands the dimensions and challenges of professional growth.
- 2. Uses relationships and experiences to inform and improve their leadership practices.
- 3. Remains current on latest laws, regulation, required data.
- 4. Uses feedback and data from multiple sources (e.g., principals, supervisor, and principal supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning.
- 5. Sets pertinent and measurable professional learning goals to improve their leadership practice.
- 6. Shares professional learning goals with supervisors and principals to garner support and accountability.
- 7. Engages in individual and collective professional learning activities to meet professional learning goals.
- 8. Evaluates progress in achieving professional learning goals and adjusts as necessary to reach them.

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

The principal supervisor—

MEETS STANDARD	DOES NOT MEET STANDARD
Establishes a professional growth plan that includes pertinent and measurable professional learning goals to improve their leadership practice.	Develops a professional growth plan that does not include pertinent and measurable professional learning goals that intend to improve their leadership practice.
Actively engages in coaching conversations with supervisor.	Limits engagement in coaching conversations with supervisor.
Participates in professional development opportunities in the district, state and nation and shares that learning with supervisors, peers and principals.	Participates in professional development opportunities in the district, state and nation; however, the new learning is not communicated nor reflected in their work.
Attends Board of Education, county council, and other local meetings.	Infrequently attends Board of Education, county council and other local meetings.
Applies new learning from meetings, conferences and professional readings in work with principals.	Demonstrates a lack of learning from meetings, conferences and professional readings with principals.
Demonstrates a strong understanding of current laws and regulations and connects this knowledge to the support of principals	Demonstrates a limited understanding of current laws and regulations and/or doesn't connect this knowledge to the support of principals.
Seeks out and participates in professional development opportunities that align with established professional goals as well as district-level and personal development initiatives.	Limits participation in professional development opportunities that align with established professional goals, as well as district-level and personal development initiatives.

STANDARD VIII: Principal supervisors lead strategic change that continuously elevates the performance of schools and sustains high quality educational programs and opportunities across the district.

Principal supervisors accept responsibility for continuously improving the performance of students, staff, teachers, principals, and schools. With sensitivity to community values and interests, they work with principals to identify needs, determine strategy, and enact change that results in ever increasing performance. By sharing feedback and data from schools, they also drive changes to the district vision, strategies and policies so that they better support schools, student learning and continuous improvement.

Performance Criteria

1. Uses evidence from a variety of data sources to identify areas that need improvement in each school as well as across schools to inform district responses.
2. Determines situationally-appropriate strategies for improvement, including transformational and incremental approaches, in response to identified principal and school performance needs.
3. Employs innovative thinking and strategic planning to create change in response to identified school performance needs.
4. Communicates to principals and districts the needs and the means for effecting and embracing change.
5. Identifies operational and other central office support for principals to implement change.
6. Provides feedback to central office staff about ways to improve services that support principals, schools and student learning.
7. Uses data to assess the impact of change on the determined need.
8. Assesses the principal's effectiveness in leading change at the school level.

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

The principal supervisor—

MEETS STANDARD	DOES NOT MEET STANDARD
Uses data from multiple sources to identify areas for improvement in each school.	Uses data from limited sources to identify areas for improvement in each school.
Differentiates support and strategies to schools.	Provides support and strategies that are not differentiated nor aligned with individual school needs.
Provides opportunities to extend the impact of high performing teachers based on area(s) of demonstrated effectiveness.	Does not coach the principal with the implementation of strategies that would extend the impact of high performing teachers.
Develops and/or sustains a collegial environment by using the collective strengths, skills, and experiences of educators to improve classroom practice.	Allows educators to work in isolation without assisting the principal in the development of a collegial environment.
Collaborates with principals to develop and implement extension opportunities for high-impact teachers.	Does not work with the principal to develop and implement extension opportunities for high-impact teachers.
Utilizes a variety of change management strategies in order to provide coaching to the principal in strategies for managing changes needed to facilitate improvement.	Does not utilize a variety of change management strategies to provide coaching to the principal in strategies for managing changes needed to facilitate improvement.
Collaborates with the principal to create innovative solutions to address identified school needs.	Misses opportunities to collaborate with the principal to create innovative solutions to address identified school needs.
Connects the principal with appropriate central office resources to support effective change in response to identified school needs.	Does not regularly connect the principal with appropriate central office resources to support effective change in response to identified school needs.
Collaborates with the principal and school leadership to monitor the impact of change strategies over time.	Does not effectively collaborate with the principal and school leadership to monitor the impact of change strategies over time.
Provides timely and ongoing feedback to the principal regarding their effectiveness in leading and implementing school changes.	Does not provide timely and ongoing feedback to the principal regarding their effectiveness in leading and implementing school changes.

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 BOA 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 BOAs as they achieve the goals of their offices and success for all students.

In their roles, Montgomery County BOAs 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 I: The Montgomery County BOA is a leader who promotes success for all students as they facilitate and support 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 their 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/program’s 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.
8. Acts to end the predictability of achievement/performance among racial and ethnic groups by implementing practices, structures, and processes in our schools and worksites that eliminate inequities based on race and ethnicity.

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

The BOA—

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

MEETS STANDARD	DOES NOT MEET STANDARD
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
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
Models and monitors the implementation of equitable practices which are a series of intentional behaviors aimed at achieving high standards for students and staff of all races and ethnicities	Does not model and monitor the implementation of equitable practices which are a series of intentional behaviors aimed at achieving high standards for students and staff of all races and ethnicities
Plans and implements school/office structures and practices that eliminate inequities based on race and ethnicity	Does not plan and implement school/office structures and practices that eliminate inequities based on race and ethnicity
Identifies and provides human and material resources to provide equitable opportunities regardless of race or ethnicity	Does not identify and provide human and material resources to provide equitable opportunities regardless of race or ethnicity
Uses inclusive practices in hiring, promoting, and providing leadership opportunities for students and staff of all races and ethnicities	Does not use inclusive practices in hiring, promoting, and providing leadership opportunities for students and staff of all races and ethnicities
Intentionally works to build and maintain positive relationships to promote high achievement among all racial and ethnic groups	Does not intentionally work to build and maintain positive relationships to promote high achievement among all racial and ethnic groups
Provides and participates in professional development for all staff to promote practices, structures, and processes that eliminate inequities based on race and ethnicity	Does not provide and participate in professional development for all staff to promote practices, structures, and processes that eliminate inequities based on race and ethnicity
Collects, analyzes, and monitors student/staff performance data to adapt instructional/work-place practices to eliminate achievement/performance gaps	Does not collect, analyze, and monitor student/staff performance data to adapt instructional/work-place practices to eliminate achievement/performance gaps
Demonstrates cultural responsiveness in all modes of communication	Does not demonstrate cultural responsiveness in all modes of communication

STANDARD II: The Montgomery County BOA is a leader who promotes success for all students as they create and sustain 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 BOA—

MEETS STANDARD	DOES NOT MEET STANDARD
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 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
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 BOA is a leader who promotes success for all students as they ensure the effective and efficient management of their office or program.

Performance Criteria

1. Demonstrates knowledge and skills necessary for their 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 their 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 BOA—

MEETS STANDARD	DOES NOT MEET STANDARD
Demonstrates knowledge and skills necessary for their 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 their 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
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 (e.g., 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

MEETS STANDARD	DOES NOT MEET STANDARD
Equitably identifies and develops team leaders within the staff that demonstrate the capacity to motivate and work collaboratively, communicates effectively, makes decisions, and initiates 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
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 BOA is a leader who promotes success for all students as they collaborate 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 BOA—

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

MEETS STANDARD	DOES NOT MEET STANDARD
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
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; does not 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; does not 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 BOA is a leader who promotes success for all students as they model 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 their 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 BOA—

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

MEETS STANDARD	DOES NOT MEET STANDARD
Models professionalism in behavior and appearance; dresses appropriately for occasions/activities; demonstrates dedication to their 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 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 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
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 all office/program 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 their administrative practices; reflects on how to improve their 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 their supervisor to monitor continuous progress, identify priorities, and implement programs for their professional growth	Does not use a variety of data to monitor continuous progress; rarely collaborates with their 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 their work habits	Is often late in meeting professional obligations; submits incomplete and/or inaccurate products; frequently demonstrates disregard for others affected by their 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 Montgomery County BOA is a leader who promotes success for all students as they understand, respond to, and influence 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 BOA—

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, <i>No Child Left Behind</i>) 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 policies, 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., coursework, 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	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 Montgomery County Public Schools (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 ten 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/MCAAP 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 CP, the chief, an associate or the director of school leadership and improvement, 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 on individualized Professional development plans (PDPs) for each principal.

ELEMENTS OF THE EVALUATION PROCESS

Evaluators

The director/associate to whom the principal is assigned is responsible for completing the formal evaluation (referred to as the immediate supervisor in subsequent sections).

Frequency Schedules

Formal evaluations for New principals who moved from another MCPS administrative position:

- First and second year as an MCPS principal and then return to previous evaluation cycle
- First year after a change of level and then return to previous evaluation cycle.
- New principals from outside of MCPS:
 - First year
 - Second year
 - Fifth year*
 - Ninth year*
- Every fifth year after the ninth year.*

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

*Principals receiving a rating of highly effective or effective may receive a Final Evaluation Short Form in lieu of a Final Evaluation form.

Evaluation Ratings

The evaluation results in a rating of:

- **A Highly Effective Principal: Meets all 10 standards:** A principal who consistently initiates and engages in self-motivated leadership practices to foster meaningful collaboration and distributive leadership that promote equitable academic outcomes and well-being for every student. A principal who consistently communicates and implements a school vision with high expectations for school leadership that is ethical, equitable, and results in school improvement. A principal who consistently develops school leadership to respond to school needs from a data-driven lens.
- **An Effective Principal: Meets all 10 standards with an identified area for growth:** A principal who initiates and engages in self-motivated leadership practices to foster meaningful collaboration and distributive leadership that promote equitable academic outcomes and well-being for every student. A principal who communicates and implements a school vision with high expectations for school leadership that is ethical, equitable, and results in school improvement. A principal who develops school leadership to respond to school needs from a data-driven lens.
- **An Ineffective Principal: Does not meet 1 or more of the 10 standards:** A principal who inconsistently implements a school vision. A principal who inconsistently and/or rarely initiates a response without direction from the principal supervisor. The principal demonstrates limited

to inadequate improvements in response to the support provided by the principal supervisor.

Supervisor’s Responsibilities Associated with an Effective Rating

An identified area for growth is an area of performance as outlined in the A&S PGS Leadership Standards, Performance Criteria, and Descriptive Examples. Prior to a rating of Ineffective, the principal must be provided with reasonable notice, documentation of area(s) of growth, feedback, and time and support to address the area(s) of growth.

Annual Review Process in Non-evaluation Years

During professional growth years, the principal gathers for meetings with their director and/or associate superintendent. These meetings may occur throughout the year.

Performance with no concerns:

If these annual reviews indicate that progress is continuing and there are no concerns, the principal will continue by developing two SLOs, and the school improvement plan.

Performance with concerns:

During the first semester, if the director has concerns regarding the principal’s performance, the director will meet with the principal, discuss the concerns and document the meetings. The director identifies and documents the concerns regarding the principal’s performance in relation to the ten standards through collection of a variety of sources of data (see Collection of Evaluation Data), one conducted by the director and one conducted by the associate superintendent, and facilitate the development of an improvement plan. The observations and data collection will be conducted over a reasonable period of time to enable the principal and opportunity to improve. If, based on the documented concerns, the director decides to request a special evaluation, the director sends an email to the director of the department of professional growth systems by the last Friday in January. The email includes a request for a special evaluation with both observations and the improvement plan attached. The director informs the principal, in writing, that the request has been made. The director of the department of professional growth systems informs the principal, in writing, that a Special Evaluation will be conducted.

The principal will be provided with training and/or support by the director. The director will organize a meeting with the principal and 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 principal is expected to achieve an “effective” rating .
- The director will review the data points of the improvement plan by April 1.

- If the director finds that the principal has met the goals of the improvement plan, the principal will continue in the professional growth cycle.
- If the director documents that the principal did not meet the goals of the improvement plan, the director will complete an observation before the principal receives a Special Evaluation. The director will complete the Special Evaluation by May 1.
- If the principal’s performance is rated as “ineffective,” the process to determine inclusion in the support cycle begins for the principal.

During the second semester, if the director has concerns regarding the principal’s performance, the director will meet with the principal, discuss the concerns, and document the meetings. The director identifies and documents the concerns regarding the principal’s performance in relation to the ten standards through collection of a variety of sources of data (see Collection of Evaluation Data), including two formal observations, one by the director and one by the associate superintendent, and facilitates the development of an improvement plan.

If, based on the documented concerns, the director decides to request a special evaluation, the immediate supervisor sends an e-mail to the director of performance evaluation by the last Friday in June. The immediate supervisor informs the principal, in writing, a request for a special evaluation for the following school year, both observations attached and the improvement plan.

The principal will be provided with training and/or support from the immediate supervisor. The director will organize a meeting with the principal and will facilitate the development of an improvement plan. This plan will be standards aligned to areas of concern, providing support, establishing a time- line, and determining the measures by which the principal is expected to achieve and “effective” rating.

Collection of Evaluation Data

The associate superintendent, director, 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 immediate supervisor—will be scheduled to review goals and progress in the principal’s professional development plan, Student Learning Objective 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 ten 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. 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 Team meetings
- Staff evaluation conferences
- Parent conferences
- Supervisory school visits
- Staff, student, and parent interactions

The immediate supervisor 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
- Student Learning Objective (SLO)
- Professional Development Plan
- State and local student assessment data
- System of Shared Accountability Data
- Staff profile, including, but not limited to, turnover, diversity, attendance, and experience

Optional Performance Data Sources based on the ten standards

- Principal's portfolio

Evaluation Year

Principals enter the evaluation year in accordance with the frequency schedule of the evaluation process. During formal evaluation years, the immediate supervisor will complete observations, gather information, and review data sources with the principal. During the formal evaluation year for a principal, the immediate supervisor of the principal will conduct a minimum of two formal observations with at least one per semester. If there are performance concerns, a minimum of three formal observations must be conducted. One of the three

formal observations must be completed by the associate superintendent. If there are no performance concerns and the principal is on a trajectory to receive a final rating of "Highly Effective" or "Effective" on their final evaluation, the principal may receive an "Administrator Summary Report in Lieu of a Formal Observation" in place of the second semester formal observation. The evaluation is based on the data related to the 10 standards, performance criteria, and descriptive examples. The immediate supervisor completes the evaluation by May 1 if the principal is rated "ineffective" and by the last instructional day of the school year if the principal is rated either "highly effective" or "effective."

- If the principal meets standard, the principal continues in the Professional Growth Cycle.
- If the principal receives an "ineffective" rating, the process for inclusion in the support cycle begins for the principal.

Evaluation Support Cycle

During the Evaluation Support Cycle, the principal will receive clear expectations and support from the immediate supervisor, a CP, and the Peer Assistance Review (PAR) Panel. The CP, the immediate supervisor, 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 CP and the 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 principal in order to lead effectively as outlined in the PGS standards. The principal takes responsibility for involvement in developing the improvement plan and in improving his or her performance.

The principal enters the Evaluation Support Cycle through an "ineffective" evaluation. The Evaluation Support Cycle includes the following:

- **Consulting Principal (CP):** The CP provides direction and support to the principal. They will observe and confer with the principal and submit quarterly reports to the immediate supervisor and the 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 CP will complete a summary report on the principal's progress in the improvement plan.
- **The Immediate Supervisor:** The immediate supervisor 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 immediate supervisor will complete the evaluation using multiple sources of required data to document each standard. The immediate supervisor will complete the evaluation by the due date.

- **The Peer Assistance and Review (PAR) Panel:** The PAR Panel comprises the coordinating director, two directors not assigned to that principal, and three principals recommended by MCAAP. The superintendent or designee will approve the membership for the Panel. This Panel will receive, at minimum, quarterly updates from the chief and the CP 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 achieve an “effective” rating 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 CP agree that the principal has met standard, the principal will return to the Professional Growth Cycle. If the immediate supervisor and the CP 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 PAR Panel. The principal will also have an opportunity to present information to the PAR Panel. After considering all of the information, the PAR Panel will make 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 non-administrative 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 Processes

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 immediate supervisor, 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 processes will be available:

- **The Process for Responding to an Observation Report** The principal may respond in writing to any observation report within 10 working days of receiving the report.
- **The Process for Providing Additional Information to an “Effective” Evaluation** The principal may provide additional information to an “effective” evaluation.
- **The Review Process and Appeal Process of an “Ineffective” Evaluation** When a principal who is not currently in the PAR program is given an “ineffective” rating on the

formal evaluation report, DHRTM notifies the PAR Panel cochairs. A CP is assigned to complete a review of that principal’s skills on the Leadership Standards. The review consists of the following:

The Consulting Principal (CP)—

- meets separately with the immediate supervisor and the principal;
- completes a minimum of two formal observations (one announced and one unannounced); and
- reports the information and makes a recommendation to the PAR Panel .

The PAR Panel—

- hears the report from the CP;
- decides on inclusion or non-inclusion in the program; and
- notifies the principal and immediate supervisor of the decision .

If the CP concurs that the needs of the principal warrant the support of the program, the principal may ask to make a presentation to the PAR Panel in order to provide additional information. This presentation provides for a meaningful appeal of the principal’s “ineffective” evaluation. The PAR Panel considers the CP review to be information that can be used in the appeal process. If the principal requests to make a presentation, the PAR Panel also will provide an opportunity for the immediate supervisor to present information and documentation. In addition, the CP will be questioned to clarify information in their reports and in regard to their recommendation. Information from all three sources will be considered before a decision is rendered. After the presentation, the PAR Panel will affirm or negate the “ineffective” evaluation, and will recommend inclusion or non- inclusion in PAR. If the PAR Panel recommends inclusion in the PAR program, a CP is assigned to provide a year of support. Inclusion in the PAR program is not voluntary and cannot be appealed by the principal. If the PAR Panel recommends non-inclusion, and the principal therefore is determined to be “effective,” the PAR Panel will notify the immediate supervisor, who will work with staff from the Center for Skillful Teaching and Leading, and the cochairs of the PAR Panel, to ensure that the formal evaluation is revised to conform with an “effective” rating.

If the CP does not concur that the needs of the principal are serious enough to warrant the support of the program, the immediate supervisor may ask to make a presentation to the PAR Panel in order to provide additional data. When considering a presentation by the immediate supervisor, the PAR Panel will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. If the immediate supervisor requests to make a presentation, the PAR Panel also will provide an opportunity for

the principal to present information and documentation. In addition, the CP will be questioned to clarify information in their reports and in regard to their recommendation. Information from all three sources will be considered before a decision is rendered. After reviewing all of the information, the PAR Panel will recommend either inclusion into the PAR program or return to the Professional Growth Cycle with support by the director. If the PAR Panel recommends non-inclusion, and the principal, therefore, is determined to be “effective” the PAR Panel will notify the immediate supervisor, who will work with staff from the *Center for Skillful Teaching and Leading*, and the cochairs of the PAR Panel, to ensure that the formal evaluation is revised to conform with an “effective” rating.

The Appeal Process of a PAR Panel Recommendation

In any instance in which the principal or immediate supervisor wishes to appeal the tentative recommendation of the PAR Panel, both the principal and immediate supervisor involved will each be invited to make a presentation before the Panel.

Immediate Supervisor Appeal Presentations

The immediate supervisor may appeal the tentative recommendation at a PAR Panel meeting. The presentation will be scheduled for 40 minutes. The first half of the allotted time is used for a presentation of evidence to support the immediate supervisor’s evaluation. The second half of the allotted time is used for addressing questions from the Panel. Immediate supervisor may bring written documentation based on the standards to support their point of view and will give copies to each PAR Panel member. All documentation presented to the PAR Panel must have been shared with the principal in advance of this meeting. The immediate supervisor is expected to present in these cases. The immediate supervisor may be accompanied by another qualified observer of the immediate supervisor’s choosing to assist in the presentation.

Principal Appeal Presentations

The principal may appeal a tentative recommendation of reassignment or dismissal at a PAR Panel meeting. The presentation is scheduled for 40 minutes. The first half of the allotted time is used for a presentation of evidence to support the principal’s view of their performance. The second half of the allotted time is used for questions from the Panel. The principal may bring written documentation based on the standards to support their point of view and will give copies to each PAR Panel member. The principal may contact an MCAAP representative for assistance. The principal may be accompanied by a guest who may be a MCAAP representative, an attorney, or other guest, but who may not speak during the proceedings.

Final Recommendations

The Panel discusses the case following appeal presentations and reconsiders its tentative recommendation without the presence of either the principal or the immediate supervisor. The cochairs notify the principal, the immediate supervisor, and the CP, in writing, of the Panel’s final recommendation to the superintendent.

If neither the principal nor the immediate supervisor appeal the PAR Panel’s tentative recommendation, that recommendation becomes the final recommendation.

The principal may appeal the Panel’s final recommendation to the superintendent through the process outlined in MCPS and MSDE employment procedures .

Follow-up to Successful Return to the Professional Growth Cycle from the PAR Program

In the year following successful return to the Professional Growth Cycle from PAR, the principal will have a Special Evaluation to ensure maintenance of skills. If the principal’s skills are rated as “ineffective” in the next school year, the PAR Panel will reconsider the case. The immediate supervisor and principal will be asked to bring documentation and evidence to the PAR Panel meeting in May. At that time, based on the evidence provided, the PAR Panel could recommend a return to the Professional Growth Cycle, reassignment to another administrative position, reassignment to a non-administrative position (Principals who are tenured teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions), or dismissal from MCPS .

If a principal who has successfully returned to the Professional Growth Cycle from PAR receives an “ineffective” evaluation for a school year after the year immediately following the successful return to the Professional Growth Cycle, a CP will be assigned to conduct a review in which the CP—

- meets with the immediate supervisor and the principal, and
- completes a minimal of two formal observations (one announced and one unannounced) .

The CP will report the information and make a recommendation to the PAR Panel as to re-inclusion of the principal in the PAR program. If the PAR Panel recommends inclusion in the PAR program, a CP will be assigned to provide a year of support. Inclusion in the PAR Program is not voluntary and cannot be appealed by the principal. The PAR Panel notifies the principal and immediate supervisor of the decision. If the CP recommends re-inclusion, the immediate supervisor will be given the option of agreeing with that recommendation. If the immediate supervisor agrees, re-inclusion in the PAR program is not voluntary and cannot be appealed by the principal. If the immediate supervisor does not agree and requests consideration of dismissal from MCPS employment, the CP, immediate supervisor,

and principal will each be invited to make a presentation at the June meeting of the PAR Panel. When considering a presentation, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. The Panel could recommend a return to the Professional Growth Cycle, reassignment to another administrative position, reassignment to a non-administrative position (Principals who are tenured teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions), or dismissal from MCPS .

If the CP does not recommend re-inclusion, the immediate supervisor will be given the option of agreeing with that recommendation. If the immediate supervisor agrees with the recommendation, the principal will return to the Professional Growth Cycle. In this circumstance, the immediate supervisor will rewrite the evaluation to demonstrate that the principal is “effective.” If the immediate supervisor disagrees, the CP, immediate supervisor, and principal will each be invited to make a presentation at the June meeting of the PAR Panel. When considering a presentation, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. The Panel could recommend a return to the Professional Growth Cycle, reassignment to another administrative position, reassignment to a non-administrative position (principals who are tenured teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions), or dismissal from MCPS .

GLOSSARY

Consulting Principal (CP) is assigned to the Division of Human Resources and Talent Management to mentor, support, and coach administrators and who makes recommendations to the PAR Panel .

Evaluation Rating is a decision made by the associate superintendent based upon a holistic view of the evidence regarding an individual’s performance on all 10 standards. The rating will state that the individual is “highly effective,” “effective,” or “ineffective.” Evaluations also require a qualified second observer if the evaluation will be “ineffective “.

Formal Observations require that the person being observed knows that they are 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 10 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 10 standards.

Principal’s Portfolio provides the principal with the opportunity to collect and present a variety of data sources describing their performance. The portfolio could include information from parents, staff, or students; results of school meetings or surveys; coursework; attendance or presentations at professional conferences; SLO data and examples of professional activities within MCPS or other educational groups. It is an optional tool maintained by the principal to address the 10 standards.

Qualified Observer is the superintendent, the associate superintendent, or the immediate supervisor.

Peer Assistance Review (PAR) Panel consists of the coordinating immediate supervisor, two immediate supervisors not assigned to the principal, and three currently sitting principals. The Panel reviews the reports and recommendations of the associate superintendent and the CP, 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. The associate superintendent serves as the second observer when there are performance concerns.

Special Evaluation is an evaluation scheduled out of the regular sequence, 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 10 standard. Observations by both the immediate supervisor and the associate superintendent 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 associate superintendent and the director of SSWB. The supervisory school visit is related to the evaluation of the principal. The immediate supervisor 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 associate superintendent, immediate supervisor 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 THE CONSULTING PRINCIPAL

The purpose of the CP is to provide support for the principal (client). In order to accomplish this, the CP meets initially with the principal's immediate supervisor of SSWB to obtain information about the needs of the client. As soon as possible thereafter, the CP meets with the client. The priority of the position is to provide sufficient time for effective interactions with the client. The CP 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 CP provides direction with regard to the supports that are available from within MCPS and from outside sources.

For clients in special evaluation, the CP organizes a meeting with the client and the immediate supervisor at which the CP 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 CP provides assistance to the client with regard to the areas of need, as identified on the improvement plan. The CP helps the client set priorities and maintain a focus on improvement.

The CP 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 chief
- Communicating with the immediate supervisor regarding the client's progress
- Preparing quarterly reports to the PAR Panel, including a final summative report
- Making a recommendation regarding the client's status to the PAR Panel at the end of the formal time frame

To accomplish this role, training is provided to the CP based on the knowledge, skills, and abilities outlined in the job description. A CP shall be an experienced principal in MCPS and hired for the position of CP for a three-year

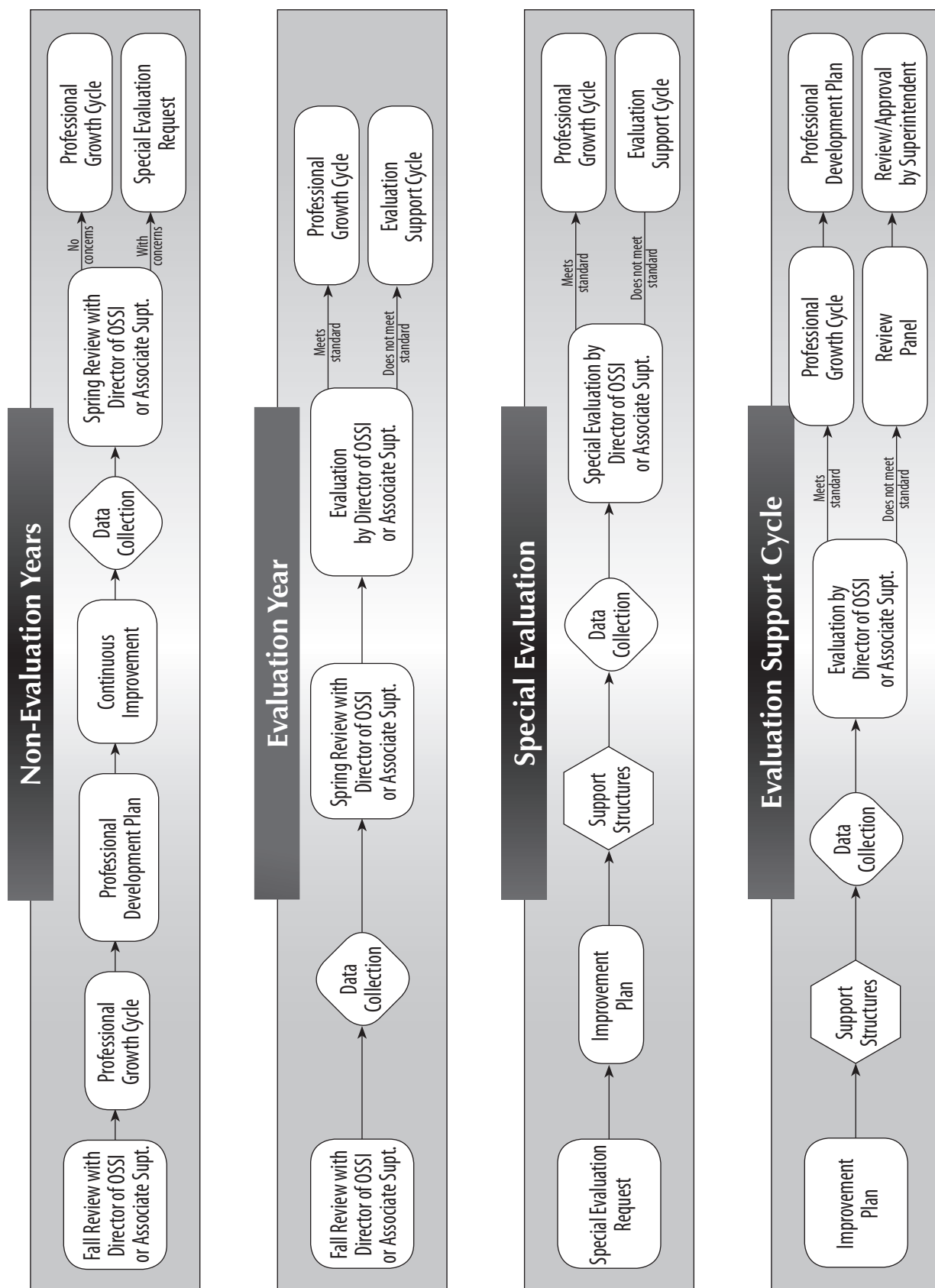
term. At the end of the three-year period, the CP will return to a principal position or another administrative position for which they are qualified.

See Appendix A for Administrator Frequency Schedule for Evaluation.

Frequently Asked Questions About Revisions in the A&S PGS Handbook Adopted 6/27/11

QUESTION	PREVIOUS HANDBOOK LANGUAGE	CURRENT HANDBOOK LANGUAGE
May an AP/ASA/coordinator of school-based programs respond in writing to observation reports?	An AP/ASA/coordinator of school-based programs may respond in writing to an observation report within 10 working days of receiving the report.	No change
May an AP/ASA/coordinator of school-based programs provide additional information to a “meets standard” evaluation?	An AP/ASA/coordinator of school-based programs may provide additional information to a “meets standard” evaluation.	No change
What process applies when an AP/coordinator of school-based programs receives a “does not meet standard” evaluation?	A CP provides support and the Evaluation Support Cycle begins.	A CP conducts a review and makes recommendation to the PAR Panel regarding inclusion. The PAR Panel recommends inclusion or noninclusion.
Can an AP/coordinator of school-based programs appeal a “does not meet standard” evaluation?	An AP/coordinator of school-based programs may appeal their evaluation to their supervisor’s supervisor.	An AP/coordinator of school-based programs may appeal their evaluation to the PAR Panel.
Can an AP/coordinator of school-based programs appeal the PAR Panel’s tentative recommendation?	An AP/coordinator of school-based programs may appeal to the superintendent.	An AP/coordinator of school-based programs may appeal the PAR Panel’s tentative recommendation to the PAR Panel and then may appeal to the superintendent.
Can a principal appeal a PAR Panel’s tentative recommendation?	Not addressed.	A principal may appeal the PAR Panel’s tentative recommendation to the PAR Panel.
Is an AP/coordinator of school-based programs evaluated the year following successful return to the Professional Growth Cycle from PAR?	The AP/coordinator of school-based programs returns to the Professional Growth Cycle as determined by the Frequency Schedule.	The AP/coordinator of school-based programs will have a Special Evaluation to ensure maintenance of skills.
What process applies if an AP/coordinator of school-based programs receives a “does not meet standard” rating on the Special Evaluation a year following successful return to the Professional Growth Cycle from PAR?	The Evaluation Support Cycle begins.	The PAR Panel makes a recommendation regarding return to the Professional Growth Cycle, re-inclusion, reassignment to a non-administrative position, or dismissal from MCPS.
What process applies if an AP/coordinator of school-based programs receives a “does not meet standard” evaluation for a school year after the year following the successful return to the Professional Growth Cycle from PAR?	The Evaluation Support Cycle begins.	A CP conducts a review and makes a recommendation to the PAR Panel regarding re-inclusion. The PAR Panel makes a recommendation regarding return to the Professional Growth Cycle, re-inclusion, reassignment to a non-administrative position, or dismissal from MCPS.
What process applies if concerns are identified regarding the AP/coordinator of school-based programs’ performance in relation to the six standards during non-evaluation years?	The principal conducts two formal observations and training and support are provided by a CP and the principal. The CP facilitates the development of an improvement plan.	The principal conducts two formal observations and training and support are provided by the principal. The principal facilitates the development of an improvement plan.
When is a CP assigned to provide training and support if concerns are identified regarding the AP/coordinator of school-based programs’ performance in relation to the six standards during non-evaluation years?	The CP is assigned following the conducting of two formal observations by the principal.	A CP is assigned to conduct a review after an AP/coordinator of school-based programs receives a “does not meet standard” evaluation.

A&S PGS EVALUATION PROCESS FOR PRINCIPALS: A DIAGRAM



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 of school-based programs for their own professional continuous improvement. The process clearly outlines expectations and measures that are based on the ten standards of performance. “The evaluation system also provides Montgomery County Public Schools (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-Montgomery County Association of Administrators and Principals 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: APs, APs in training, ASAs, 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 of school-based programs’ 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

APs 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 ASA 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 determine if they wish to pursue administration further. The support for ASAs comes primarily from the principal, with additional support occurring in development seminars.

Permanent Assistant Principals/Coordinators of School-based Programs

Support for permanent APs/coordinators may include training and support from the principal, the director of SSWB, the director who supervises the school if under performing, a consulting principal (CP), and the Evaluation Support Cycle, as outlined below.

Between Formal Evaluation Years

Even though supports and resources may vary, the A&S PGS encompasses all administrative and supervisory personnel. Between formal evaluation years, APs/ASAs/coordinators of school-based programs 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 on individualized Student Learning Objectives (SLO) for each AP/ASA/coordinator of school-based programs.

ELEMENTS OF THE EVALUATION PROCESS

Evaluators

The principal to whom the AP/ASA/coordinator of school-based programs 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 of school-based programs
- 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 Annual Review Process in Non-evaluation Years at the end of this section.

*APs/ASAs/coordinator of school-based programs is receiving a rating of effective or highly effective may receive a Final Evaluation Short form in lieu of a Final Evaluation Form.

Annual Review Process in Non-evaluation Years

During professional growth years, the assistant principal (AP)/assistant school administrator (ASA)/coordinator of school-based programs gathers data for the two annual meetings with the principal. 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 ten 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 of school-based programs will continue in the Professional Growth Cycle that will include an individualized SLO, as described in the Professional Development component of the A&S PGS Handbook.

Performance with concerns:

During the first semester, if the principal has concerns regarding the AP/coordinator of school-based programs' performance, the principal will meet with the AP/coordinator of school-based programs, discuss the concerns, and document the meetings. The principal identifies and documents the concerns regarding the AP/coordinator of school-based programs' performance in relation to the ten standards through collection of a variety of sources of data (see Collection of Evaluation Data), including two formal observations. The observations and data collection will be conducted over a reasonable time period to enable the AP/

coordinator of school-based programs the opportunity to improve.

If, based on the documented concerns, the principal decides to request a Special Evaluation, the principal sends an e-mail to the director of PGS by the last Friday in January. The e-mail includes the dates of the two formal observations. The principal informs the AP/coordinator of school-based programs, in writing, that the request has been made. The director of PGS informs the AP/coordinator of school-based programs, in writing, that a Special Evaluation will be conducted.

The AP/coordinator of school-based programs will be provided with training and/or support by the principal. The 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 AP/coordinator of school-based programs is expected to meet standard.

- The principal will review the data points of the improvement plan by April 1.
- If the principal finds that the AP/coordinator of school-based programs has met the goals of the improvement plan, the AP/coordinator of school-based programs will continue in the professional growth cycle.
- If the principal documents that the AP/coordinator of school-based programs did not meet the goals of the improvement plan, a qualified second observer will complete an observation before the AP/coordinator of school-based programs receives a Special Evaluation. The principal will complete the "does not meet standard" Special Evaluation by May 1.
- If the AP/coordinator of school-based programs' performance is rated as "does not meet standard," a consulting principal is assigned to conduct a review and the PAR Panel decides whether the AP/coordinator of school-based programs is placed in the Evaluation Support Cycle for the next school year.

During the second semester, if the principal has concerns regarding the AP/coordinator of school-based programs' performance, the principal will meet with the AP/coordinator of school-based programs, discuss the concerns, and document the meetings. The principal identifies and documents the concerns regarding the AP/coordinator of school-based programs' performance in relation to the ten standards through collection of a variety of sources of data (see Collection of Evaluation Data), including two formal observations. The observations and data collection will be conducted over a reasonable time period to enable the AP/coordinator of school-based programs the opportunity to improve.

If, based on the documented concerns, the principal decides to request a Special Evaluation, the principal sends an e-mail to the director of PGS by the last Friday in July. The e-mail includes the dates of the two formal

observations. The principal informs the AP/coordinator of school-based programs, in writing, that the request has been made. The director of PGS informs the AP/coordinator of school-based programs, in writing, that a Special Evaluation will be conducted.

The AP/coordinator of school-based programs will be provided with training and/or support by the principal. The 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 AP/coordinator of school-based programs is expected to meet standard.

- The principal will review the data points of the improvement plan by December 1.
- If the principal finds that the AP/coordinator of school-based programs has met the goals of the improvement plan, the AP/coordinator of school-based programs will continue in the professional growth cycle.
- If the principal documents that the AP/coordinator of school-based programs did not meet the goals of the improvement plan, a qualified second observer will complete an observation before the AP/coordinator of school-based programs receives a Special Evaluation. The principal will complete the “does not meet standard” Special Evaluation by January 1.
- If the AP/coordinator of school-based programs’ performance is rated as “does not meet standard,” a consulting principal is assigned to conduct a review and the PAR Panel decides whether the AP/coordinator of school-based programs is placed in the Evaluation Support Cycle for one year.

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, and one at the end of each school year between the AP/ASA/coordinator of school-based programs with the principal to review goals and progress AP/ASA/coordinator of school-based programs’ individualized SLO.

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 ten 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 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 of school-based programs, a variety of required data sources as a part of the evaluation. Data sources include the following:

Required data sources

- Formal observations
- SLO
- Improvement Plan, if applicable

Optional performance data sources based on the ten standards

- AP/ASA/coordinator of school-based programs’ portfolio

Evaluation Year

Assistant Principals and Coordinators

APs/coordinators of school-based programs enter the evaluation year in accordance with the frequency schedule 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 there are no performance concerns and the AP/coordinator of school-based programs is on a trajectory to receive a final rating of “Highly Effective” or “Effective” on their final evaluation, they may receive an “Administrator Summary Report in Lieu of a Formal Observation” in place of the second semester formal observation. If the AP/coordinator of school-based programs is performing 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 relation to the ten standards, performance criteria, and descriptive examples. The principal completes the evaluation by May 1 if the AP/coordinator of school-based programs “does not meet standard” and the last instructional day of the school year if the AP/coordinator of school-based programs “meets standard.”

- If the AP/coordinator of school-based programs meets standard, the AP/coordinator of school based programs will continue 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 an improvement plan is developed. This plan will be the basis for identifying needs, providing support (i.e. coaching, mentoring, professional development opportunities, etc.), establishing a reasonable timeline and determining the measure by which the AP/coordinator of school-based programs is expected to meet standard on the evaluation. The principal will review the data points of the improvement plan with the AP/coordinator of school-based programs by April 1. If the principal documents that the AP/coordinator of school-based programs did not meet the goals of the improvement plan, the principal completes the evaluation by May 1. If the AP/coordinator of school-based programs “meets standard”, they will continue in the Professional Growth Cycle. If the AP/coordinator of school-based programs “does not meet standard” they will enter the Evaluation Support Cycle.

Assistant School Administrators (ASA)

The ASA will be evaluated their first two years in the position. To ensure successful performance, the ASA will receive clear expectations and support from the principal. For ASAs, if the principal identifies concerns regarding the ASA’s performance based on a variety of data sources in relation to the ten AP/ASA/coordinator standards at any time during the year, the principal will conduct at least two formal observations. In the event that the evidence collected from the observations and other data sources demonstrates that the ASA is not meeting standard, a third formal observation must be done by a qualified second observer selected by the principal. An Assistant Principal may not observe an ASA. When concerns exist about the performance of the ASA, the principal will organize a meeting with the ASA and will facilitate the development of an improvement plan. This plan will be the basis for identifying needs, providing support (i.e. coaching, mentoring, professional development opportunities, etc.), establishing a reasonable timeline and determining the measure by which the ASA is expected to meet standard on the evaluation.

The principal will review the data points of the improvement plan with the ASA by April 1. If the principal documents that the ASA did not meet the goals of the improvement plan, the principal will complete the “does not meet standard” evaluation by May 1, and the ASA will be recommended for removal from the position. The principal completes the evaluation by the last instructional day of the school year if the ASA “meets standard.”

Effective July 1, 2017, The ASA reserves the right to submit a written appeal regarding removal from the position to the A&S PAR Panel co-chairs within 15 duty days. After the A&S PAR Panel co-chairs review the appeal, they will make a recommendation regarding continuation or removal from the position. If the ASA wishes to appeal the recommendation made by the A&S PAR Panel co-chairs, the ASA may submit a written request for a second level appeal to the A&S PAR Panel co-chairs within 15 days. The A&S PAR Panel co-chairs will convene the AP/ASA PAR Panel and the ASA and principal will be invited to make a presentation before the panel. The AP/ASA PAR Panel will weigh the evidence and make a determination. The decision of the panel will be considered final.

ASAs are not eligible for support from a Consulting Principal.

Special Evaluation/Evaluation Support Cycle

During the Special Evaluation/Evaluation Support Cycle, the AP/coordinator of school-based programs will receive clear expectations and support from the principal, a CP, and the Peer Assistance Review (PAR) Panel.

Due to their positions, ASAs are not eligible for this support. The CP, the principal, and the AP/coordinator of school-based programs 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 CP 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 of school-based programs in order to meet all standards. The AP/coordinator of school-based programs takes responsibility for involvement in developing the improvement plan and in meeting standards.

The AP/coordinator of school-based programs enters the Evaluation Support Cycle through a “does not meet standard” evaluation. The Evaluation Support Cycle includes the following:

- **Consulting Principal (CP):** The CP provides direction and support to the AP/coordinator of school-based programs. They will observe and confer with the AP/coordinator of school-based programs and submit updates to the principal and the AP/coordinator of school-based programs Peer Assistance Review (PAR) Panel on the supports provided to the AP/coordinator of school-based programs and the AP/coordinator of school-based programs’ progress on the improvement plan. By April 1 of the Evaluation Support Cycle year, the CP will complete a summary report on the AP/coordinator of school-based programs’ progress on the improvement plan.
- **Principal:** The principal will also monitor progress on the improvement plan through quarterly observations and meetings with the AP/coordinator of school-based

programs. As outlined in “Collection of 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.

- **Peer Assistance and Review (PAR) Panel:** The PAR Panel comprises three principals not assigned to that AP/coordinator of school-based programs, and three assistant principals recommended by MCAAP. The superintendent or designee will approve the membership for the Panel. This Panel will receive quarterly updates from the principal and the CP on the progress of the AP/coordinator of school-based programs on the improvement plan. Panel members may provide suggestions for support in helping the AP/coordinator of school-based programs meet the goals of the improvement plan to “meet standard” at the end of the year of the Evaluation Support Cycle. The Panel will make final recommendations to the superintendent.

Decisions Regarding the Evaluation Support Cycle

If the principal and the CP agree that the AP/coordinator of school-based programs has met standard, the AP/coordinator of school-based programs will return to the Professional Growth Cycle. If the principal and the CP agree that the AP/coordinator of school-based programs “did not meet standard” or they could not agree if the AP/coordinator of school-based programs met standard, they will present their findings to the PAR Panel. The AP/coordinator of school-based programs will also have an opportunity to present information to the PAR Panel. After considering all of the information, the PAR Panel will make one of the following recommendations to the superintendent by May 15:

- The AP/coordinator of school-based programs returns to the Professional Growth Cycle.
- The AP/coordinator of school-based programs is reassigned to another administrative position.
- The AP/coordinator of school-based programs is reassigned to a non-administrative position. APs/coordinators of school-based programs who are tenured as teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions.
- The AP/coordinator of school-based programs is dismissed from MCPS.

Appeal Process

Through these procedures the A&S PGS establishes that the assistant principal (AP)/assistant school administrator (ASA)/coordinator of school-based programs 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 principal, the AP/

ASA/coordinator of school-based programs, 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 processes will be available:

- **The Process for Responding to an Observation Report**
The AP/ASA/coordinator of school-based programs may respond in writing to any observation report within 10 working days of receiving the report.
- **The Process for Providing Additional Information to a “Meets Standard” Evaluation**
The AP/ASA/coordinator of school-based programs may provide additional information to a “meets standard” evaluation.
- **The Review Process and Appeal Process of a “Does Not Meet Standard” Evaluation**
When an AP/coordinator of school-based programs who is not currently in the PAR program is given a “does not meet standard” rating on the formal evaluation report, DHRTM will notify the PAR Panel cochairs. A CP will be assigned to complete a review of that AP/coordinator of school-based programs’ skills on the Leadership Standards. The review consists of the following:

The Consulting Principal (CP)—

- meets separately with the principal and the AP/coordinator of school-based programs;
- completes a minimum of two formal observations (one announced and one unannounced); and
- reports the information and makes a recommendation to the PAR Panel.

The PAR Panel—

- hears the report from the CP;
- decides on inclusion or noninclusion in the program; and
- notifies the principal and chief of the decision.

If the CP concurs that the needs of the AP/coordinator of school-based programs warrant the support of the program, the AP/coordinator of school-based programs may ask to make a presentation to the PAR Panel in order to provide additional information. This presentation should provide for a meaningful appeal of the AP/coordinator of school-based programs “does not meet standard” evaluation. The PAR Panel will consider the CP review to be information that can be used in the appeal process. If the AP/coordinator of school-based programs requests to make a presentation, the PAR Panel also will provide an opportunity for the principal to present information and documentation. In addition, the CP will be questioned to clarify information in their reports and in regard to their recommendation. Information from all three sources will be considered before a decision is rendered. After the presentation, the PAR Panel will affirm or negate the “does not meet standard” evaluation, and will recommend

inclusion or noninclusion in PAR. If the PAR Panel recommends inclusion in the PAR program, a CP will be assigned to provide a year of support. Inclusion in the PAR program is not voluntary and cannot be appealed by the AP/coordinator of school-based programs. If the PAR Panel recommends noninclusion, and the AP/coordinator of school-based programs therefore is determined to “meet standard,” the PAR Panel will notify the principal, who will work with staff from the Center for Skillful Teaching and Leading, and the cochair of the PAR Panel, to ensure that the formal evaluation is revised to conform with a “meets standard” rating.

If the CP does not concur that the needs of the AP/coordinator of school-based programs are serious enough to warrant the support of the program, the principal may ask to make a presentation to the PAR Panel in order to provide additional data. When considering a presentation by a principal, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. If the principal requests to make a presentation, the PAR Panel also will provide an opportunity for the AP/coordinator of school-based programs to present information and documentation. In addition, the CP will be questioned to clarify information in their reports and in regard to their recommendation. Information from all three sources will be considered before a decision is rendered. After reviewing all of the information, the PAR Panel will recommend either inclusion in the PAR program or return to the Professional Growth Cycle with support by the principal. If the PAR Panel recommends noninclusion and the AP/coordinator of school-based programs, therefore, is determined to “meet standard,” the PAR Panel will notify the principal, who will work with staff from the Center for Skillful Teaching and Leading, and the cochair of the PAR Panel, to ensure that the formal evaluation is revised to conform with a “meets standard” rating.

The Appeal Process of a PAR Panel Recommendation

In any instance in which the AP/coordinator of school-based programs or principal wishes to appeal the tentative recommendation of the PAR Panel, both the AP/coordinator of school-based programs and principal involved will each be invited to make a presentation before the PAR Panel.

Principal Appeal Presentations

The principal may appeal the tentative recommendation at a PAR Panel meeting. The presentation will be scheduled for 40 minutes. The first half of the allotted time is used for a presentation of evidence to support the principal’s evaluation. The second half of the allotted time is used for questions from the PAR Panel. The principal may bring written documentation

based on the standards to support their point of view and will give copies to each PAR Panel member. All documentation presented to the PAR Panel must have been shared with the AP/coordinator of school-based programs in advance of this meeting. The principal is expected to present in these cases. The principal may be accompanied by another qualified observer of the principal’s choosing to assist in the presentation.

AP/Coordinator of School-based Programs Appeal Presentations

The AP/coordinator of school-based programs may appeal a tentative recommendation of reassignment or dismissal at a PAR Panel meeting. The presentation is scheduled for 40 minutes. The first half of the allotted time is used for a presentation of evidence to support the AP/coordinator of school-based programs’ view of their performance. The second half of the allotted time is used for questions from the Panel. The AP/coordinator of school-based programs may bring written documentation based on the standards to support their point of view and will give copies to each PAR Panel member. The AP/coordinator of school-based programs may contact a MCAAP representative for assistance. The AP/coordinator of school-based programs may be accompanied by a guest, who may be a MCAAP representative, an attorney, or other guest, but who may not speak during the proceedings.

Final Recommendations

The PAR Panel discusses the case following appeal presentations and reconsiders its tentative recommendation without the presence of either the AP/coordinator of school-based programs or the principal. The cochair notifies the AP/coordinator of school-based programs, the principal, and the CP, in writing, of the Panel’s final recommendation to the superintendent.

If neither the AP/coordinator of school-based programs nor the principal appeal the PAR Panel’s tentative recommendation, that recommendation will become the final recommendation.

The AP/coordinator of school-based programs may appeal the Panel’s final recommendation to the superintendent through the process outlined in MCPS and MSDE employment procedures.

Follow-up to Successful Return to the Professional Growth Cycle from the PAR Program

In the year following successful return to the Professional Growth Cycle from the PAR program, the AP/coordinator of school-based programs will have a Special Evaluation to ensure maintenance of skills. If the AP/coordinator of school-based programs’ skills are rated as “does not meet standard” in the next school year, the PAR Panel will reconsider the case. The principal and AP/coordinator of

school-based programs will be asked to bring documentation and evidence to the PAR Panel meeting in May. At that time, based on the evidence provided, the PAR Panel could recommend a return to the Professional Growth Cycle, reassignment to another administrative position, reassignment to a non-administrative position (AP/coordinators of school-based programs who are tenured teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions), or dismissal from MCPS.

If an AP/coordinator of school-based programs who has successfully returned to the Professional Growth Cycle from the PAR program receives a “does not meet standard” evaluation for a school year after the year immediately following the successful return to the Professional Growth Cycle, a CP will be assigned to conduct a review in which the CP—

- meets with the principal and the AP/coordinator of school-based programs, and
- completes a minimal of two formal observations (one announced and one unannounced).

The CP will report the information and make a recommendation to the PAR Panel as to reinclusion of the AP/coordinator of school-based programs in the PAR program. If the PAR Panel recommends inclusion in the PAR program, a CP will be assigned to provide a year of support. Inclusion in the PAR program is not voluntary and cannot be appealed by the AP/coordinator of school-based program. The PAR Panel will notify the AP/coordinator of school-based programs and principal of the decision.

If the CP recommends reinclusion, the principal will be given the option of agreeing with that recommendation. If the principal agrees, reinclusion in the PAR program will not be voluntary and cannot be appealed by the AP/coordinator of school-based programs. If the principal does not agree and requests consideration of dismissal from MCPS employment, the CP, principal, and AP/coordinator of school-based programs will each be invited to make a presentation at the June meeting of the PAR Panel. When considering a presentation, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. The Panel could recommend a return to the Professional Growth Cycle, reassignment to another administrative position, reassignment to a non-administrative position (AP/coordinators of school-based programs who are tenured teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions), or dismissal from MCPS.

If the CP does not recommend reinclusion, the principal will be given the option of agreeing with that recommendation. If the principal agrees with the recommendation, the AP/coordinator of school-based programs will return to the Professional Growth Cycle. In this circumstance, the principal will rewrite the evaluation to demonstrate that the

AP/coordinator of school-based programs is meeting standard. If the principal disagrees, the CP, principal, and AP/coordinator of school-based programs each will be invited to make a presentation at the June meeting of the PAR Panel. When considering a presentation, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. The PAR Panel could recommend a return to the Professional Growth Cycle, reassignment to another administrative position, reassignment to a non-administrative position (AP/coordinators of school-based programs who are tenured teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions), or dismissal from MCPS.

GLOSSARY

Consulting Principal (CP) is assigned by the Division of Human Resources and Talent Management to mentor, support, and coach administrators and make recommendations to the PAR Panel.

Evaluation Rating is a decision made by the principal based on 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 they are 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 ten 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 ten standards.

Portfolio provides the AP/ASA/coordinator of school-based programs with the opportunity to collect and present a variety of data sources describing their performance. The portfolio could include information from parents, staff, or students; results of school meetings coursework; 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 of school-based programs to address the ten standards.

Qualified Observers are the superintendent, a supervisor/director and the principal.

Peer Assistance Review (PAR) Panel consists of three principals not assigned to supervise the AP/coordinator of school-based programs, and three currently sitting assistant principals. The PAR Panel reviews the reports and recommendations of the principal and the CP, and then presents recommendations to the superintendent on personnel actions for APs/coordinators of school-based programs 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 of school-based programs' performance on the ten 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 a return to the Professional Growth Cycle. The Special Evaluation Cycle process does not apply for ASAs, as they are not eligible to receive PAR support.

ROLE OF CONSULTING PRINCIPAL

The purpose of the CP role is to provide support for the AP/coordinator of school-based programs (client). In order to accomplish this, the CP will meet initially with the principal and, at the request of the principal, the director of SSWB to obtain information about the needs of the client. As soon thereafter as possible, the CP will meet with the client. The CP 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

CP provides direction with regard to the supports that are available from within MCPS and from outside sources.

For clients in Special Evaluation Cycle, the CP organizes a meeting with the client, the associate superintendent, and the principal in which the CP 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 CP provides assistance to the client with regard to the areas of need as identified on the improvement plan. The CP helps the client set priorities and maintain a focus on improvement.

The CP will be responsible for the following:

- 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)
- Providing written reports on the formal observations to the client and the principal
- Communicating with the principal regarding the client's progress
- Preparing quarterly reports to the PAR Panel, including a final summative report
- Making a recommendation regarding the client's status to the PAR Panel at the end of the formal time frame

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

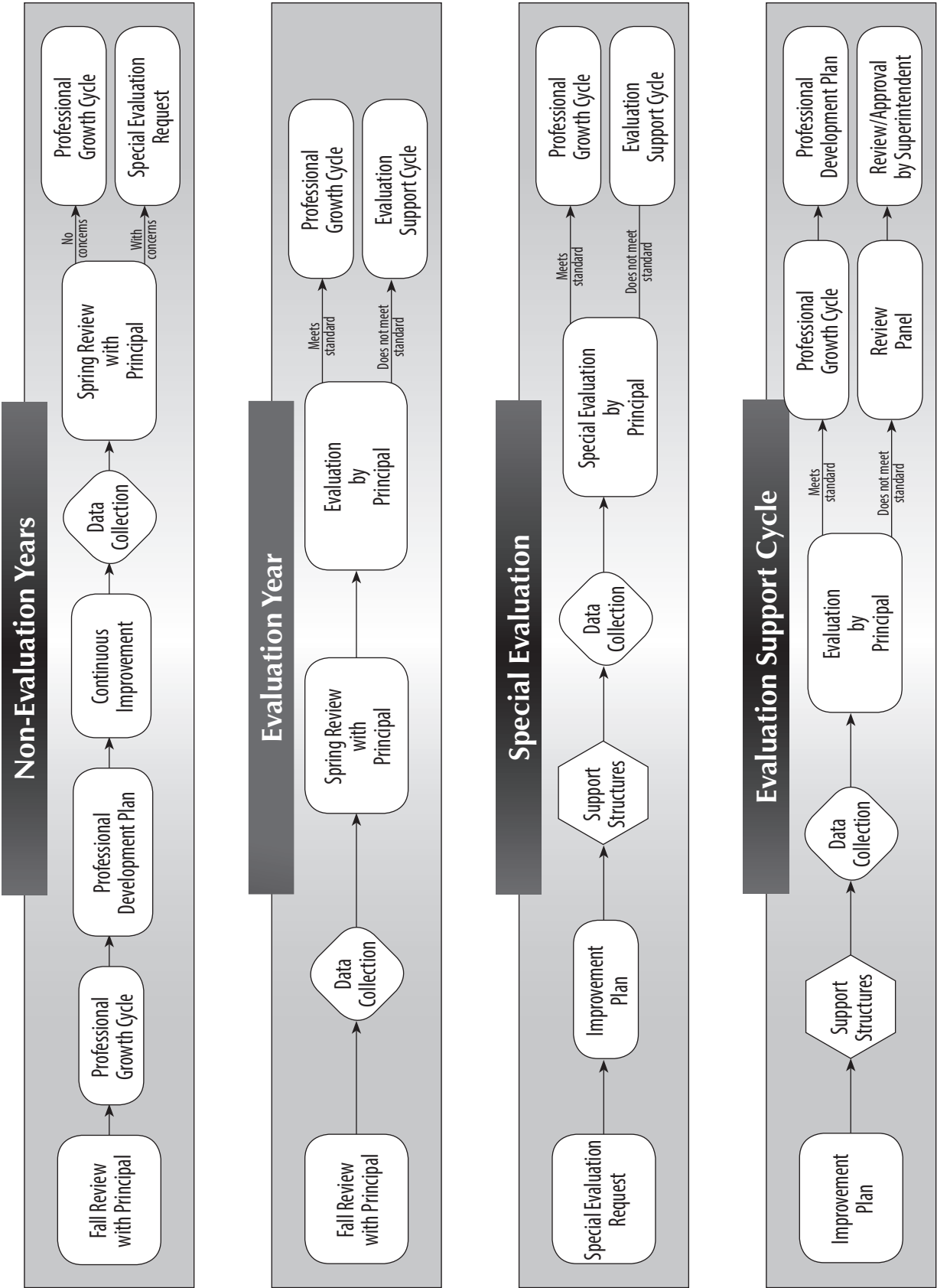
See Appendix A for Administrator Frequency Schedule for Evaluation.

Frequently Asked Questions About Revisions in the A&S PGS Handbook

Revised 7/1/19

QUESTION	ANSWER
May an AP/ASA/coordinator of school-based programs respond in writing to observation reports?	An AP/ASA/coordinator of school-based programs may respond in writing to an observation report within 10 working days of receiving the report.
May an AP/ASA/coordinator of school-based programs provide additional information to a “meets standard” evaluation?	An AP/ASA/coordinator of school-based programs may provide additional information to a “meets standard” evaluation.
What process applies when an AP/coordinator of school-based programs receives a “does not meet standard” evaluation?	A CP conducts a review and makes recommendation to the PAR Panel regarding inclusion. The PAR Panel recommends inclusion or noninclusion.
Can an AP/coordinator of school-based programs appeal a “does not meet standard” evaluation?	An AP/coordinator of school-based programs may appeal their evaluation to the PAR Panel.
Can an AP/coordinator of school-based programs appeal the PAR Panel’s tentative recommendation?	An AP/coordinator of school-based programs may appeal the PAR Panel’s tentative recommendation to the PAR Panel and then may appeal to the superintendent.
Can a principal appeal a PAR Panel’s tentative recommendation?	A principal may appeal the PAR Panel’s tentative recommendation to the PAR Panel.
Is an AP/coordinator of school-based programs evaluated the year following successful return to the Professional Growth Cycle from PAR?	The AP/coordinator of school-based programs will have a Special Evaluation to ensure maintenance of skills.
What process applies if an AP/coordinator of school-based programs receives a “does not meet standard” rating on the Special Evaluation a year following successful return to the Professional Growth Cycle from PAR?	The PAR Panel makes a recommendation regarding return to the Professional Growth Cycle, re-inclusion, reassignment to a non-administrative position, or dismissal from MCPS.
What process applies if an AP/coordinator of school-based programs receives a “does not meet standard” evaluation for a school year after the year following the successful return to the Professional Growth Cycle from PAR?	A CP conducts a review and makes a recommendation to the PAR Panel regarding re-inclusion. The PAR Panel makes a recommendation regarding return to the Professional Growth Cycle, re-inclusion, reassignment to a non-administrative position, or dismissal from MCPS.
What process applies if concerns are identified regarding the AP/coordinator of school-based programs’ performance in relation to the six standards during non-evaluation years?	The principal conducts two formal observations and training and support are provided by the principal. The principal facilitates the development of an improvement plan.
When is a CP assigned to provide training and support if concerns are identified regarding the AP/coordinator of school-based programs’ performance in relation to the six standards during non-evaluation years?	A CP is assigned to conduct a review after an AP/coordinator of school-based programs receives a “does not meet standard” evaluation.
What are the evaluation ratings?	Meets Standard: Meet all 10 Standards An assistant principal who consistently engages in self-motivated leadership practices that supports the school principal and their vision for the school. The assistant principal fosters meaningful collaboration and distributive leadership that promote equitable academic outcomes and well-being for every student. An assistant principal who consistently communicates high expectations for school leadership that is ethical, equitable, and results in data-driven school improvement. An assistant principal who consistently develops school leadership to respond to school needs from a data-driven lens. Does Not Meet Standard: Does Not Meet 1 or More of the 10 Standards An assistant principal who inconsistently promotes the school’s vision, mission and core values. An assistant principal who inconsistently contributes to meaningful engagement and the effective operation of the school. An assistant principal who lacks the ability to lead without direction from the principal. An assistant principal who demonstrates limited to inadequate improvements in response to the support provided by the principal.

A&S PGS EVALUATION PROCESS FOR ASSISTANT PRINCIPALS, ASSISTANT SCHOOL ADMINISTRATORS, AND COORDINATORS OF SCHOOL-BASED PROGRAMS: A DIAGRAM



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 ensure and document quality performance of central services administrators (CSAs) for Montgomery County Public Schools (MCPS) and to provide feedback to central services administrators (CSA) for their own 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-Montgomery County Association of Administrators and Principals (MCAAP) negotiated agreement).

The structure of the evaluation process recognizes the complexities of the central services administrators’ positions and provides opportunities for continuous improvement. The CSA’s 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 Consulting Principal (CP), a mentor/coach, the immediate supervisor, the chief, the director, and the Evaluation Support Cycle as outlined below.

Between formal evaluation years, CSAs 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 on individualized Professional Development Plans (PDPs) for each CSA.

ELEMENTS OF THE EVALUATION PROCESS

Evaluators

The immediate supervisor to whom the central services 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 Annual Review Process in Non-evaluation Years.

*Central services administrators receiving a rating of “Meets Standard” may receive a Final Evaluation Short form in lieu of a Final Evaluation Form.

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

Montgomery County Public Schools (MCPS) and MCAAP have an interest in ensuring that a central services administrator who is new to a position is competent in the position for which they are 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 CSAs.

At the beginning of the probationary period, the immediate supervisor will meet with the CSA to discuss job expectations and review the A&S PGS. The supervisor and the CSA 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 CSA 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 will become entitled to the parameters of the evaluation process for CSA specifically identified within the A&S PGS.

If the supervisor has documented concerns about the CSA's performance in relation to the six standards during the probationary period, the following will apply.

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 with training and/or support by the Supervisor or a Central Services Mentor. The administrator, and the immediate supervisor work collaboratively to 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 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 with the administrator and will conduct an evaluation by the beginning of the 10th 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 finds that the administrator has met standard, the administrator will continue in the Professional Growth Cycle.
- If the immediate supervisor finds that the administrator has not met standard, they will present their findings to the Central Services PAR Panel. The administrator also will have an opportunity to present information to the PAR Panel. After considering all of the information, the PAR Panel makes one of the following recommendations to the superintendent by the first day of the 11th 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 they are qualified.
 - » The administrator is reassigned to a non-administrative position for which they are 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 CSAs, as outlined in the A&S PGS Handbook.

Annual Review Process in Non-Evaluation Years

During professional growth years, the CSA 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 CSA will continue in the Professional Growth Cycle that will include either goal setting or a personal Professional Development Plan, as described in the Professional Development component of the A&S PGS. Novice, CSAs new to MCPS, and CSAs 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 has concerns regarding the CSA's performance, the immediate supervisor will meet with the CSA, discuss the concerns, and document the meetings. The immediate supervisor identifies and documents the concerns regarding the CSA's performance in relation to the six standards through collection of a variety of sources of data (see Collection of Evaluation Data), including two formal observations and a formal improvement plan. The observations and data collection will be conducted over a reasonable time period to enable the CSA the opportunity to improve.

If, based on the documented concerns, the immediate supervisor decides to request a Special Evaluation, the immediate supervisor sends an e-mail to the director of PGS by the last Friday in January. The e-mail includes the dates of the two formal observations and the post-observation conference reports should be attached. The immediate supervisor informs the CSA, in writing, that the request has been made. The director of PGS informs the CSA, in writing, that a Special Evaluation will be conducted.

The CSA will be provided with training and/or support by the immediate supervisor. The immediate supervisor will organize a meeting with the CSA and 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 CSA is expected to meet standard. It is expected the CSA will be offered the opportunity to provide input and feedback on the improvement plan. The CSA and supervisor should meet periodically to review progress toward the goals of the improvement plan.

The immediate supervisor will review the data points of the improvement plan by April 1.

- If the immediate supervisor finds that the CSA has met the goals of the improvement plan, the CSA will continue in the professional growth cycle.
- If the immediate supervisor documents that the CSA did not meet the goals of the improvement plan, a qualified second observer will complete an observation before the CSA receives a Special Evaluation. The immediate supervisor will complete the “does not meet standard” Special Evaluation by May 1.
- If the CSA’s performance is rated as “does not meet standard,” a consulting principal is assigned to conduct a review and the PAR Panel decides whether the CSA is placed in the Evaluation Support Cycle for the next school year.

Between January 1 and June 30, if the immediate supervisor has concerns regarding the CSA’s performance, the immediate supervisor will meet with the CSA, discuss the concerns and document the meetings. The immediate supervisor identifies and documents the concerns regarding the CSA’s performance in relation to the six standards through collection of a variety of sources of data (see Collection of Evaluation Data), including two formal observations and a formal improvement plan. The observations and data collection will be conducted over a reasonable time period to enable the CSA the opportunity to improve.

If, based on the documented concerns, the immediate supervisor decides to request a Special Evaluation, the immediate supervisor sends an e-mail to the director of PGS by the last Friday in July. The e-mail includes the dates of the two formal observations and the post-observation conference reports should be attached. The immediate supervisor informs the CSA, in writing, that the request has been made. The director of PGS informs the CSA, in writing, that a Special Evaluation will be conducted.

The CSA will be provided with training and/or support by the immediate supervisor. The immediate supervisor will organize a meeting with the CSA and 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 CSA is expected to meet standard. It is expected the CSA will be offered the opportunity to provide input and feedback on the improvement plan. The CSA and supervisor

should meet periodically to review progress toward the goals of the improvement plan.

- The immediate supervisor will review the data points of the improvement plan by December 1.
- If the immediate supervisor finds that the CSA has met the goals of the improvement plan, the CSA will continue in the professional growth cycle.
- If the immediate supervisor documents that the CSA did not meet the goals of the improvement plan, a qualified second observer will complete an observation before the CSA receives a Special Evaluation. The immediate supervisor will complete the “does not meet standard” Special Evaluation by January 1.
- If the CSA’s performance is rated as “does not meet standard,” a consulting principal is assigned to conduct a review and the PAR Panel decides whether the CSA is placed in the Evaluation Support Cycle for one year.

Collection of Evaluation Data

The immediate supervisor 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 CSA and the immediate supervisor to set goals and review goals and progress in the professional development plan (if applicable) and the strategic plan. In the event that an improvement plan has been written, the CSA and supervisor should meet periodically to review progress toward the goals of the 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 that 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 for 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 CSA, 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
- Formal Improvement Plan
- Strategic plan
- Summaries and reports
- Professional Development Plan, Goal Setting documents
- Office or program performance measures
- Staff profile, including, but not limited to, turnover, diversity, attendance, and experience
- State and local compliance requirements
- Surveys
- CSA's portfolio
- CSA's use of systemwide data pertinent to the office or program
- Data submitted by the CSA

Note: Unsubstantiated or subjective documentation, as well as, documentation not shared with the CSA will not be considered as evaluation evidence.

Evaluation Year

CSAs enter the evaluation year in accordance with the frequency schedule of the evaluation process. During formal evaluation years, the immediate supervisor will complete observations, gather information, and review data sources with the CSA. 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 there are no performance concerns and the CSA is on a trajectory to receive a final rating of "Meets Standard" on their final evaluation, the CSA may receive

an "Administrator Summary Report in Lieu of a Formal Observation" in place of the second semester formal observation. If the CSA 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 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 1 if the administrator "meets standard."

- If the CSA meets standard, the CSA continues in the Professional Growth Cycle.
- If the immediate supervisor identifies concerns during the formal evaluation year, the CSA will be provided with training and/or support by the supervisor. The supervisor will organize a meeting with the CSA and 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 CSA is expected to meet standard. It is expected the CSA will be offered the opportunity to provide input and feedback on the improvement plan. The CSA and supervisor should meet periodically to review progress toward the goals of the improvement plan.
- The supervisor will review the data points of the improvement plan by April 1.
- If the supervisor finds that the CSA has met the goals of the improvement plan, the CSA will continue in the professional growth cycle.
- If the immediate supervisor documents that the CSA did not meet the goals of the improvement plan, a qualified second observer will complete an observation before the CSA receives a Special Evaluation. The supervisor will complete the "does not meet standard" Special Evaluation by May 1.
- If the CSA's performance is rated as "does not meet standard," a consulting principal is assigned to conduct a review and the PAR Panel decides whether the CSA is placed in the Evaluation Support Cycle for the next school year.

Special Evaluation/Evaluation Support Cycle

During the Special Evaluation/Evaluation Support Cycle, the CSA will receive clear expectations and support from the immediate supervisor, a CP, and the Peer Assistance Review (PAR) Panel. The CP, the immediate supervisor, and the CSA 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 CP 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 CSA in order to meet all standards. The CSA takes responsibility

for involvement in developing the improvement plan and meeting standards.

The Evaluation Support Cycle includes the following:

- **Consulting Principal (CP):** The CP provides direction and support to the CSA. They will observe and confer with the CSA and submit quarterly reports to the immediate supervisor and the PAR Panel on the support provided to the CSA and the CSA's progress on the improvement plan. By April 1 of the Evaluation Support Cycle year, the CP will complete a summary report on the CSA'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 CSA. 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:** PAR Panel comprises three administrators who may be executive staff, other excluded administrators or who are at least one supervisory level above the CSA who are not assigned to that CSA, and three CSAs recommended by MCAAP. The superintendent or designee will approve the membership for the Panel. This Panel will receive quarterly updates from the immediate supervisor and the CP on the progress of the CSA on the improvement plan. Panel members may provide suggestions for support in helping the CSA 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 CP agree that the CSA has met standard, the CSA will return to the Professional Growth Cycle.

If the immediate supervisor and CP agree that the CSA did not meet standard or they could not agree if the CSA met standard, they will present their findings to the PAR Panel. The CSA will also have an opportunity to present information to the PAR Panel. After considering all of the information, the PAR Panel will make one of the following recommendations to the superintendent by May 15:

- The CSA returns to the Professional Growth Cycle.
- The CSA is reassigned to another administrative position.
- The CSA is reassigned to a non-administrative position.
- The CSA 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 CSA 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 principal/director, the CSA, 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 processes will be available:

- **The Process for Responding to an Observation Report**
The CSA may respond in writing to any observation report within 10 working days of receiving the report.
- **The Process for Providing Additional Information to a "Meets Standard" Evaluation**
The CSA may provide additional information to a "meets standard" evaluation.
- **The Review Process and Appeal Process of a "Does Not Meet Standard" Evaluation**
When a CSA who is not currently in the PAR program is given a "does not meet standard" rating on the formal evaluation report, DHRTM will notify the PAR Panel cochair. A CP is assigned to complete a review of that CSA's skills on the Leadership Standards. The review consists of the following:

The Consulting Principal (CP)—

- meets separately with the supervisor and the CSA,
- completes a minimum of two formal observations (one announced and one unannounced), and
- reports the information and makes a recommendation to the PAR Panel.

The PAR Panel—

- hears the report from the CP,
- decides on inclusion or noninclusion in the program, and
- notifies the principal and chief of the decision.

If the CP concurs that the needs of the CSA warrant the support of the program, the CSA may ask to make a presentation to the PAR Panel in order to provide additional information. This presentation provides for a meaningful appeal of the CSA's "does not meet standard" evaluation. The PAR Panel considers the CP review to be information that can be used in the appeal process. If the CSA requests to make a presentation, the PAR Panel also will provide an opportunity for the principal/supervisor to present information and documentation. In addition, the CP will be questioned to clarify information in their reports and in regard to their recommendation. Information from all three sources will be considered before a decision is rendered. After the presentation, the PAR Panel will affirm or negate the "does not meet standard" evaluation, and will recommend inclusion or noninclusion in PAR. If the PAR Panel recommends

inclusion in the PAR program, a CP is assigned to provide a year of support. Inclusion in the PAR program is not voluntary and cannot be appealed by the CSA. If the PAR Panel recommends noninclusion, and the CSA, therefore, is determined to meet standard, the PAR Panel will notify the supervisor, who will work with the cochair of the PAR Panel, to ensure that the formal evaluation is revised to conform with a “meets standard” rating.

If the CP does not concur that the needs of the CSA are serious enough to warrant the support of the program, the supervisor may ask to make a presentation to the PAR Panel in order to provide additional data. When considering a presentation by a supervisor, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. If the supervisor requests to make a presentation, the PAR Panel also will provide an opportunity for the CSA to present information and documentation. In addition, the CP will be questioned to clarify information in their reports and in regard to their recommendation. Information from all three sources will be considered before a decision is rendered. After reviewing all of the information, the PAR Panel will recommend either inclusion in the PAR program or return to the Professional Growth Cycle, with support by the principal/supervisor. If the PAR Panel recommends noninclusion and the CSA, therefore, is determined to meet standard, the PAR Panel will notify the supervisor, who will work with the cochair of the PAR Panel to ensure that the formal evaluation is revised to conform with a “meets standard” rating.

The Appeal Process of a PAR Panel Recommendation

In any instance in which the CSA or supervisor wishes to appeal the tentative recommendation of the PAR Panel, the CSA and supervisor involved will each be invited to make a presentation before the Panel.

Supervisor Appeal Presentations

The supervisor may appeal the tentative recommendation at a PAR Panel meeting. The presentation will be scheduled for 40 minutes. The first half of the allotted time is used for a presentation of evidence to support the supervisor’s evaluation. The second half of the allotted time is used for questions from the Panel. The supervisor may bring written documentation based on the standards to support his or her point of view and will give copies to each PAR Panel member. All documentation presented to the PAR Panel must have been shared with the CSA in advance of this meeting. The supervisor is expected to present in these cases. The supervisor may be accompanied by another qualified observer of the supervisor’s choosing to assist in the presentation.

Central Services Administrator Appeal Presentations

The CSA may appeal a tentative recommendation of reassignment or dismissal at a PAR Panel meeting. The presentation is scheduled for 40 minutes. The first half of the allotted time is a presentation of evidence to support the CSA’s view of their performance. The second half of the allotted time is used for questions from the Panel. The CSA may bring written documentation based on the standards to support their point of view and will give copies to each PAR Panel member. The CSA may contact an MCAAP representative for assistance. The CSA may be accompanied by a guest who may be a MCAAP representative, an attorney, or other guest, but who may not speak during the proceedings.

Final Recommendations

The PAR Panel discusses the case following appeal presentations and reconsiders its tentative recommendation without the presence of the CSA. The cochair notifies the CSA, and the CP, in writing, of the Panel’s final recommendation to the superintendent.

If the CSA does not appeal the PAR Panel’s tentative recommendation, that recommendation will become the final recommendation.

The CSA may appeal the Panel’s final recommendation to the superintendent through the process outlined in MCPS and MSDE employment procedures.

Follow-up to Successful Return to the Professional Growth Cycle from the PAR Program

In the year following successful return to the Professional Growth Cycle from the PAR program, the CSA will have a Special Evaluation to ensure maintenance of skills. If the CSA’s skills are rated as “does not meet standard” in the next school year, the PAR Panel will reconsider the case. The CSA will be asked to bring documentation and evidence to the PAR Panel meeting in May. At that time, based on the evidence provided, the PAR Panel could recommend a return to the Professional Growth Cycle, reassignment to another administrative position, reassignment to a non-administrative position (CSAs who are tenured teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions), or dismissal from MCPS.

If an CSA who has successfully returned to the Professional Growth Cycle from the PAR program receives a “does not meet standard” evaluation for a school year after the year immediately following the successful return to the Professional Growth Cycle, a CP will be assigned to conduct a review in which the CP—

- meets with the principal and the CSA, and
- completes a minimal of two formal observations (one announced and one unannounced).

The CP will report the information and make a recommendation to the PAR Panel as to reinclusion of the CSA in the PAR program. If the PAR Panel recommends inclusion in the PAR program, a CP will be assigned to provide a year of support. Inclusion in the PAR program is not voluntary and cannot be appealed by the CSA. The PAR Panel will notify the CSA of the decision.

If the CP recommends reinclusion, the principal will be given the option of agreeing with that recommendation. If the principal agrees, reinclusion in the PAR program will not be voluntary and cannot be appealed by the CSA. If the principal does not agree and requests consideration of dismissal from MCPS employment, the CP, and the CSA will each be invited to make a presentation at the June meeting of the PAR Panel. When considering a presentation, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. The Panel could recommend a return to the Professional Growth Cycle, reassignment to another administrative position, reassignment to a non-administrative position (CSAs who are tenured teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions), or dismissal from MCPS.

If the CP does not recommend reinclusion, the principal will be given the option of agreeing with that recommendation. If the principal agrees with the recommendation, the AP/coordinator of school-based programs will return to the Professional Growth Cycle. In this circumstance, the principal will rewrite the evaluation to demonstrate that the AP/coordinator of school-based programs is meeting standard. If the principal disagrees, the CP, and CSA will be invited to make a presentation at the June meeting of the PAR Panel. When considering a presentation, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. The PAR Panel could recommend a return to the Professional Growth Cycle, reassignment to another administrative position, reassignment to a non-administrative position (CSAs who are tenured teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions), or dismissal from MCPS.

Glossary

Consulting Principal (CP) is assigned by the Division of Human Resources and Talent Management to mentor, support, and coach administrators and make recommendations to the PAR Panel.

Evaluation Rating is a decision made by the principal based on 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 they are 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.

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

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

Peer Assistance Review (PAR) Panel comprises three administrators who may be executive staff, other excluded administrators or who are at least one supervisory level above the CSA who are not assigned to that CSA, and three CSAs recommended by MCAAP. The PAR Panel reviews the reports and recommendations of the supervisor and the CP, and then presents recommendations to the superintendent on personnel actions for CSAs 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 CSAs' performance on the six standards. Observations by both the supervisor 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 a return to the Professional Growth Cycle.

ROLE OF CONSULTING PRINCIPAL

The purpose of the CP is to provide support for the CSA (client). In order to accomplish this, the CP will meet initially with the immediate supervisor to obtain information about the needs of the client. As soon thereafter as possible, the CP will meet with the client. The priority of the position is to provide sufficient time for effective interactions with the client. The CP will organize a meeting with the client and the immediate supervisor, during which the CP 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 CP will be responsible for coaching and mentoring the client. The CP will provide direction and coaching with regard to the supports that are available from within MCPS and from outside sources. The CP will provide assistance to the client with regard to areas of need, as identified on the improvement plan. The CP will help the client set priorities and maintain a focus on improvement.

The CP will be responsible for the following:

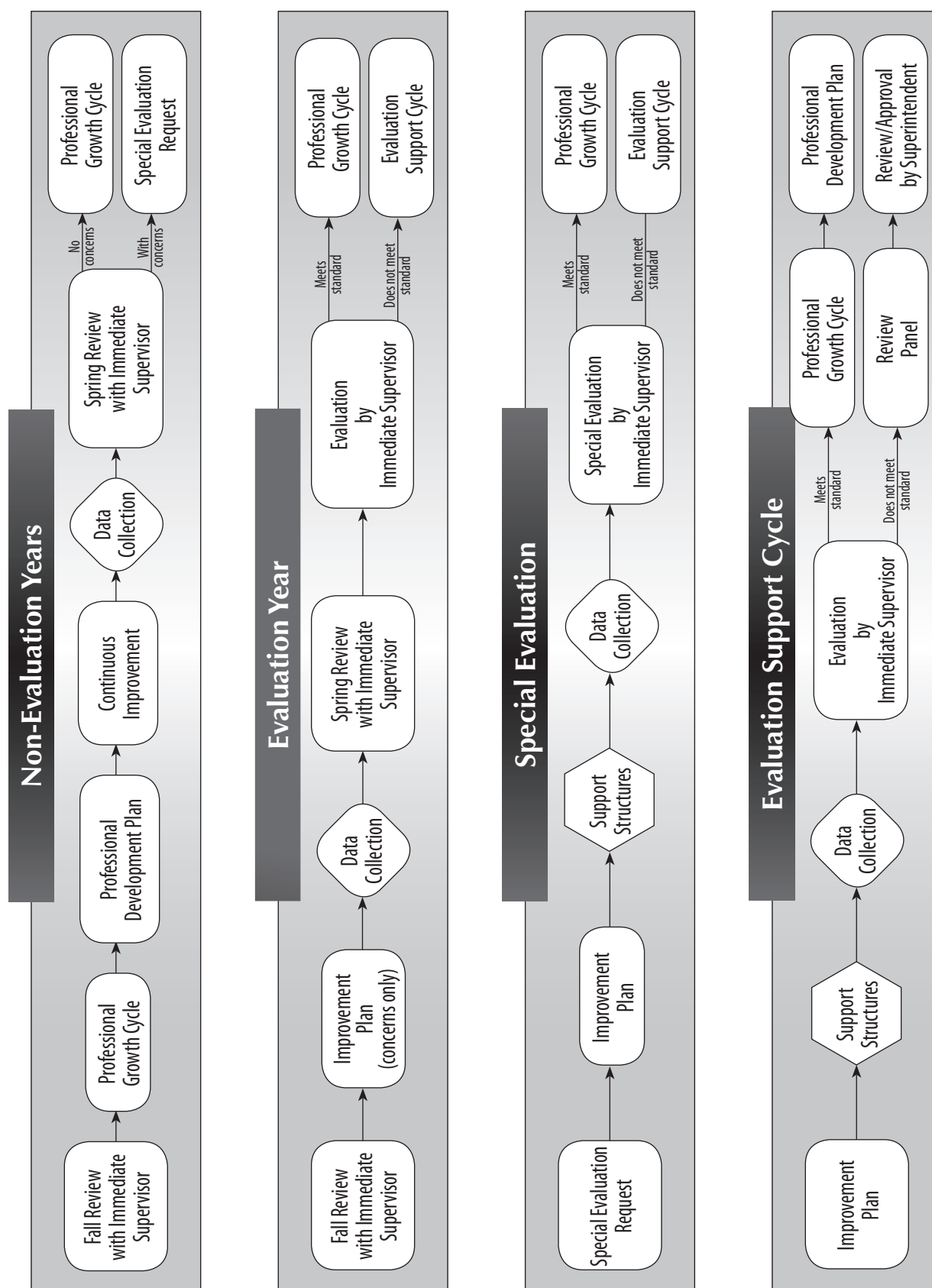
- Facilitating the development of an improvement plan
- Making frequent visits with informal support
- Analyzing problems and suggesting options
- Identifying resources for the client
- Conducting a minimum of two formal observations with post-conferences (one per semester recommended)
- Providing written 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.

Frequently Asked Questions About Revisions in the A&S PGS Handbook Revised 8/1/19

QUESTION	ANSWER
May a CSA respond in writing to observation reports?	No change
May a CSA provide additional information to a "meets standard" evaluation?	No change
What process applies when a CSA receives a "does not meet standard" evaluation?	A CP conducts a review and makes recommendation to the PAR Panel regarding inclusion. The PAR Panel recommends inclusion or non-inclusion.
Can a CSA appeal a "does not meet standard" evaluation?	A CSA may appeal their evaluation to the PAR Panel.
Can a CSA appeal the PAR Panel's tentative recommendation?	A CSA may appeal the PAR Panel's tentative recommendation to the PAR Panel and then may appeal to the superintendent.
Can a supervisor of a CSA appeal a PAR Panel's tentative recommendation?	A supervisor of a CSA may appeal the PAR Panel's tentative recommendation to the PAR Panel.
Is a CSA evaluated the year following successful return to the Professional Growth Cycle from PAR?	The CSA will have a Special Evaluation to ensure maintenance of skills.
What process applies if a CSA receives a "does not meet standard" rating on the Special Evaluation a year following successful return to the Professional Growth Cycle from PAR?	The PAR Panel makes a recommendation regarding return to the Professional Growth Cycle, re-inclusion, reassignment to another administrative or non-administrative position, or dismissal from MCPS.
What process applies if a CSA receives a "does not meet standard" evaluation for a school year after the year following the successful return to the Professional Growth Cycle from PAR?	A CP conducts a review and makes a recommendation to the PAR Panel regarding re-inclusion. The PAR Panel makes a recommendation regarding return to the Professional Growth Cycle, re-inclusion, reassignment to another administrative or non-administrative position, or dismissal from MCPS.
What process applies if concerns are identified regarding the CSA's performance in relation to the six standards during non-evaluation years?	The supervisor conducts two formal observations and training and support are provided by the supervisor. The supervisor facilitates the development of an improvement plan.
When is a CP assigned to provide training and support if concerns are identified regarding the CSA's performance in relation to the six standards during non-evaluation years?	A CP is assigned to conduct a review after a CSA receives a "does not meet standard" evaluation.

A&S PGS EVALUATION PROCESS FOR CENTRAL SERVICES ADMINISTRATORS: A DIAGRAM



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 ensure and document quality performance of business and operations administrators (BOAs) for Montgomery County Public Schools (MCPS) and to provide feedback to BOAs 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” (MCAAP—Montgomery County Association of Administrators and Principals negotiated agreement).

The structure of the evaluation process recognizes the complexities of the BOAs’ positions and provides opportunities for continuous improvement. The BOAs’ strengths are recognized and nurtured. Strengths and areas of need are documented through multiple sources of data. BOAs are given the necessary support and resources to address identified needs and improve performance. Support may include professional development or support provided by a Consulting Principal (CP), a mentor/coach, the immediate supervisor, the chief, the director, and the Evaluation Support Cycle, as outlined below. Between formal evaluation years, BOAs 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.

ELEMENTS OF THE EVALUATION PROCESS

Evaluators

The immediate supervisor to whom the BOA 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, if the BOA is new to MCPS
- 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 Annual Review Process in Non-evaluation Years.

*BOA receiving a rating of “Meets Standard” may receive a Final Evaluation Short form in lieu of a Final Evaluation Form.

Evaluation Process for BOAs Who Are New to a Position

MCPS and MCAAP have an interest in ensuring that a BOA who is new to a position is competent in the position for which they are 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. BOAs who are hired between July 1 and December 30 will begin their evaluation process on their date of hire. BOAs who are hired between January 1 and June 30 will begin their evaluation process on July 1 of the same year. All employees will be evaluated using the six leadership standards for BOA.

Immediate supervisors may meet with the BOA to discuss job expectations and review the PGS. The supervisor and the BOA may have multiple supervisory meetings to set goals, review goals, and review performance in relation to the six standards. There should be at least three weeks between the meetings for the BOA to respond to feedback. The immediate 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

BOAS Hired Between July 1–December 1

If the individual's performance meets standard, the employee will receive a meets standard evaluation by the last instructional day of the school year. The individual will enter their second evaluation year on July 1.

If the supervisor identifies and documents concerns regarding the BOA's performance in relation to the six standards through two formal observations (one formal observation by the supervisor and one formal observation by the supervisor's immediate supervisor), and has created an improvement plan with the employee, the supervisor will email the director of the Department of Professional Growth Systems by December 31 to request support from a consulting principal (CP) and attach the observations and improvement plan. A CP will be assigned to support the BOA. The CP will continue using the improvement plan created by the supervisor and make adjustments as needed in consultation with the supervisor and BOA. The support provided by the CP will be in addition to the support that will continue to be provided by the immediate supervisor.

The supervisor will complete, at minimum, one additional formal observation after January 31. The supervisor will complete the BOA's evaluation by May 1, and the CP will complete their summative report by May 1. If both the supervisor and CP agree that the BOA is meeting standard, the BOA will receive a meets standard evaluation and will begin their second-year evaluation cycle on July 1. The second-year evaluation will be completed according to the regular process.

If both the supervisor and CP agree that the BOA is not meeting standard, or if they could not agree if the BOA met standard, the CP and supervisor will present their findings to the PAR Panel at the first scheduled special PAR Panel meeting in June. After considering all of the information, the PAR Panel makes one of the following recommendations to the superintendent:

- The BOA returns to the evaluation cycle.
- The BOA is reassigned to another administrative position for which they are qualified.
- The BOA is reassigned to a non-administrative position for which they are qualified.
- The BOA is dismissed from MCPS.

The cochairs notify the BOA, the principal, and the CP, in writing, of the Panel's final recommendation to the superintendent. If neither the supervisor nor BOA appeal the Panel's recommendation, that recommendation will become the final recommendation to the superintendent.

Appeal Process of a PAR Panel Recommendation

In any instance in which the BOA or supervisor wishes to appeal the tentative recommendation of the PAR Panel, the

BOA and supervisor involved will each be invited to make a presentation before the Panel in June.

Supervisor Appeal Presentation

The supervisor may appeal the tentative recommendation at a PAR Panel meeting. The presentation will be scheduled for 40 minutes. The first half of the allotted time is used for a presentation of evidence to support the supervisor's evaluation. The second half of the allotted time is used for questions from the Panel. The supervisor may bring written documentation based on the standards to support their point of view and will give copies to each PAR Panel member. All documentation presented to the PAR Panel must have been shared with the BOA in advance of this meeting. The supervisor is expected to present in these cases. The supervisor may be accompanied by another qualified observer of the supervisor's choosing to assist in the presentation.

Business and Operations Administrator Appeal Presentations

The BOA may appeal the tentative recommendation of reassignment or dismissal at a PAR Panel meeting. The presentation is scheduled for 40 minutes. The first half of the allotted time is a presentation of evidence to support the BOA's view of their performance. The second half of the allotted time is used for questions from the Panel. The BOA may bring written documentation based on the standards to support their point of view and will give copies to each PAR Panel member. The BOA may contact a MCAAP representative for assistance. The BOA may be accompanied by a guest who may be a MCAAP representative, an attorney, or other guest, but who may not speak during the proceedings.

Final Recommendations

The Panel discusses the case following appeal presentations and reconsiders its tentative recommendation without the presence of either the BOA or the supervisor. The cochairs notify the BOA, the principal, and the CP, in writing, of the Panel's final recommendation to the superintendent. If neither the BOA nor the supervisor appeal the PAR Panel's tentative recommendation, that recommendation will become the final recommendation. The BOA may appeal the PAR Panel's final recommendation to the superintendent through the process outlined in MCPS and MSDE employment procedures.

BOAS Hired Between January 1–June 30

BOAs hired between January 1–June 30 will enter their evaluation year on July 1 of the same year. If the individual's performance meets standard, the employee will receive a meets standard evaluation by the last instructional day of the school year. The BOA will enter their second evaluation year on July 1.

Between July 1–December 31, if the supervisor identifies and documents concerns regarding the BOA's

performance in relation to the six standards through two formal observations (one formal observation by the supervisor and one formal observation by the supervisor's immediate supervisor), and has created an improvement plan with the employee, the supervisor will email the director of the Department of Professional Growth Systems by December 31 to request support from a consulting principal (CP) and attach the observations and improvement plan. A CP will be assigned to support the BOA. The CP will continue using the improvement plan created by the supervisor and make adjustments as needed in consultation with the supervisor and BOA. The support provided by the CP will be in addition to the support that will continue to be provided by the immediate supervisor.

The supervisor will complete, at minimum, one additional formal observation after January 31. The supervisor will complete the BOA's evaluation by May 1, and the CP will complete their summative report by May 1. If both the supervisor and CP agree that the BOA is meeting standard, the BOA will receive a meets standard evaluation and will begin their second-year evaluation cycle on July 1. The second-year evaluation will be completed in accordance with timelines outlined for BOAs in the PGS Handbook in a regular evaluation year.

If both the supervisor and CP agree that the BOA is not meeting standard, or if they could not agree if the BOA met standard, the CP and supervisor will present their findings to the PAR Panel at the first scheduled special PAR Panel meeting in June. After considering all of the information, the PAR Panel makes one of the following recommendations to the superintendent:

- The BOA returns to the evaluation cycle.
- The BOA is reassigned to another administrative position for which they are qualified.
- The BOA is reassigned to a non-administrative position for which they are qualified.
- The BOA is dismissed from MCPS.

The cochairs notify the BOA, the principal, and the CP, in writing, of the Panel's final recommendation to the superintendent. If neither the supervisor nor BOA appeal the Panel's recommendation, that recommendation will become the final recommendation to the superintendent.

Appeal Process of a PAR Panel Recommendation
In any instance in which the BOA or supervisor wishes to appeal the tentative recommendation of the PAR Panel, the BOA and supervisor involved will each be invited to make a presentation before the Panel. Documents for the presentations may be submitted electronically or paper copies.

Supervisor Appeal Presentation

The supervisor may appeal the tentative recommendation at a PAR Panel meeting. The presentation will be scheduled for the second scheduled special PAR Panel meeting

in June. The presentation will be scheduled for 40 minutes. The first half of the allotted time is used for a presentation of evidence to support the supervisor's evaluation. The second half of the allotted time is used for questions from the Panel. The supervisor may bring written documentation based on the standards to support their point of view and will give copies to each PAR Panel member. All documentation presented to the PAR Panel must have been shared with the BOA in advance of this meeting. The supervisor is expected to present in these cases. The supervisor may be accompanied by another qualified observer of the supervisor's choosing to assist in the presentation.

Business and Operations Administrator Appeal Presentations

The BOA may appeal the tentative recommendation of reassignment or dismissal at a PAR Panel meeting. The presentation is scheduled for 40 minutes. The first half of the allotted time is a presentation of evidence to support the BOA's view of their performance. The second half of the allotted time is used for questions from the Panel. The BOA may bring written documentation based on the standards to support their point of view and will give copies to each PAR Panel member. The BOA may contact an MCAAP representative for assistance. The BOA may be accompanied by a guest who may be a MCAAP representative, an attorney, or other guest, but who may not speak during the proceedings.

Final Recommendations

The Panel discusses the case following appeal presentations and reconsiders its tentative recommendation without the presence of either the BOA or the supervisor. The cochairs notify the BOA, the principal, and the CP, in writing, of the Panel's final recommendation to the superintendent. If neither the BOA nor the supervisor appeal the PAR Panel's tentative recommendation, that recommendation will become the final recommendation. The BOA may appeal the PAR Panel's final recommendation to the superintendent through the process outlined in MCPS and MSDE employment procedures.

Collection of Evaluation Data

The immediate supervisor, CP, 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: If a BOA is not meeting standard, a meeting between the BOA and the immediate supervisor will be conducted at the start of the third month. This meeting will be documented and areas of concern related to the six standards will be shared with the BOA and the BOA will

be notified that the immediate supervisor will be requesting CP support for the second six months of their evaluation year.

Observations and Interactions: 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. A post observation conference will be conducted with the BOA within five working days. The post observation conference report will be provided to the BOA within twenty work days of the post observation conference. Data for the post observation conference report may result from information gathering related to the observation that may occur between the observation and the date the BOA receives the post observation conference report. 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 meetings
- Work product reports/updates
- Strategic planning meetings
- Leadership meetings
- Staff evaluation conferences
- Professional development trainings/presentations conducted by the BOA

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 BOA, 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
- Office or program performance measures
- State and local compliance requirements

- BOA's portfolio
- The BOA's use of systemwide data pertinent to the office or program
- Data submitted by the BOA

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 BOAs as outlined in the A&S PGS Handbook.

Administrators in a Regularly Scheduled Evaluation Year

BOAs enter the evaluation year in accordance with the frequency schedule of the evaluation process. During formal evaluation years, the immediate supervisor will complete observations, gather information, and review data sources with the BOA. 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 there are no performance concerns and the BOA is on a trajectory to receive a final rating of "Meets Standard" on their final evaluation, the BOA may receive an "Administrator Summary Report in Lieu of a Formal Observation" in place of the second semester formal observation. If the BOA 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 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 the last instructional day if the administrator "meets standard."

- If the BOA meets standard, the BOA will continue in the Professional Growth Cycle.
- If the immediate supervisor identifies concerns during the formal evaluation year, the BOA will be provided with training and/or support by the supervisor. The supervisor will organize a meeting with the BOA and will facilitate the development of an improvement plan no later than December 31. This plan will be the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the BOA is expected to meet standard.
- The supervisor will review the data points of the improvement plan by April 1.
- If the supervisor finds that the BOA has met the goals of the improvement plan, the BOA will receive a "meets standard" evaluation by the last instructional day and continue in the professional growth cycle.
- If the immediate supervisor documents that the BOA did not meet the goals of the improvement plan, a supervisor's immediate supervisor will complete an observation before the BOA receives an Evaluation. The

supervisor will complete the “does not meet standard” evaluation by May 1.

- If the BOA’s performance is rated as “does not meet standard,” a consulting principal is assigned to conduct a review of the BOA’s skills on the Leadership Standards. The review consists of the following:

The Consulting Principal (CP)—

- meets separately with the supervisor and the BOA,
- completes a minimum of two formal observations (one announced and one unannounced), and
- makes a recommendation to the PAR Panel.

The PAR Panel—

- hears the report from the CP, and
- decides on inclusion or non-inclusion in the program.
- the cochairs inform the supervisor and the BOA of the Panel’s recommendation.

Appeal Process of PAR Panel Recommendations

If the CP concurs that the needs of the BOA warrant the support of the program, the BOA may ask to make a presentation to the PAR Panel in order to provide additional information. This presentation provides for a meaningful appeal of the BOA’s “does not meet standard” evaluation. The PAR Panel considers the CP review to be information that can be used in the appeal process. If the BOA requests to make a presentation, the PAR Panel also will provide an opportunity for the principal/supervisor to present information and documentation. In addition, the CP will be questioned to clarify information in their reports and in regard to their recommendation. Information from all three sources will be considered before a decision is rendered. After the presentation, the PAR Panel will affirm or negate the “does not meet standard” evaluation, and will recommend inclusion or non-inclusion in PAR. If the PAR Panel recommends inclusion in the PAR program, a CP is assigned to provide a year of support. Inclusion in the PAR program is not voluntary and cannot be appealed by the BOA. If the PAR Panel recommends non-inclusion, and the BOA, therefore, is determined to meet standard, the PAR Panel will notify the supervisor, who will work with staff from the Center for Skillful Teaching and Leading, and the cochairs of the PAR Panel, to ensure that the formal evaluation is revised to conform with a “meets standard” rating.

If the CP does not concur that the needs of the BOA are serious enough to warrant the support of the program, the supervisor may ask to make a presentation to the PAR Panel in order to provide additional data. When considering a presentation by a supervisor, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. If the supervisor requests to make a presentation, the PAR Panel also will provide an opportunity for the BOA to present information and

documentation. In addition, the CP will be questioned to clarify information in their reports and in regard to their recommendation. Information from all three sources will be considered before a decision is rendered. After reviewing all of the information, the PAR Panel will recommend either inclusion in the PAR program or return to the Professional Growth Cycle, with support by the principal/supervisor. If the PAR Panel recommends non-inclusion and the BOA, therefore, is determined to meet standard, the PAR Panel will notify the supervisor, who will work with staff from the Center for Skillful Teaching and Leading and the cochairs of the PAR Panel to ensure that the formal evaluation is revised to conform with a “meets standard” rating.

Through these procedures, the A&S PGS establishes that the BOA is an active participant throughout the evaluation process. The meetings held throughout the year, the post-observation conferences, and the development of any improvement plans are examples of opportunities for collaboration among the principal/supervisor, the BOA, 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 processes will be available.

- The Process for Responding to an Observation Report
 - » The BOA may respond in writing to any observation report within 10 working days of receiving the report.
- The Process for Providing Additional Information to a “Meets Standard” Evaluation
 - » The BOA may provide additional information to a “meets standard” evaluation.

Evaluation Support Cycle

During the Evaluation Support Cycle, the BOA will receive clear expectations and support from the immediate supervisor, a CP, and the PAR Panel. The CP will organize a meeting with the client and the immediate supervisor, during which the CP 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 BOA in order to meet all standards. Both the CP and supervisor are expected to provide support to the BOA. The BOA takes responsibility for involvement in developing the improvement plan and meeting standards.

The Evaluation Support Cycle includes the following:

- **Consulting Principal (CP):** The CP provides direction and support to the BOA. They will observe and confer with the BOA and facilitate the development of a professional growth plan. They report to the immediate supervisor and the PAR Panel on the support provided to the BOA

and the BOA’s progress on the improvement plan. By April 1 of the Evaluation Support Cycle year, the CP will complete a summary report on the BOA’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 BOA. 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 PAR Panel comprises three executive staff or other excluded administrators, but not assigned to that BOA, and three BOAs recommended by MCAAP. The superintendent or designee will approve the membership for the Panel. This Panel will receive quarterly updates from the immediate supervisor and the CP on the progress of the BOA on the improvement plan. Panel members may provide suggestions for support in helping the BOA 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 CP agree that the BOA has met standard, the BOA will return to the Professional Growth Cycle. If the immediate supervisor and the CP agree that the BOA did not meet standard or they could not agree if the BOA met standard, they will present their findings to the PAR Panel. The BOA will also have an opportunity to present information to the PAR Panel. After considering all of the information, the PAR Panel and make one of the following recommendations to the superintendent by June 1:

- The BOA returns to the Professional Growth Cycle.
- The BOA is reassigned to another administrative position.
- The BOA is reassigned to a non-administrative position.
- The BOA is dismissed from MCPS.

The BOA may appeal the PAR Panel’s final recommendation to the superintendent through the process outlined in MCPAS and MSDE employment procedures.

Follow-up to Successful Return to the Professional Growth Cycle from the PAR Program

In the year following successful return to the Professional Growth Cycle from PAR, the BOA will have a Special Evaluation to ensure maintenance of skills. If the BOA’s skills are rated as “does not meet standard” in the next school year, the PAR Panel will reconsider the case. The supervisor and BOA will be asked to bring documentation

and evidence to the PAR Panel meeting in May. At that time, based on the evidence provided, the PAR Panel could recommend a return to the Professional Growth Cycle, reassignment to another administrative position, reassignment to a non-administrative position (BOAs who are tenured teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions), or dismissal from MCPS.

If a BOA who has successfully returned to the Professional Growth Cycle from PAR receives a “does not meet standard” evaluation for a school year after the year immediately following the successful return to the Professional Growth Cycle, a consulting principal (CP) will be assigned to conduct a review in which the CP meets with the supervisor and the BOA and completes a minimal of two formal observations (one announced and one unannounced). The CP will report the information and make a recommendation to the PAR Panel as to re-inclusion of the BOA in the PAR program. If the PAR Panel recommends inclusion in the PAR program, a CP will be assigned to provide a year of support. Inclusion in the PAR program is not voluntary and cannot be appealed by the BOA. The PAR Panel will notify the BOA and principal/supervisor of the decision.

If the CP recommends re-inclusion, the supervisor will be given the option of agreeing with that recommendation. If the supervisor agrees, re-inclusion in the PAR program is not voluntary and cannot be appealed by the BOA. If the supervisor does not agree and requests consideration of dismissal from MCPS employment, the CP, supervisor, and BOA will each be invited to make a presentation at the June meeting of the PAR Panel. When considering a presentation, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. The Panel could recommend a return to the Professional Growth Cycle, reassignment to another administrative position, reassignment to a non-administrative position (BOAs who are tenured teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions), or dismissal from MCPS.

If the CP does not recommend re-inclusion, the supervisor will be given the option of agreeing with that recommendation. If the supervisor agrees with the recommendation, the BOA will return to the Professional Growth Cycle. In this circumstance, the supervisor will rewrite the evaluation to demonstrate that the BOA is meeting standard. If the supervisor disagrees, the CP, supervisor, and BOA each will be invited to make a presentation at the June meeting of the PAR Panel. When considering a presentation, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. The Panel could recommend a return to the Professional Growth Cycle, reassignment to another administrative position, reassignment to a non-administrative position

(BOAs who are tenured teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions), or dismissal from MCPS.

Annual Review Process in Non-Evaluation Years

During professional growth years, the BOA gathers data for the two annual meetings with the 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 BOA will continue in the Professional Growth Cycle that will include professional development opportunities, and the school improvement process plan.

Performance with concerns:

Between July 1 and December 31, if the supervisor has concerns regarding the BOA's performance, the supervisor will meet with the BOA, discuss the concerns, and document the meetings. The supervisor identifies and documents the concerns regarding the BOA's performance in relation to the six standards through collection of a variety of sources of data (see Collection of Evaluation Data), including two formal observations and the development of an improvement plan with the BOA. The observations and data collection will be conducted over a reasonable time period to enable the BOA the opportunity to improve. If, based on the documented concerns, the supervisor decides to request a Special Evaluation, the supervisor sends an e-mail to the director of the Department of Professional Growth Systems by the last Friday in January. The e-mail includes a request for a special evaluation with both formal observations and the improvement plan attached. The supervisor informs the BOA, in writing, that the request has been made. The director of the Department of Professional Growth Systems informs the BOA, in writing, that a Special Evaluation will be conducted. The BOA will be provided with training and/or support by the supervisor. The supervisor will review the improvement plan with the BOA to document growth and highlight areas for improvement. This plan will be the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the BOA is expected to meet standard. The BOA will be formally observed at minimum one additional time after the Special Evaluation request has been granted. The supervisor will review the data points of the improvement plan by April 1.

- If the supervisor finds that the BOA has met the goals of the improvement plan, the BOA will continue in the professional growth cycle.

- If the immediate supervisor documents that the BOA did not meet the goals of the improvement plan, the supervisor's immediate supervisor will complete an observation before the BOA receives a Special Evaluation. The supervisor will complete the "does not meet standard" Special Evaluation by May 1.
- If the BOA's performance is rated as "does not meet standard," a consulting principal is assigned to conduct a review and the PAR Panel decides whether the BOA is placed in the Evaluation Support Cycle for the next school year.

Between January 1 and June 30, if the supervisor has concerns regarding the BOA's performance, the supervisor will meet with the BOA, discuss the concerns, and document the meetings. The supervisor identifies and documents the concerns regarding the BOA's performance in relation to the six standards through collection of a variety of sources of data (see Collection of Evaluation Data), including two formal observations and the development of an improvement plan with the BOA. The observations and data collection will be conducted over a reasonable time period to enable the BOA the opportunity to improve. If, based on the documented concerns, the supervisor decides to request a Special Evaluation, the supervisor sends an e-mail to the director of the Department of Professional Growth Systems by the last Friday in July. The e-mail includes a request for a Special Evaluation with both observations and the improvement plan attached. The supervisor informs the BOA, in writing, that the request has been made. The director of the Department of Professional Growth Systems informs the BOA, in writing, that a Special Evaluation will be conducted.

The BOA will be provided with training and/or support by the immediate supervisor. The supervisor will review the improvement plan with the BOA to document growth and highlight areas for improvement. This plan will be the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the BOA is expected to meet standard. The BOA will be formally observed at minimum one additional time after the Special Evaluation request has been granted. The supervisor will review the data points of the improvement plan by October 1.

- If the supervisor finds that the BOA has met the goals of the improvement plan, the BOA will receive a "meets standard" evaluation and will continue in the professional growth cycle.
- If the supervisor documents that the BOA did not meet the goals of the improvement plan, the supervisor's immediate supervisor will complete an observation before the BOA receives a "does not meet standard" Special Evaluation. The supervisor will complete the "does not meet standard" Special Evaluation by November 1.
- If the BOA's performance is rated as "does not meet standard," a consulting principal is assigned to conduct

a review and the PAR Panel decides whether the BOA is placed in the Evaluation Support Cycle for one year.

ROLE OF CONSULTING PRINCIPAL

The purpose of the CP is to provide support for the BOA (client). In order to accomplish this, the CP will meet initially with the immediate supervisor to obtain information about the needs of the client. As soon thereafter as possible, the CP will meet with the client. The priority of the role is to provide sufficient time for effective interactions with the client. The CP will organize a meeting with the client and the immediate supervisor, during which the CP 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 CP will be responsible for coaching and mentoring the client. The CP will provide direction and coaching with regard to the supports that are available from within MCPS and from outside sources. The CP will provide assistance to the client with regard to areas of need as identified on the improvement plan. The CP will help the client set priorities and maintain a focus on improvement.

The CP 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 PAR Panel at the end of the formal plan's time frame

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

See Appendix A for Administrator Frequency Schedule for Evaluation.

GLOSSARY

Consulting Principal (CP) is assigned by the Division of Human Resources and Talent Management to mentor, support and coach administrators who make recommendations to the PAR Panel.

Evaluation Rating is a decision made by the immediate supervisor, based on 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 they are 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.

Peer Assistance Review (PAR) Panel consists of three executive staff or other excluded administrators, but not assigned to that BOA, and three BOAs recommended by MCAAP. The Panel reviews the reports and recommendations of the immediate supervisor and the CP, and appeals from clients and supervisors, then presents recommendations to the superintendent on personnel actions for BOAs 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.

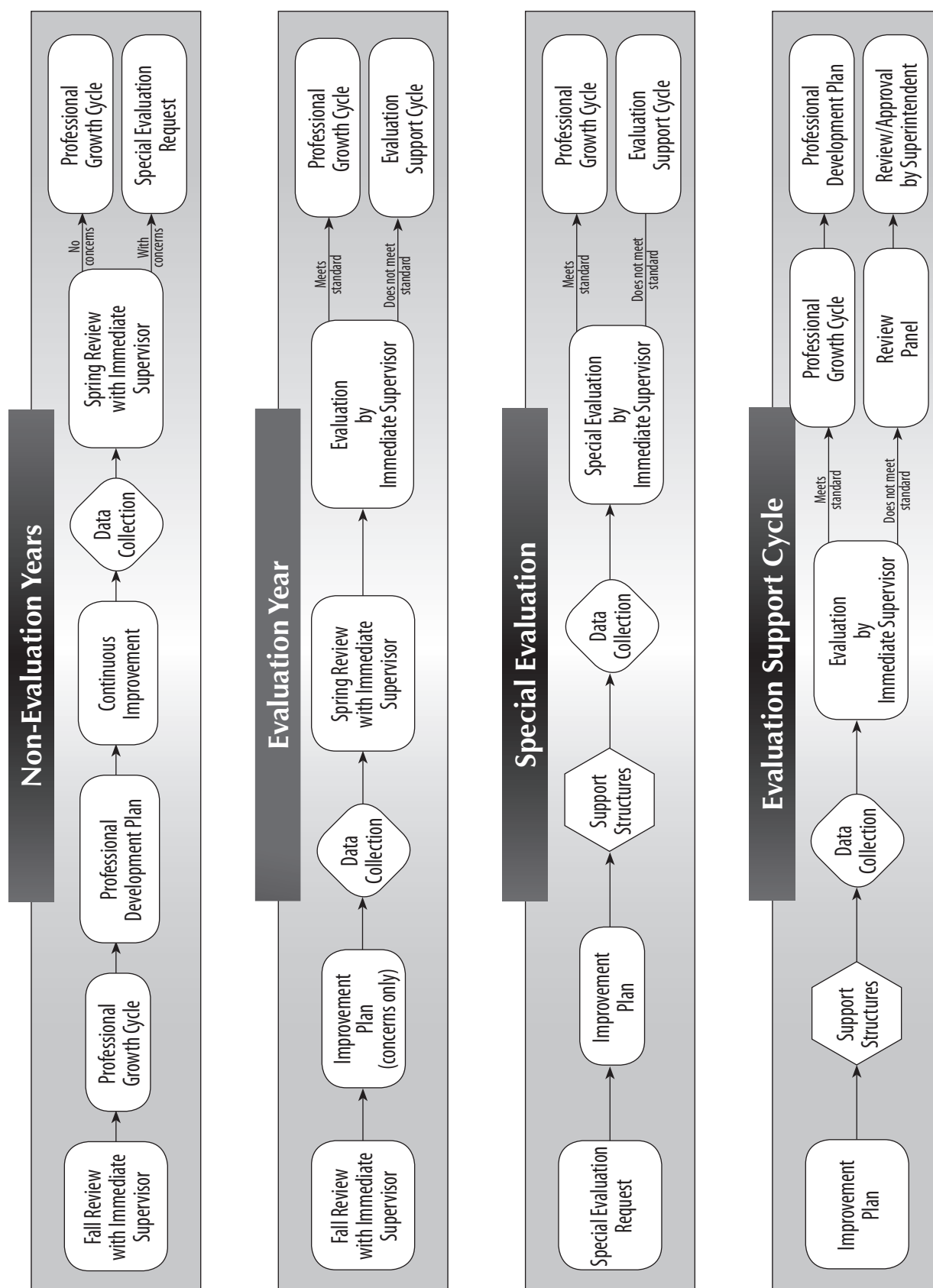
Performance with No Concerns indicates that the immediate supervisor has identified and documented that the administrator is meeting and making continued progress in relation to all six standards.

Portfolio provides the BOA with the opportunity to collect and present a variety of data sources describing their performance. The portfolio could include information from parents, staff, or students; results of meetings or surveys; coursework; 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 BOA 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.

Special Evaluation is an evaluation scheduled out of the regular sequence, as described in Annual Review Process in Non-evaluation Years. The purpose of the Special Evaluation is to address serious deficiencies in the BOA'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 a return to the Professional Growth Cycle.

A&S PGS EVALUATION PROCESS FOR BUSINESS AND OPERATIONS ADMINISTRATORS: A DIAGRAM



EVALUATION PROCESS FOR ATHLETIC DIRECTORS

ELEMENTS OF THE EVALUATION PROCESS

Evaluators

The principal to whom the athletic director is assigned is responsible for completing the formal evaluation.

Frequency Schedules

Formal evaluations are required as follows:

- First and second year as an athletic director
- 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 Annual Review Process in Non-evaluation Years at the end of this section.

NEW TO MCPS ATHLETIC DIRECTORS																			
1	2	3	4	5	6	7	8	9	20	11	12	13	14	15	16	17	18	19	20
E	E	P	P	E	P	P	P	E	P	P	P	P	E	P	P	P	P	E	P

Probationary Period for Athletic Directors Who Are New to a Position

Montgomery County Public Schools (MCPS) and MCAAP have an interest in ensuring that an athletic director who is new to a position is competent in the position for which they are 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. Athletic directors hired between July 1 and December 31 will begin their probationary evaluation process on their date of hire. Athletic directors hired between January 1 and June 30 will begin their probationary evaluation process on July 1 of the same year. All employees will be evaluated using the six leadership standards for athletic directors.

Immediate supervisors may meet with the athletic director to discuss job expectations and review the PGS. The immediate supervisor and the athletic director may have multiple supervisory meetings to set goals, review goals, and review performance in relation to the six standards. There should be at least three weeks between the meetings for the athletic director to respond to feedback. The immediate 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.

Athletic Director New to MCPS

Athletic Directors Hired Between July 1–December 31

If the individual's performance meets standard, the employee will receive a meets standard evaluation by the last instructional day of the school year. The individual will enter their second evaluation year on July 1.

If the principal has documented concerns about the athletic director's performance in relation to the six standards during the probationary period, the following will apply. During the first six months, if the principal identifies and documents concerns regarding the athletic director'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 athletic director will be provided with training and/or support by the principal or a Central Services Mentor. The athletic director, and the principal work collaboratively to 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 immediate supervisor will review the data points of the improvement plan with the athletic director by April 1. If the athletic director does not meet the goals of the improvement plan, the immediate supervisor will conduct an additional formal observation and complete the athletic director's "does not meet standard" evaluation by May 1. 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 finds that the athletic director has met standard, the athletic director will receive a meets standard evaluation and continue in the Professional Growth Cycle.
- If the immediate supervisor finds that the athletic director had not met standard, they will present their findings to the Athletic Directors PAR Panel. The athletic director will also have the opportunity to present information to the PAR Panel. After considering all of the information, the PAR Panel makes one of the following recommendations to the superintendent:
 - » The athletic director returns to the evaluation cycle.
 - » The athletic director is reassigned to another administrative position for which they are qualified.
 - » The athletic director is reassigned to a non-administrative position for which they are qualified.
 - » The athletic director is dismissed from MCPS.
 - » If the Panel cannot reach agreement, the superintendent or his designee makes the decision.

The cochairs notify the athletic director and immediate supervisor, in writing, of the Panel's recommendation to the superintendent.

Athletic director is already an employee of MCPS prior to this position.

If the athletic director is already an employee of MCPS, the immediate supervisor will work with the individual through the evaluation process for athletic directors as outlined below.

Evaluation Year

Athletic directors enter the evaluation year in accordance with the frequency schedule of the evaluation process. During formal evaluation years, the immediate supervisor will complete observations, gather information, and review data sources with the athletic director. 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 athletic director 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 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 athletic director “does not meet standard” and by the last instructional day of the school year if the administrator “meets standard.”

- If the athletic director meets standard, the athletic director continues in the Professional Growth Cycle.
- If the immediate supervisor identifies concerns during the formal evaluation year, the athletic director will be provided with training and/or support by the supervisor. The supervisor will organize a meeting with the athletic director and 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 athletic director is expected to meet standard. It is expected the athletic director will be offered the opportunity to provide input and feedback on the improvement plan. The athletic director and supervisor should meet periodically to review progress toward the goals of the improvement plan.
- The supervisor will review the data points of the improvement plan with the athletic director by April 1.
- If the supervisor finds that the athletic director has met the goals of the improvement plan, the athletic director will continue in the professional growth cycle.
- If the immediate supervisor documents that the athletic director did not meet the goals of the improvement plan, a qualified second observer will complete an observation before the athletic director receives a “does not meet standard” Evaluation by May 1.

- If the athletic director’s performance is rated as “does not meet standard,” a consulting principal is assigned to conduct a review and the PAR Panel decides whether the athletic director is placed in the Evaluation Support Cycle for the next school year

Evaluation Support Cycle

During the Evaluation Support Cycle, the athletic director will receive clear expectations and support from the immediate supervisor, a CP, and the Peer Assistance Review (PAR) Panel. The CP, the immediate supervisor, and the athletic director 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 CP 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 athletic director in order to meet all standards. The athletic director takes responsibility for involvement in developing the improvement plan and meeting standards.

The Evaluation Support Cycle includes the following:

- **Consulting Principal (CP):** The CP provides direction and support to the athletic director. They will observe and confer with the athletic director and submit quarterly reports to the immediate supervisor and the PAR Panel on the support provided to the athletic director and the athletic director’s progress on the improvement plan. By April 1 of the Evaluation Support Cycle year, the CP will complete a summary report on the athletic director’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 athletic director. As outlined in the “Collection of Evaluation Data” section, 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:** PAR Panel comprises three administrators who may be executive staff, other excluded administrators or administrators who are at least one supervisory level above the athletic director who are not assigned to that athletic director, appointed by the superintendent or his/her designee, and three athletic directors recommended by MCAAP. The superintendent will approve the membership for the Panel. This Panel will receive quarterly updates from the immediate supervisor and the CP on the progress of the athletic director on the improvement plan. Panel members may provide suggestions for support in helping the athletic director 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 CP agree that the athletic director has met standard, the athletic director will return to the Professional Growth Cycle.

If the immediate supervisor and CP agree that the athletic director did not meet standard or they could not agree if the athletic director met standard, they will present their findings to the PAR Panel. The athletic director will also have an opportunity to present information to the PAR Panel. After considering all of the information, the PAR Panel will make one of the following recommendations to the superintendent.

- The athletic director returns to the Professional Growth Cycle.
- The athletic director is reassigned to another administrative position for which they are qualified.
- The athletic director is reassigned to a non-administrative position.
- The athletic director 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 athletic director is an active participant throughout the evaluation process. The post-observation conferences, and the development of any improvement plans are examples of the opportunities for collaboration among the immediate supervisor, the athletic director, 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 processes will be available:

- **The Process for Responding to an Observation Report**
The athletic director may respond in writing to any observation report within 10 working days of receiving the report.
- **The Process for Providing Additional Information to a "Meets Standard" Evaluation**
The CSA may provide additional information to a "meets standard" evaluation.

The Review Process and Appeal Process of a "Does Not Meet Standard" Evaluation

When an athletic director who is not currently in the PAR program is given a "does not meet standard" rating on the formal evaluation report, DHRTM will notify the PAR Panel co-chairs. A CP is assigned to complete a review of that athletic director's skills on the Leadership Standards. The review consists of the following:

The Consulting Principal (CP)—

- meets separately with the supervisor and the athletic director,
- completes a minimum of two formal observations (one announced and one unannounced), and
- reports the information and makes a recommendation to the PAR Panel.

The PAR Panel—

- hears the report from the CP,
- decides on inclusion or noninclusion in the program, and
- notifies the principal, the athletic director, and chief of the decision.

If the PAR Panel recommends inclusion in the PAR program, a CP is assigned to provide a year of support. Inclusion in the PAR program is not voluntary and cannot be appealed by the athletic director. If the PAR Panel recommends noninclusion, the immediate supervisor may ask to make a presentation to the PAR Panel in order to provide additional data. The athletic director will also be provided the opportunity to provide additional information to the PAR Panel. The PAR Panel will consider all information provided, including the most current formal evaluation report and post-observation conference reports and make a final recommendation on inclusion or noninclusion in the program. If the PAR Panel recommends noninclusion, the PAR Panel will notify the immediate supervisor who will work with the co-chairs of the PAR Panel, to ensure that the formal evaluation is revised to conform with a "meets standard" rating.

Appeal Process

In any instance in which the athletic director or supervisor wishes to appeal the tentative recommendation of the PAR Panel, the athletic director and supervisor involved will each be invited to make a presentation before the Panel.

Supervisor Appeal Presentations

The supervisor may appeal the tentative recommendation at a PAR Panel meeting. The presentation will be scheduled for 40 minutes. The first half of the allotted time is used for a presentation of evidence to support the supervisor's evaluation. The second half of the allotted time is used for questions from the Panel. The supervisor may provide electronic documentation based on the standards to support his or her point. PAR Panel members will be provided electronic access to the documents. All information contained in the documentation presented to the PAR Panel must have been shared with the athletic director in advance of this meeting. The supervisor is expected to present in these cases. The supervisor may be accompanied by another qualified observer of the supervisor's choosing to assist in the presentation. The athletic director

will also be provided the opportunity to present to the PAR Panel as well.

Athletic Director Appeal Presentations

The athletic director may appeal a tentative recommendation of reassignment or dismissal at a PAR Panel meeting. The presentation is scheduled for 40 minutes. The first half of the allotted time is a presentation of evidence to support the athletic director's view of their performance. The second half of the allotted time is used for questions from the Panel. The athletic director may provide electronic documentation based on the standards to support their point of view. PAR Panel members will be provided electronic access to the documents. The athletic director may contact a MCAAP representative for assistance. The athletic director may be accompanied by a guest who may be a MCAAP representative, an attorney, or other guest, but who may not speak during the proceedings. The immediate supervisor will also be provided the opportunity to present to the PAR Panel.

Final Recommendations

The PAR Panel discusses the case following appeal presentations and reconsiders its tentative recommendation without the presence of the athletic director or supervisor. The cochairs notify the athletic director, and the supervisor, in writing, of the Panel's final recommendation to the superintendent.

If the athletic director does not appeal the PAR Panel's tentative recommendation, that recommendation will become the final recommendation. The athletic director may appeal the Panel's final recommendation to the superintendent through the process outlined in MCPS and MSDE employment procedures.

Annual Review Process in Non-evaluation Years

During professional growth years, the athletic director may meet with the principal to review data sources in order to set goals, review goals, and review performance in relation to the six standards.

Performance with no concerns

If there are no performance concerns, the athletic director will continue in the Professional Growth Cycle.

Performance with concerns:

Between July 1 and December 31, if the principal has concerns regarding the athletic director's performance, the principal will meet with the athletic director, discuss the concerns, and document the meetings. The principal identifies and documents the concerns regarding the athletic director's performance in relation to the six standards through collection of a variety of sources of data (see Collection of Evaluation Data), including two formal observations. The observations and data collection will be conducted over a

reasonable time period to enable the athletic director the opportunity to improve.

If, based on the documented concerns, the principal decides to request a Special Evaluation, the principal sends an e-mail to the director of PGS by the last Friday in January. The e-mail includes the dates of the two formal observations. The principal informs the athletic specialist, in writing, that the request has been made. The director of PGS informs the athletic director, in writing, that a Special Evaluation will be conducted.

The athletic director will be provided with training and/or support by the principal. The 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 athletic director is expected to meet standard.

- The principal will review the data points of the improvement plan by April 1.
- If the principal finds that the athletic director has met the goals of the improvement plan, the athletic director will continue in the professional growth cycle.
- If the principal documents that the athletic director did not meet the goals of the improvement plan, a qualified second observer will complete an observation before the athletic director receives a Special Evaluation. The principal will complete the "does not meet standard" Special Evaluation by May 1.
- If the athletic director's performance is rated as "does not meet standard," a consulting principal is assigned to conduct a review and the PAR Panel decides whether the athletic specialist is placed in the Evaluation Support Cycle for the next school year.

Between January 1 and June 30, If the principal has concerns regarding the athletic director's performance, the principal will meet with the athletic director, discuss the concerns, and document the meetings. The principal identifies and documents the concerns regarding the athletic director's performance in relation to the six standards through collection of a variety of sources of data (see Collection of Evaluation Data), including two formal observations. The observations and data collection will be conducted over a reasonable time period to enable the athletic director the opportunity to improve.

If, based on the documented concerns, the principal decides to request a Special Evaluation, the principal sends an e-mail to the director of PGS by the last Friday in July. The e-mail includes the dates of the two formal observations. The principal informs the athletic director in writing that the request has been made. The director of PGS informs the athletic director, in writing, that a Special Evaluation will be conducted during the next school year.

The athletic director will be provided with training and/or support by the immediate supervisor. The principal will

organize a meeting with the athletic director and 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 athletic director is expected to meet standard. It is expected the athletic director will be offered the opportunity to provide input and feedback on the improvement plan. The athletic director and principal should meet periodically to review progress toward the goals of the improvement plan.

The immediate supervisor will review the data points of the improvement plan by December 1.

If the immediate supervisor finds that the athletic director has met the goals of the improvement plan, the athletic director will continue in the professional growth cycle.

If the immediate supervisor documents that the athletic director did not meet the goals of the improvement plan, a qualified second observer will complete an observation before the athletic director receives a Special Evaluation.

The immediate supervisor will complete the “does not meet standard” Special Evaluation by January 1.

If the athletic director’s performance is rated as “does not meet standard,” a consulting principal is assigned to conduct a review and the PAR Panel decides whether the athletic director is placed in the Evaluation Support Cycle for one year.

Collection of Evaluation Data

The immediate supervisor 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 may include meetings between the athletic director and the immediate supervisor to set and review goals, and discuss any performance concerns. In the event that an improvement plan has been written, the athletic director and principal should meet periodically to review progress toward the goals of the plan.

Observations and Interactions: In addition to any 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

that the person has the right to respond to the observation report within ten work days. Data for formal observation reports may result from information gathering that may occur over time, but should not exceed a 30-calendar day period. It is recommended that formal observations of activities, meetings, or presentations, etc., should be for 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
- Coach/Staff feedback/evaluation conferences
- Communication with stakeholders
- Professional development trainings/presentations

Data Sources: The principal will collect and analyze a variety of data sources as a part of the evaluation. The Principal, in conjunction with the athletic director, 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
- Formal Improvement Plan
- Strategic plan
- Summaries and reports
- Professional Development Plan, Goal Setting documents
- Office or program performance measures
- Staff profile, including, but not limited to, turnover, diversity, attendance, and experience
- State and local compliance requirements
- Surveys
- Athletic director’s portfolio
- Athletic director’s use of systemwide data pertinent to the office or program
- Data submitted by the athletic director

Note: Unsubstantiated or subjective documentation, as well as, documentation not shared with the athletic director will not be considered as evaluation evidence.

Follow-up to Successful Return to the Professional Growth Cycle from the PAR Program

In the year following successful return to the Professional Growth Cycle from the PAR program, the athletic director will have a Special Evaluation to ensure maintenance of skills. If the athletic director's skills are rated as "does not meet standard" in the next school year, the PAR Panel will reconsider the case. The principal and the athletic director will be asked to bring documentation and evidence to a PAR Panel meeting. At that time, based on the evidence provided, the PAR Panel will make one of the following recommendations to the superintendent.

- The athletic director returns to the Professional Growth Cycle.
- The athletic director is reassigned to a non-administrative position for which they are qualified.
- The athletic director is reassigned to another administrative position for which they are qualified.
- The athletic director is dismissed from MCPS.

If an athletic director who has successfully returned to the Professional Growth Cycle from the PAR program receives a "does not meet standard" evaluation for a school year after the year immediately following the successful return to the Professional Growth Cycle, a CP will be assigned to conduct a review in which the CP—

- meets with the principal and the athletic director separately, and
- completes a minimal of two formal observations (one announced and one unannounced).

The CP will report the information and make a recommendation to the PAR Panel as to reinclusion of the athletic director in the PAR program. The PAR Panel will consider all information presented and make one of the following recommendations:

- The athletic director returns to the Professional Growth Cycle.
- The athletic director is reassigned to a non-administrative position for which they are qualified.
- The athletic director is reassigned to another administrative position for which they are qualified.
- The athletic director is dismissed from MCPS.

If the PAR Panel recommends inclusion in the PAR program, a CP will be assigned to provide a year of support. Inclusion in the PAR program is not voluntary and cannot be appealed by the athletic director. The PAR Panel will notify the principal and athletic director of the decision.

If the principal disagrees with reinclusion in the PAR program and requests consideration of dismissal from MCPS employment, the CP, principal and athletic director will each be invited to make a presentation to the PAR Panel.

When considering a presentation, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. The Panel will make one of the following recommendations:

- The athletic director returns to the Professional Growth Cycle.
- The athletic director is reassigned to a non-administrative position for which they are qualified.
- The athletic director is reassigned to another administrative position for which they are qualified.
- The athletic director is dismissed from MCPS.

If the CP recommends that the athletic director is meeting standard and does not recommend reinclusion, the principal will be given the option of agreeing with that recommendation. If the principal agrees with the recommendation, the athletic director will return to the Professional Growth Cycle. In this circumstance, the principal will rewrite the evaluation to demonstrate that the athletic director is meeting standard. If the principal disagrees, the CP, principal and athletic director will be invited to make a presentation to the PAR Panel. When considering a presentation, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. The Panel will make one of the following recommendations:

- The athletic director returns to the Professional Growth Cycle.
- The athletic director is reassigned to a non-administrative position for which they are qualified.
- The athletic director is reassigned to another administrative position for which they are qualified.
- The athletic director is dismissed from MCPS.

Glossary

Consulting Principal (CP) is assigned by the Division of Human Resources and Talent Management to mentor, support, and coach administrators and make recommendations to the PAR Panel.

Evaluation Rating is a decision made by the principal based on 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 they are 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.

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

Qualified Observers are the superintendent, the chief, the associate superintendent, and their professional assistants, including directors, supervisors, principals and assistant principals.

Peer Assistance Review (PAR) Panel comprises three administrators who may be executive staff, other excluded administrators or administrators who are at least one supervisory level above the athletic director who are not assigned to that athletic director, appointed by the superintendent or his/her designee, and three athletic directors recommended by MCAAP. The PAR Panel reviews the reports and recommendations of the supervisor and the CP, and then presents recommendations to the superintendent on personnel actions for athletic directors 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 athletic directors' performance on the six standards. Observations by both the supervisor 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 a return to the Professional Growth Cycle.

ROLE OF CONSULTING PRINCIPAL

The purpose of the CP is to provide support for the athletic director (client). In order to accomplish this, the CP will meet initially with the immediate supervisor to obtain information about the needs of the client. As soon thereafter as possible, the CP will meet with the client. The priority of the position is to provide sufficient time for effective interactions with the client. The CP will organize a meeting with the client and the immediate supervisor, during which the CP 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 CP will consult with the MCPS Department of Athletics to provide support to the athletic director. The CP will be responsible for coaching and mentoring the client. The CP will provide direction and coaching with regard to the supports that are available from within MCPS and from outside sources. The CP will provide assistance to the client with regard to areas of need, as identified on the improvement plan. The CP will help the client set priorities and maintain a focus on improvement. The CP will be responsible for the following:

- Facilitating the development of an improvement plan
- Consulting with the MCPS Department of Athletics for client support
- 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

ATHLETIC DIRECTORS

The six leadership standards that have been established for athletic directors are further defined by performance criteria for the purpose of supporting all components of the A&S PGS. Descriptive examples create a picture of what being an athletic director looks like when meeting or not meeting the MCPS standards. These descriptive examples are not intended to isolate behaviors in a checklist or to suggest that every athletic director 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.

Athletic directors work under the guidance and direction of their immediate supervisors. They are expected to demonstrate initiative and be able to problem solve using their best professional judgment. 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 athletic director is an educational leader who promotes success for all student-athletes as they facilitate and support the development, articulation, and implementation of an athletic department's mission, vision, and set of core values in alignment with the school system's strategic plan

Performance Criteria

- Promotes the educational mission for the school to promote the academic success and well-being of each student-athlete.
- Engages in collaboration with members of the school and the community and using relevant data, develop and promote a vision for school athletics on the successful learning and development of each student-athlete child and on instructional and organizational practices that promote such success.
- Shares in the responsibility of articulating, advocating, and cultivating core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- Collaborates with the school principal to strategically develop, implement, and evaluate actions to achieve the vision for the school athletic program.
- Collaborates with the school principal to review the school's athletic department mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of student-athletes.
- Develops a shared understanding of and commitment to mission, vision, and core values within the school and the community.
- Models and pursue the school's mission, vision, and core values in all aspects of leadership.
- Places student-athletes at the center of the athletics program and accepts responsibility for each student-athlete's success and well-being.

Descriptive Examples

The athletic director administrator...

MEETS STANDARD	DOES NOT MEET STANDARD
Facilitates an annual collaborative process for developing and refining the local school's athletic department's shared vision for how it contributes to student-athlete's success; establishes practices to keep the athletic department's vision in the forefront in collaborative decision making.	Does not facilitate an annual process to refine the local school's athletic department's shared vision for supporting the success of all student-athletes.
Meets with stakeholders and provides oral and written explanations for the program vision and strategic plan and how they support the school system's vision and strategic plan; solicits input from stakeholders; monitors staff responses to requests, inquiries and input.	Does not meet with stakeholders and communicate orally nor in writing the athletic program's vision and strategic plan, how it supports the school system's strategic plan and vision; does not seek input from stakeholders.
Promotes the core values of the MCPS systemwide athletics program.	Does not promote the core values of the MCPS systemwide athletics program.
Collaborates with the principal to review all aspects of the athletics program, including the athletic department's vision and mission, the changing needs and situations of student-athletes, etc.	Does not meet with the principal to review the school's athletic program.

MEETS STANDARD	DOES NOT MEET STANDARD
Meets with coaches and athletics department staff to discuss the department's vision for contributing to student-athlete success; solicits input from staff regarding the vision and strategic plans.	Does not meet with coaches and athletic staff to discuss the department's vision for student-athlete success; does not solicit feedback regarding the vision and strategic plans.
Treats and holds all students, coaches and stakeholders, regardless of race, gender, ethnic/cultural background, socioeconomic status to high standards of sportsmanship and excellence.	Does not treat and hold all students, coaches and stakeholders to high standards of sportsmanship and excellence regardless of race, gender, ethnic/cultural background, socioeconomic status.
Uses inclusive practices in hiring, promoting, and providing leadership opportunities for students and staff of all races and ethnicities.	Does not use inclusive practices in hiring, promoting, and providing leadership opportunities for students and staff of all races and ethnicities.
Provides and participates in professional development for all staff to promote practices, structures, and processes that eliminate inequities based on race and ethnicity.	Does not provide or participate in professional development for all staff to promote practices, structures, and processes that eliminate inequities on race and ethnicity.
Demonstrates cultural responsiveness in all modes of communication.	Does not demonstrate cultural responsiveness in all modes of communication.
Aligns athletic programs, practices, and resources to support student-athlete academic success.	Does not align the athletics program to support student-athlete academic success.
Assesses equity in all aspects of the athletic program and establishes goals and initiatives appropriately, such as: • access to facilities • financial equity • uniform rotations • communication with students and families • equipment purchases • support for programs	Does not provide equitable opportunities for all stakeholders.
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.	Does not provide 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.
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.).	Does not work 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.).
Models and monitors the implementation of equitable practices which are a series of intentional behaviors aimed at achieving high standards for students and staff of all races and ethnicities.	Does not models and monitors the implementation of equitable practices which are a series of intentional behaviors aimed at achieving high standards for students and staff of all races and ethnicities.
Plans and implements school athletic department structures and practices that eliminate inequities based on race and ethnicity.	Does not plan and implements school athletic department structures and practices that eliminate inequities based on race and ethnicity.

STANDARD II

The athletic director is a leader in the organization who promotes success for all students as they create and sustain a culture of professional growth, equity, high expectations and culturally responsive practices to promote each student-athlete's success and well-being.

Performance Criteria

- Promotes the principle that every student-athlete can succeed.
- Promotes a climate within the athletics department that cultivates intellectual curiosity, stimulates innovation, and values diversity.
- Promotes high expectations for the delivery of quality products, programs, and services.
- Assists the principal in ensuring that the professional growth systems for all athletic department staff are implemented with fidelity and quality.
- Designs, supports, and monitors the effective implementation of school system athletic initiatives.
- Fosters a professional learning community.
- Engages in a continuous improvement process to attain performance excellence.
- Ensures that each student-athlete is treated fairly, respectfully, and with an understanding of each student-athlete's culture and context.

- Confront and alter institutional biases of student marginalization, stereotyping, and low expectations associated with race, class, culture and language, gender and sexual orientation, disability or special status.
- Act with cultural competence and responsiveness in their interactions, decision making, and practice.

Descriptive Examples

The athletic director administrator...

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.
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 timelines are met; does not solicit feedback from stakeholders regarding the quality, timeliness, and effectiveness of implementation plans and activities.
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.
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.
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.
Encourages coaches and athletic department personnel to attend clinics, in-service courses, conferences, and seminars related to their responsibilities.	Does not encourage coaches and athletic department personnel to attend clinics, in-services courses, conferences, and seminars related to their responsibilities.
Establishes fair practice schedules, access to facilities and inclement weather processes.	Does not ensure fairness in practice schedules, access to facilities and inclement weather processes.
Promotes positive and collaborative community relationships with booster/parent groups to promote student-athlete's success and well-being.	Does not foster and promote positive and collaborative relationships with the community.
Establishes and cultivates positive relationships through culturally-responsive leadership, promoting a shared vision of a comprehensive, education-based athletics program.	Does not establish and cultivate positive relationships through culturally responsive leadership, promoting a shared vision of a comprehensive, education-based athletics program.

STANDARD III

The athletic director is an educational leader who promotes success for all student-athletes as they ensure the effective and efficient management of their local athletics department.

Performance Criteria

- Demonstrates knowledge and skills necessary for their position.
- Manages operations and resources to ensure a safe, efficient athletic program.
- Coordinates human and material resources to improve and support the athletic program.
- Assists in the selection and evaluation of coaches and athletic department personnel.
- Supervises efficient processes in order to maximize performance.
- Develops and manages a comprehensive athletic budget and manages all financial operations within the athletic department.

- Ensures that the allocation of resources is aligned with the athletic department vision and the strategic plan of the school system.
- Builds the capacity of athletic trainers, coaches, and program staff to respond to the needs of students, staff, and the community.
- Gathers and assesses data and feedback to develop and adapt the athletics program.

Descriptive Examples

The athletic director administrator...

MEETS STANDARD	DOES NOT MEET STANDARD
Demonstrates knowledge and skills necessary for their 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 their position
Develops and monitors a comprehensive athletic budget. • maintains accurate sport by sport financial records, including the purchase of uniforms and other equipment • assists in preparing a detailed yearly financial report for the director of systemwide athletics, • responsible for ticket accounting procedures for home athletic events.	Does not develop or maintain a comprehensive athletic budget.
Monitors site preparation for all events held in/on athletic facilities; coordinates the use of athletic facilities by school and other agencies; assists in preparing appropriate forms to meet the requirements of the Interagency Coordinating Board.	Does not monitor site preparation for events held in/on athletic facilities.
Gathers and assesses stakeholder feedback, annually, to continuously develop and adapt the athletics program to meet the needs of student-athletes in collaboration with the school administration.	Does not gather stakeholder feedback to assess the athletics program to better meet the needs of the student-athletes.
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
Promotes and ensures compliance with all applicable MCPS, state, and national policies and procedures regarding health and safety initiatives.	Does not promote and ensure compliance with policies and procedures regarding health and safety initiatives.
Prepares a year-long athletic program with details for all activities.	Does not prepare a year-long athletic program.
Maximizes effective use of support personnel, including ticket managers, assistant AS's, night game managers, assistant game managers, first aid assistants, etc.	Does not delegate tasks.
Delegates responsibilities to a variety of appropriate staff; empowers them to assume a leadership role in the decision-making process; monitors and provides feedback to staff with regard to performance of these responsibilities.	Does not delegate responsibilities.
Provides direction and assistance to coaches and athletic department personnel in terms of: practices organization and management including adherence to safety standards; coaching skills and techniques, care and storage of equipment and uniforms; and relationships with the media.	Does not provide direction or assistance to coaches and other personnel for adherence to safety standards; coaching skills, care and storage of equipment and/or media relations.
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.	Does not provide vital information about regulating procedures.
Facilitates the development and implementation of an action plan to ensure student safety and security in accordance with MCPS policies and regulations.	Leads the program without consideration of an action plan to ensure the safety and security of students.
Assists the principal in the selection and evaluation of coaches and athletic department personnel.	Does not assist the principal in the selection and evaluation of coaches and athletic department personnel.
Manages and supervises the online registration for athletics, including coordination and communication with students and parents/guardians.	Does not manage/supervise the online registration process for athletics.
Collaborates with the principal to minimize impact to the student-athlete educational environment when scheduling athletic events, practice schedules, etc.	Does not collaborate with the principal to minimize the impact to the student-athlete educational environment.

STANDARD IV

The athletic director is an educational leader who promotes success for all student-athletes as they collaborate with stakeholder groups, including students, staff, families, community members, business partners, and community agencies.

Performance Criteria

- Identifies and engages the broadest, most diverse range of stakeholders necessary for continuous improvement.
- Forms collaborative partnerships to strengthen the athletics program, solicit input and feedback, and support athletic department goals.
- Nurtures and promotes a workplace culture that includes stakeholders from diverse backgrounds and ethnicities.
- Establishes and nurtures collaborative relationships with local school administrators when scheduling and reserving space for athletic events.
- Considers individual and group differences and treats all stakeholders with respect.
- Demonstrates effective communication and collaboration with all stakeholders.

Descriptive Examples

The athletic director administrator...

MEETS STANDARD	DOES NOT MEET STANDARD
Assists the systemwide athletics unit with the creation of schedules across the interscholastic athletics program.	Creates schedules without the assistance and collaboration of the systemwide athletics unit.
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
Meets with booster clubs, PTSAs and other school or community groups to promote and gain support for the total school athletics program.	Does not meet with community groups to promote or gain support for the athletics program.
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.
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.
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, etc.).	Does not respond or does not respond promptly to school and community requests.
Assists the systemwide athletics unit with the creation of schedules across the interscholastic athletics program.	Creates schedules without the assistance and collaboration of the systemwide athletics unit.
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.	Does not resolve conflicts in a timely way.
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, etc.).	Works on a limited basis with staff and stakeholders to establish timelines for critical processes/activities and benchmarks for monitoring success.
Communicates schedules to stakeholders regarding contests, award ceremonies, booster meetings, and other athletic functions.	Schedules are rarely planned well in advance of events.
Effectively manages social media and other athletic department technology platforms and initiatives to promote and celebrate program success.	Does not effectively manage social media and other athletic department technology platforms and initiatives to promote and celebrate program success.

STANDARD V

The athletic director is an educational leader who promotes success for all student-athletes as they model professionalism and professional growth to create a positive work environment.

Performance Criteria

- Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's athletic program resources, and all aspects of school leadership.
- Establishes trust and demonstrates openness and respect in relationships and decision-making process.
- Seeks and uses feedback and reflects on his/her leadership.
- Establishes collaborative processes with diverse groups to develop and accomplish common goals.
- Demonstrates values, beliefs, attitudes and ethical behaviors that inspire others.
- Demonstrates commitment to continuous improvement.
- Draws upon sports management research and strategies in the delivery and enhancement of the athletic program.
- Is an active member of professional learning communities.
- Pursues professional growth and educational experiences.
- Uses data from a variety of sources to conduct a personal assessment of their own professional growth and continuous improvement.

Descriptive Examples

The athletic director administrator...

MEETS STANDARD	DOES NOT MEET STANDARD
Models professionalism in behavior and appearance; dresses appropriately for occasions/activities; demonstrates dedication to their 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.
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.
Seeks out and uses feedback from staff, colleagues and stakeholders to evaluate the impact of their own administrative practice; reflects on how to improve processes; identifies personal goals.	Neither seeks out nor acts on feedback; seeks but does not act on feedback; sets personal goals regardless of feedback.
Meets professional obligations in a complete and timely manner (e.g., paperwork, deadlines); demonstrates a high level of regard for others affected by their work habits.	Is often late in meeting professional obligations; submits incomplete and/or inaccurate products; frequently demonstrates disregard for others affected by their work habits.
Participates in required office, program, cluster, and systemwide meetings; shares information obtained at meetings with staff, coaches and stakeholders.	Arrives late or is absent from required office, program, cluster, and systemwide meetings; rarely or never shares information from meetings with staff, coaches and stakeholders.
Uses a variety of data (e.g., performance reports, progress toward goals, etc.) and collaborates with their supervisor to monitor continuous progress, identify priorities, and implement programs for their professional growth.	Does not use a variety of data to monitor continuous progress; rarely collaborates with their supervisor; rarely or never identifies priorities or implements programs for professional growth.
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.
Holds membership and appropriate certifications in local, state, or national professional associations and organizations.	Does not participate in professional associations and organizations.
Seeks out professional development in order to develop and monitor a strategic plan to support the success of the entire athletics department.	Does not seek professional development in order to develop and monitor a strategic plan to support the success of the entire athletics department.
Seeks the support of colleagues (peer visits, cluster planning groups, email), shares materials and experiences, and is open to applying advice or suggestions.	Does not accept the support of colleagues.
Demonstrates dedication, integrity and ethical behavior and holds others to these norms.	Acts unethically at times.
Ensures student-athletes, coaches, and program stakeholders are informed of rules and regulations and are held accountable with all compliance aspects of operations.	Does not ensure student-athletes, coaches, and program stakeholders are informed of rules and regulations and are held accountable with all compliance aspects of operations.

STANDARD VI

The athletic director administrator is an educational leader who promotes success for all students as they understand, respond to, and influence the political, social, economic, legal, and cultural contexts of the school system.

Performance Criteria

- Expands personal knowledge and develops abilities to respond to changing conditions that affect the workplace and the school system.
- Acquires and applies knowledge of policies, regulations, procedures, and laws.
- Participates in the development of policies, programs, and budgets.
- Advocates for students, staff, families, communities, and the school system.
- Develops and communicates strategies to implement new initiatives.
- Represents the interests of the athletics program and school system when engaging with local, state, national, and governmental groups/agencies.
- Understands and responds to cultural, economic, and other factors that influence the success of the athletic program.
- Views himself/herself as a leader in the educational community.
- Acts as liaison between or among various entities and stakeholders.

Descriptive Examples

The athletic director administrator...

MEETS STANDARD	DOES NOT MEET STANDARD
Advocates on behalf of students, staff, families, communities and the school system for necessary resources to support program goals and objectives.	Does not advocate for all athletic programs equitably.
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.
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 athletics department 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.
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, Every Student Succeeds Act), MPSSAA policies, Title IX requirements and regulations, and COMAR regulations and laws as they apply to the office/program mission and responsibilities; assists in developing regulations and policies 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 policies, 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.
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.
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.
Serves and supports the systemwide athletics program through participation on committees and workgroups, as directed by the director of systemwide athletics.	Does not serve and support the systemwide athletics program through participation on committees and workgroups, as directed by the director of systemwide athletics.

APPENDIX A

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, they will not receive an evaluation in the first year of the assistant principal assignment, unless changing levels.
- When a principal intern becomes an assistant principal, they will not receive an evaluation in the first year of the 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 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
Newly approved AP or principal interns	Evaluated “out-of-cycle” for their first two years as principals and then return to the regular cycle
New to the principalship	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 for 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

APPENDIX B



Final Evaluation Report: Principals

Administrative and Supervisory Professional Growth System
Division of Human Resources and Talent Management
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

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February 2025
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Principal Name _____ MCPS Employee Number _____

Position _____ Title _____ School(s) _____

Years of Administrative Experience _____ Years of Administrative Experience _____

Director of Learning, Achievement, and Administration _____

Type of Evaluation

- | | | |
|---|--|---|
| ☐ First-year Principal | ☐ Second-year Principal | ☐ 3 year cycle, 4 year cycle, 5 year cycle |
| ☐ Veteran | ☐ Special Evaluation | ☐ Change in Level Assignment |
| ☐ Intern | | |

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.

Dates of Observations _____

Dates of Conferences _____

A Highly Effective Principal: Meets all 10 standards:

A principal who consistently initiates and engages in self-motivated leadership practices to foster meaningful collaboration and distributive leadership that promote equitable academic outcomes and the well-being for every student. A principal who consistently communicates and implements a school vision with high expectations for school leadership that is ethical, equitable, and results in school improvement. A principal who consistently develops school leadership to respond to school needs from a data-driven lens.

An Effective Principal: Meets all 10 standards with an identified area for growth:

A principal who initiates and engages in self-motivated leadership practices to foster meaningful collaboration and distributive leadership that promote equitable academic outcomes and well-being for every student. A principal who communicates and implements a school vision with high expectations for school leadership that is ethical, equitable, and results in school improvement. A principal who develops school leadership to respond to school needs from a data-driven lens.

An Ineffective Principal: Does not meet 1 or more of the 10 standards:

A principal who inconsistently implements a school vision. A principal who inconsistently and/or rarely initiates a response without direction from the principal supervisor. The principal demonstrates limited to inadequate improvements in response to the support provided by the principal supervisor.

Final Rating ☐ **Highly Effective** ☐ **Effective** ☐ **Ineffective**

Evaluator's Signature _____ Date _____

Principal's Signature _____ Date _____

Vision and Leadership Expectations:

Standard I: Mission, Vision, and Core Values—The principal is an educational leader who develops, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard II: Ethics and Professional Norms—The principal is an educational leader who acts ethically and according to professional norms to promote each student's academic success and well-being.

Standard III: Equity and Cultural Responsiveness—The principal is an educational leader who strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard IV: School Improvement—The principal is an educational leader who acts as an agent of continuous improvement to promote each student's academic success and well-being.

APPENDIX B CONTINUED

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Teaching and Learning

Standard V: Curriculum, Instruction, and Assessment—The principal is an educational leader who develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

Standard VI: Community of Care and Support for Students—The principal is an educational leader who cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard VII: Professional Capacity of School Personnel—The principal is an educational leader who develops the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

Standard VIII: Professional Community for Teachers and Staff—The principal is an educational leader who fosters a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

Meaningful Engagement

Standard IX: Meaningful Engagement of Families and Community—The principal is an educational leader who engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

Operations and Management

Standard X: Operations and Management—The principal is an educational leader who manages school operations and resources to promote each student’s academic success and well-being.

Narrative Description: Evaluators complete a narrative description containing a context paragraph, background information and data sources used for the evaluation.

Directions: Write at least one claim statement followed by several examples of supporting evidence for each of the A&S standards under each of the corresponding four MCPS themes.

Vision and Leadership Expectations:

Teaching and Learning

Meaningful Engagement

Operations and Management

APPENDIX B CONTINUED



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June 2025
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Final Evaluation Report: Assistant Principals, Assistant School Administrators, and Coordinators of School-based Programs

Administrative and Supervisory Professional Growth System
Division of Human Resources and Talent Management
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

Name _____ Employee Number _____

Position _____ Title _____ School _____

Current Evaluation Cycle _____ Years of MCPS Administrative Experience _____

Principal Name _____

Type of Evaluation

- ☐ First Year ☐ Second Year ☐ Change in Level Assignment
☐ Veteran ☐ Special Evaluation
☐ Intern

Directions: Evaluators complete a narrative description of the assistant principal/assistant school administrator/coordinator of a school-based program'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.

Dates of Observations _____

Dates of Conferences _____

A Highly Effective Assistant Principal/Assistant School Administrator/Coordinator of a School-based Program: Meets all 10 standards:

An assistant principal/assistant school administrator/coordinator of a school-based program who consistently initiates and engages in self-motivated leadership practices to foster meaningful collaboration and distributive leadership that promote equitable academic outcomes and the well-being for every student. An assistant principal/assistant school administrator/coordinator of a school-based program who consistently communicates and implements a school vision with high expectations for school leadership that is ethical, equitable, and results in school improvement. An assistant principal/assistant school administrator/coordinator of a school-based program who consistently develops school leadership to respond to school needs from a data-driven lens.

An Effective Assistant Principal/Assistant School Administrator/Coordinator of a School-based Program: Meets all 10 standards with an identified area for growth:

An assistant principal/assistant school administrator/coordinator of a school-based program who initiates and engages in self-motivated leadership practices to foster meaningful collaboration and distributive leadership that promote equitable academic outcomes and well-being for every student. An assistant principal/assistant school administrator/coordinator of a school-based program who communicates and implements a school vision with high expectations for school leadership that is ethical, equitable, and results in school improvement. An assistant principal/assistant school administrator/coordinator of a school-based program who develops school leadership to respond to school needs from a data-driven lens.

An Ineffective Assistant Principal/Assistant School Administrator/Coordinator of a School-based Program: Does not meet 1 or more of the 10 standards:

An assistant principal/assistant school administrator/coordinator of a school-based program who inconsistently implements a school vision. An assistant principal/assistant school administrator/coordinator of a school-based program who inconsistently and/or rarely initiates a response without direction from the principal supervisor. The principal demonstrates limited to inadequate improvements in response to the support provided by the principal supervisor.

Final Rating ☐ Highly Effective ☐ Effective ☐ Ineffective

Evaluator's Signature _____ Date _____

Assistant Principal/Assistant School Administrator/
Coordinator of a School-based Program Signature _____ Date _____

APPENDIX B CONTINUED

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Vision and Leadership Expectations

STANDARD I: Mission, Vision, and Core Values

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who supports the development, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

STANDARD II: Ethics and Professional Norms

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who acts ethically and according to professional norms to promote each student's academic success and well-being.

STANDARD III: Equity and Cultural Responsiveness

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

STANDARD IV: School Improvement

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who acts as an agent of continuous improvement to promote each student's academic success and well-being.

Teaching and Learning

STANDARD V: Curriculum, Instruction, and Assessment

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who assists the principal with developing and supporting intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

STANDARD VI: Community of Care and Support for Students

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

STANDARD VII: Professional Capacity of School Personnel

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who assists the principal with developing the professional capacity and practice of school personnel to promote each student's academic success and well-being.

STANDARD VIII: Professional Community for Teachers and Staff

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who supports the principal in fostering a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Meaningful Engagement

STANDARD IX: Meaningful Engagement of Families and Community

The assistant principal, assistant school administrator, and coordinator of a school based program is an educational leader who supports the principal with engaging families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Operations and Management

STANDARD X: Operations and Management

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who assists the principal with managing school operations and resources to promote each student's academic success and well-being.

Narrative Description: Evaluators complete a narrative description containing a context paragraph, background information, and data sources used for the evaluation.

Vision and Leadership Expectations

Directions: Write at least one claim statement followed by several examples of supporting evidence for each of the A & S standards under each of the corresponding four MCPS themes.

STANDARD I:

STANDARD II:

APPENDIX B CONTINUED

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Page 3 of 4

Vision and Leadership Expectations (continued)

STANDARD III:

STANDARD IV:

Teaching and Learning

Directions: Write at least one claim statement followed by several examples of supporting evidence for each of the A & S standards under each of the corresponding four MCPS themes.

STANDARD V:

STANDARD VI:

STANDARD VIII:

APPENDIX B CONTINUED

MCPS Form 430-80
Page 4 of 4

Teaching and Learning (continued)

STANDARD VII:

Meaningful Engagement

Directions: Write at least one claim statement followed by several examples of supporting evidence for each of the A & S standards under each of the corresponding four MCPS themes.

STANDARD IX:

Operations and Management

Directions: Write at least one claim statement followed by several examples of supporting evidence for each of the A & S standards under each of the corresponding four MCPS themes.

STANDARD X:

Distribution: Copy 1—Assistant Principal/Assistant School Administrator/Coordinator of School Based Programs, Copy 2—Principal,
Copy 3—Office of Human Resources and Development

APPENDIX B CONTINUED

 Montgomery County Public Schools UNLEASHING POTENTIAL	Final Evaluation Report: Central Services Administrators (MCAAP) Administrative and Supervisory Professional Growth System Division of Human Resources and Talent Management MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland	MCPS Form 430-74 February 2025
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Name _____	Employee Number _____
Position _____	Title _____
Current Evaluation Cycle _____	Office _____
Immediate Supervisor's Name _____	
Type of Evaluation ☐ First Year ☐ Second Year ☐ Special Evaluation ☐ Veteran ☐ Change in Position	
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, families, and community members, business partners, and community agencies; 5. Models professionalism and professional growth to create a positive work environment; and 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/ Coordinator's Signature _____ Date _____	

APPENDIX B CONTINUED

 UNLEASHING POTENTIAL	Final Evaluation Report: Business and Operations Administrators (MCBOA) Administrative and Supervisory Professional Growth System Division of Human Resources and Talent Management MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland	MCPS Form 430-95 February 2025
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Name _____	Employee Number _____
Position _____	Title _____
Current Evaluation Cycle _____	Office/School _____
Immediate Supervisor's Name _____	
Type of Evaluation ☐ First Year ☐ 3 Year Cycle, 4 Year Cycle, 5 Year Cycle ☐ Special Evaluation ☐ Veteran ☐ Second Year ☐ Change in Position	
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 Business and Operations Administrators.	
Leadership Standards: Each business and operations administrator is a 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; and 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 _____	
Business and Operations Administrator's Signature _____ Date _____	

APPENDIX C



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November 2022
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Administrator Summary Report in Lieu of a Formal Observation

Professional Growth System
Division of Human Resources and Talent Management
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

INSTRUCTIONS

Evaluators or their designated qualified observers may use this form to provide comments on *one or two data sources* as anecdotal evidence from the second semester of the current school year related to one or two of the Administrator standards in lieu of a formal observation for the second semester for principals on a trajectory of being highly effective and other administrators who are on the trajectory of meeting all standards. A conference shall be held to discuss the standard, claims and data sources utilized. Data sources utilized will be kept in the employee's school file, along with a copy of the Summary Report.

EMPLOYEE INFORMATION

Administrator: _____ Position: _____

Evaluator: _____ School/Office: _____

STANDARDS

Standard: _____

Data Sources & Comments

Standard: _____

Data Sources & Comments

SIGNATURES

Administrator's Signature: _____ Date: ____/____/____

Evaluator's Signature: _____ Date: ____/____/____

(The administrator's signature indicates that the administrator has read and reviewed the Administrator Summary Report, not necessarily that the administrator concurs with the contents.) Administrators may choose to attach comments.

Distribution: Copy 1—Employee, Copy 2—Author, Copy 3—Principal/Administrator

APPENDIX C CONTINUED

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Montgomery County Public Schools Administrator Summary Report Criteria for Success

<i>The summary report uses the Administrator Summary Report form and includes...</i>	
Heading	Names, position, school/office name
CEI Paragraphs	- At least two claims written in the present tense - Correct use of terminology from <i>OAT</i> and the <i>PGS</i>
	- Adequate and matched evidence to support the claims - Evidence from <i>multiple sources</i> (data analysis, communication with parents or staff, meeting agendas, SIP documents, etc.) that support specific claims
	- Impact that is specific, including quantitative data when possible - A cause-effect relationship between the claim and evidence
Signature Lines	- Administrator's and evaluator's signature - Date report was shared with the administrator

MCPS NONDISCRIMINATION STATEMENT

Montgomery County Public Schools (MCPS) prohibits illegal discrimination based on race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family structure/parental status, marital status, age, ability (cognitive, social/emotional, and physical), poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all. The Board prohibits the use of language and/or the display of images and symbols that promote hate and can be reasonably expected to cause substantial disruption to school or district operations or activities. For more information, please review Montgomery County Board of Education Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*. This Policy affirms the Board's belief that each and every student matters, and in particular, that educational outcomes should never be predictable by any individual's actual or perceived personal characteristics. The Policy also recognizes that equity requires proactive steps to identify and redress implicit biases, practices that have an unjustified disparate impact, and structural and institutional barriers that impede equality of educational or employment opportunities. MCPS also provides equal access to the Boy/Girl Scouts and other designated youth groups.*

It is the policy of the state of Maryland that all public and publicly funded schools and school programs operate in compliance with:

- (1) Title VI of the federal *Civil Rights Act of 1964*; and
- (2) Title 26, Subtitle 7 of the Education Article of the Maryland Code, which states that public and publicly funded schools and programs may not
 - (a) discriminate against a current student, a prospective student, or the parent or guardian of a current or prospective student on the basis of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability;
 - (b) refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, a prospective student, or the parent or guardian of a current or prospective student because of an individual's race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability; or
 - (c) discipline, invoke a penalty against, or take any other retaliatory action against a student or parent or guardian of a student who files a complaint alleging that the program or school discriminated against the student, regardless of the outcome of the complaint.**

Please note that contact information and federal, state, or local content requirements may change between editions of this document and shall supersede the statements and references contained in this version. Please see the online version for the most up-to-date information at www.montgomeryschoolsmd.org/info/nondiscrimination.

For inquiries or complaints about discrimination against MCPS students***	For inquiries or complaints about discrimination against MCPS staff***
Director of Student Compliance and Appeals Division of Equity and Organizational Development 850 Hungerford Drive, Suite 200, Rockville, MD 20850 240-740-3215 SWC@mcpsmd.org	Human Resource Compliance Officer Division of Human Resources and Talent Management Department of Compliance and Investigations 15 West Gude Drive, Suite B400, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org
For student requests for accommodations under Section 504 of the Rehabilitation Act of 1973	For staff requests for accommodations under the Americans with Disabilities Act
Section 504 Coordinator Division of Specialized Support Services, School Counseling Services Unit 850 Hungerford Drive, Room 257, Rockville, MD 20850 240-987-8031 504@mcpsmd.org	ADA Compliance Coordinator Division of Human Resources and Talent Management Department of Compliance and Investigations 15 West Gude Drive, Suite B400, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org
For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff***	
Title IX Coordinator Division of Equity and Organizational Development, Student Compliance and Appeals 850 Hungerford Drive, Suite 200, Rockville, MD 20850 240-740-3215 TitleIX@mcpsmd.org	

*This notification complies with the federal *Elementary and Secondary Education Act*, as amended.

**This notification complies with the *Code of Maryland Regulations* Section 13A.01.07.

***Discrimination complaints may be filed with other agencies, such as the following: U.S. Equal Employment Opportunity Commission (EEOC), Baltimore Field Office, GH Fallon Federal Building, 31 Hopkins Plaza, Suite 1432, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); Maryland Commission on Civil Rights (MCCR), William Donald Schaefer Tower, 6 Saint Paul Street, Suite 900, Baltimore, MD 21202, 410-767-8600, 1-800-637-6247, mccr@maryland.gov; Agency Equity Officer, Office of Equity Assurance and Compliance, Office of the Deputy State Superintendent of Operations, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201-2595, oeac.msde@maryland.gov; or U.S. Department of Education, Office for Civil Rights (OCR), 61 Forsyth St. S.W., Suite 19T10, Atlanta, GA 30303, 404-974-9406 and TDD: 800-877-8339, OCR.Atlanta@ed.gov, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html.

This document is available, upon request, in languages other than English and in an alternate format under the *Americans with Disabilities Act*, by contacting the MCPS Office of Communications at 240-740-2837, 1-800-735-2258 (Maryland Relay), or PIO@mcpsmd.org. Individuals who need sign language interpretation or cued speech transliteration may contact the MCPS Office of Interpreting Services at 240-740-1800, 301-637-2958 (VP) mcpsinterpretingservices@mcpsmd.org, or MCPSInterpretingServices@mcpsmd.org.



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