

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 |
|---|---|
| <p>Communicates key beliefs about student learning to students, staff, and parents:</p> <ul style="list-style-type: none"> • Learning is important • All students can learn • We must not give up on students and their learning • Effective effort leads to student achievement <p>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</p> | <p>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</p> |
| <p>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</p> | <p>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</p> |
| <p>Works with office/program staff to facilitate clear understanding of appropriate, measurable goals for evaluating progress toward the office/program strategic plan, and objectives</p> | <p>Rarely or never works with office/program staff to facilitate understanding</p> |
| <p>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</p> | <p>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</p> |
| <p>Uses relevant data sources to monitor quality of products, programs, and services</p> | <p>Rarely or never uses relevant data sources to monitor quality of products, programs, and services</p> |
| <p>Provides time during office/program meetings for staff to analyze and discuss relevant progress data; facilitates staff analysis of data</p> | <p>Rarely or never provides time during office/program meetings for staff to analyze and discuss relevant data; does not facilitate staff analysis of data</p> |
| <p>Fosters a collaborative atmosphere; encourages staff to provide input</p> | <p>Does not foster a collaborative atmosphere; rarely or never encourages staff to provide input</p> |
| <p>Works collaboratively with staff to develop and articulate professional growth objectives that support delivery of quality products, programs, and services and sustain continuous improvement</p> | <p>Rarely or never works with staff to develop and articulate professional growth objectives; does not work collaboratively with staff to develop and articulate objectives</p> |
| <p>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</p> | <p>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</p> |
| <p>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</p> | <p>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</p> |
| <p>Encourages office/program staff participation in training to pursue professional growth and/or job advancement</p> | <p>Does not encourage office/program staff participation in training to pursue professional growth and/or job advancement</p> |

| 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 |
| <p>Communicates key beliefs about student learning to students, staff, and parents:</p> <ul style="list-style-type: none"> • Learning is important • All students can learn • We must not give up on students and their learning • Effective effort leads to student achievement <p>Communicates ways in which office/program goals and activities support these beliefs</p> | 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 |