VISION
We inspire learning by providing the greatest public education to each and every student.

MISSION
Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.

CORE PURPOSE
Prepare all students to thrive in their future.

CORE VALUES
Learning
Relationships
Respect
Excellence
Equity

Board of Education
Mr. Michael A. Durso
President

Mrs. Shebra L. Evans
Vice President

Ms. Jeanette E. Dixon

Dr. Judith R. Docca

Mrs. Patricia B. O’Neill

Ms. Jill Ortman-Fouse

Mrs. Rebecca K. Smondrowski

Ms. Ananya Tadikonda
Student Member

Montgomery County Public Schools (MCPS) Administration
Jack R. Smith, Ph.D.
Superintendent of Schools

Maria V. Navarro, Ed.D.
Chief Academic Officer

Kimberly A. Statham, Ph.D.
Deputy Superintendent of School Support and Improvement

Andrew M. Zuckerman, Ed.D.
Chief Operating Officer

850 Hungerford Drive
Rockville, Maryland 20850
www.montgomeryschoolsmd.org
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Supporting Services Professional Growth System Mission Statement</td>
<td>1</td>
</tr>
<tr>
<td>Preamble</td>
<td>2</td>
</tr>
<tr>
<td>Recruiting and Staffing</td>
<td>4</td>
</tr>
<tr>
<td>Evaluation</td>
<td>5</td>
</tr>
<tr>
<td>Support Staff Evaluation Schedule for Meeting Competencies</td>
<td>6</td>
</tr>
<tr>
<td>Professional Development</td>
<td>12</td>
</tr>
<tr>
<td>Recognition</td>
<td>14</td>
</tr>
<tr>
<td>Core Competencies and Performance Criteria 1–7</td>
<td>15</td>
</tr>
<tr>
<td>Sample Job Description for a Paraeducator</td>
<td>22</td>
</tr>
<tr>
<td>Sample Reference Checklists</td>
<td>23</td>
</tr>
<tr>
<td>Appendixes</td>
<td>25</td>
</tr>
<tr>
<td>Performance Improvement Process Intake Meeting Form</td>
<td>26</td>
</tr>
<tr>
<td>MCPS Form 430-90: Evaluation Form: Supporting Services Professional Growth System</td>
<td>27</td>
</tr>
<tr>
<td>SSPGS Tip Sheet for Providers of Indirect Feedback</td>
<td>33</td>
</tr>
<tr>
<td>Professional Development Plan (PDP)</td>
<td>34</td>
</tr>
<tr>
<td>Glossary for PDP Activities</td>
<td>36</td>
</tr>
<tr>
<td>Frequently Asked Questions for PDPs.</td>
<td>37</td>
</tr>
<tr>
<td>PAR Panel Review Sheet</td>
<td>38</td>
</tr>
<tr>
<td>PAR Agreement Form</td>
<td>39</td>
</tr>
<tr>
<td>Performance Improvement Process (PIP)</td>
<td>Inside Back Cover</td>
</tr>
</tbody>
</table>
The third phase of reforming the professional development and evaluation programs for all employees of the Montgomery County Public Schools (MCPS) began July 1, 2005, with the implementation of the Supporting Services Professional Growth System (SSPGS). This followed the rollout of similar systems for teachers and administrators and supervisors and reflects a key component of the MCPS strategic plan, Our Call to Action: Pursuit of Excellence, particularly the focus on building the capacity of staff to work efficiently and effectively with clear expectations and professionalism in achieving the school system’s goal of providing the best educational opportunities for all students. Leaders from all of the employee representative organizations have played an important role in shaping the professional growth systems, and this new phase represents the first successful effort to improve the structure for developing, training, and evaluating supporting services staff in almost 30 years.

A collaborative planning process for SSPGS was established between the leadership of SEIU Local 500 and MCPS to design a system that would meet the professional development needs of the almost 9,000 permanent support professionals who represent nearly 40 percent of the MCPS workforce of more than 22,000 employees. This process coincides with efforts to improve performance and accountability throughout the school district, not only among students in terms of academic achievement but also among teachers, administrators, and staff in fulfilling rigorous expectations for a high-performing organization. A comprehensive reform initiative of this magnitude—rarely undertaken let alone achieved elsewhere in the United States—underscores the commitment of our school system and unions to plan for the future and ensure the provision of a high-quality workforce.

Supporting services consist of all non-administrative and non-teacher-level positions. There are approximately 500 different supporting services position classifications. With this in mind, the development of the professional growth system recognizes the role of supporting services employees as multifaceted, ever-changing, and integral to supporting teaching and learning. The SSPGS establishes an infrastructure that describes the skills and knowledge required for supporting services staff to assist in building learning communities for students and adults.

Similar to the professional growth systems for teachers and administrators and supervisors, the purpose of the SSPGS is to establish a comprehensive system for recruiting, staffing, developing, evaluating, recognizing, and retaining high-quality supporting services staff in all of our schools and offices. This initiative supports ongoing strategies to ensure the employment of highly qualified and diverse professional and support personnel, as envisioned in Goal 4, Create a Positive Work Environment in a Self-renewing Organization. As with the professional growth systems for teachers and administrators and supervisors, the SSPGS clearly outlines employee expectations for the evaluation process and the peer support process for underperforming supporting services staff.

SUPPORTING SERVICES PROFESSIONAL GROWTH SYSTEM MISSION STATEMENT

The Supporting Services Professional Growth System (SSPGS) is a collaborative process that promotes workforce excellence by applying a core competency model in order to encourage personal and systemic growth and focus on performance through continuous improvement.
Organizational Culture of Respect Statement

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

In order to sustain an organizational culture of respect, it is critical that all employees have an awareness, understanding, and tolerance of others’ interests, viewpoints, cultures, and backgrounds. This culture promotes a positive work environment that supports the success of each employee, high student achievement, and continuous improvement in a self-renewing organization (MCPS, Excerpt R.E.S.P.E.C.T. Make it Real, 2007).

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 competency.

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 school support and improvement and the chief operating officer.
- The meetings are facilitated by an appointee of the associate superintendent, Office of Human Resources and Development.
- 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
3. 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 deputy superintendent of School Support and Improvement 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, deputy, chief operating officer (ADC), which serves as the steering committee.
RECRUITING AND STAFFING

Purpose
The Supporting Services Professional Growth System (SSPGS) is essential for attracting and recruiting high-quality supporting services personnel. This comprehensive professional growth system is based on core competencies and performance criteria that reflect the high level of skills and commitment to excellence that is expected of all supporting services personnel. Providing professional development opportunities, such as mentoring and performance recognition, creates a positive climate that motivates individuals to apply for support positions. One of the goals of SSPGS is to attract a diverse group of individuals. The SSPGS processes are equitable and clearly described so that candidates know what to expect and have confidence in the integrity of the system.

Definition of Recruiting
Recruiting is the process by which candidates are given opportunities to learn about the requirements, job expectations, and benefits of being a supporting services employee. This includes defining the process used to identify individuals suitable to apply for specific positions.

Recruiting Candidates
In SSPGS, the process of recruiting includes identifying and encouraging talented personnel who exhibit the core competencies—skills, knowledge, and abilities—required of a supporting services employee. Any individual interested in understanding the core competencies of a position can review the job descriptions available on the Montgomery County Public Schools (MCPS) website. Current employees can learn about the position requirements and expectations by reviewing the MCPS and other appropriate websites, various journals and newspapers, and/or appropriate in-house publications.

The Office of Human Resources and Development (OHRD) seeks highly qualified internal and external candidates from diverse backgrounds. Pathways to internal opportunities are provided through the professional development opportunities in SSPGS. External recruitment offers the possibility for hiring experienced candidates to work for MCPS. Avenues for recruitment include local community outreach, universities, other school systems, personal contacts, employee referrals, professional conferences, national publications, and other methods for soliciting interest at local, regional, state, and national levels.

Candidates need to understand the core competencies expected of our employees and exhibit behaviors that demonstrate these competencies, such as the overall safety and well-being of the students. An understanding of student learning and MCPS educational goals is central to working for MCPS.

Conclusion
It is the goal of OHRD to recruit the most qualified and talented pool of candidates interested in working for MCPS.
Purpose
The evaluation component of the MCPS Supporting Services Professional Growth System (SSPGS) serves to ensure and document quality performance of supporting services employees and provide feedback for continuous professional development.

The goals of the system are to—
- promote personal and organizational excellence,
- streamline the evaluation process, and
- focus on performance and growth.

Element of the Evaluation Process

Definition and Responsibilities of the Parties Involved
- **Employee**—the person who is being evaluated according to core competency criteria.
- **Evaluator**—the person who is the direct supervisor of the employee. When possible, the evaluator should be one supervisory level above the employee. For example, a building service manager would be the evaluator for a building service worker.
- **Evaluator of employees without direct supervisors**—When a supporting services employee does not work under the direction of an immediate supervisor, the evaluation document and meeting will be performed by the principal, with input provided from indirect feedback sources. It is the responsibility of the principal to remain fully knowledgeable of the employee’s performance, through periodic meetings with the employee regarding their ongoing job performance and progress on their professional development plan, as well as through ongoing consultation with providers of indirect feedback. Participation in the evaluation meeting by the providers of indirect feedback is always encouraged. However, it is mandatory when such feedback is contributing to a “does not meet competency” in any of the core competencies.
- **Provider of indirect feedback**—an MCPS administrator/supervisor who does not have direct evaluator responsibility but who has first-hand knowledge of the employee’s job performance, as measured by the core competencies (See SSPGS Tip Sheet for Providers of Feedback, p. 33.)
- **Reviewer**—the person who is ultimately responsible for the overall operations and performance of a division, department, or facility/school. When possible, the reviewer should be two supervisory levels above the employee. For example, the building service manager would ask a principal or designee to be the reviewer for a building service worker. In addition, the reviewer is responsible for ensuring that the evaluation accurately reflects an employee’s job performance.

Note: In elementary schools where there are no assistant principals, the roles of evaluator and reviewer may be performed by the principal. In this case, no reviewer signature is required on the evaluation form.

Evaluation Cycles
Formal evaluations are performed according to a regular cycle, which is not linked to or determinative of an employee’s annual step increase in compensation. Annual step increases occur independent of evaluation cycles.

- **New employees**—A Permanent Status Evaluation occurs immediately prior to the end of the six-month probationary period. Another formal evaluation of new employees is required 18 months later, at the two-year mark of MCPS employment. After year 2, formal evaluations are performed every three years.
- **Current employees**—All employees who have been evaluated at the end of the two-year mark, or who have been employed by MCPS in the same job classification for more than two years, will undergo a formal evaluation every three years.
SUPPORT STAFF EVALUATION SCHEDULE
FOR MEETING COMPETENCIES

<table>
<thead>
<tr>
<th>LENGTH OF SERVICE (YEARS)</th>
<th>EVALUATION (E) OR PROFESSIONAL DEVELOPMENT (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5 (6 mos.)</td>
<td>E</td>
</tr>
<tr>
<td>2</td>
<td>E</td>
</tr>
<tr>
<td>3</td>
<td>P</td>
</tr>
<tr>
<td>4</td>
<td>P</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
</tr>
<tr>
<td>6</td>
<td>P</td>
</tr>
<tr>
<td>7</td>
<td>P</td>
</tr>
<tr>
<td>8</td>
<td>E</td>
</tr>
<tr>
<td>9</td>
<td>P</td>
</tr>
<tr>
<td>10</td>
<td>P</td>
</tr>
<tr>
<td>11</td>
<td>E</td>
</tr>
<tr>
<td>12</td>
<td>P</td>
</tr>
<tr>
<td>13</td>
<td>P</td>
</tr>
<tr>
<td>14</td>
<td>E</td>
</tr>
<tr>
<td>15</td>
<td>P</td>
</tr>
<tr>
<td>16</td>
<td>P</td>
</tr>
<tr>
<td>17</td>
<td>E</td>
</tr>
<tr>
<td>18</td>
<td>P</td>
</tr>
<tr>
<td>19</td>
<td>P</td>
</tr>
<tr>
<td>20</td>
<td>E</td>
</tr>
<tr>
<td>21</td>
<td>P</td>
</tr>
<tr>
<td>22</td>
<td>P</td>
</tr>
</tbody>
</table>

Note: Employees hired prior to March 1 of a given year will be credited with one year of service in the evaluation cycle.

Performance Improvement Process (PIP)
Overview
Performance Improvement Process (PIP) provides underperforming supporting services employees with an opportunity to receive the intensive individualized assistance and professional development necessary to improve job performance and meet the core competency criteria of SSPGS. PIP is the product of collaboration among representatives of the Service Employees International Union (SEIU) Local 500, administrators/supervisors, and MCPS, all of whom are committed to its successful implementation. PIP is available to all employees after their ninth month of employment, regardless of whether they are in an evaluation or a professional development year. Employees who are determined as underperforming between achieving permanent status and the end of the ninth month of employment may not be referred to PIP but must receive support at their work location.

The SSPGS PIP offers supporting services employees several strategies to address issues of underperformance, including a six-month Peer Assistance and Review (PAR) program, a 90-day (calendar days) Special Evaluation, the opportunity for reassignment to a previously held position at which the employee was successful, and resignation. Participation in the PAR program is voluntary. Underperforming employees who decide against participation in PAR and who reject the 90-day Special Evaluation option may choose to either return to a position at which they were successful in the past or resign. Employees are not eligible to voluntarily transfer to or apply for another position while they are in PAR or a 90-day Special Evaluation.

Definition and Responsibilities of the Parties Involved
• It is the responsibility of all parties to adhere to appropriate levels of confidentiality regarding an employee’s inclusion in the performance improvement process.

• Employees who have received a “Does Not Meet Competency” rating in one or more core competencies on a formal evaluation or who have a documented underperformance that has been discussed with them by an administrator/supervisor over time are referred to PIP by their administrator/supervisor.

• Administrators/Supervisors who have assigned to an employee a “Does Not Meet Competency” rating in one or more core competencies on a formal evaluation, or who have documented and communicated to the employee a history of underperformance, will refer that employee to the
Performance Improvement Process (PIP). In the multiyear professional growth cycle of SSPGS, administrators/supervisors are responsible for evaluating their employees as well as supporting them during their professional growth years. They gather data independent of the professional growth consultant (PGC) on the employee’s progress while the employee is in the PAR program. They continue to observe, provide feedback, and coordinate support when necessary. No information from professional growth consultant reports may be used by an administrator/supervisor in their own evaluation of an employee.

Professional growth consultants (PGCs) are the direct liaisons among employees, administrators/supervisors, and the Peer Assistance and Review (PAR) Panel. They work under the direction of a lead PGC or co-lead PGCs, who is the contact person for administrators/supervisors referring an employee to the Performance Improvement Process (PIP). The lead PGC assigns cases and serves as the primary facilitator for the PGC staff. PGCs are experienced supporting services personnel who demonstrate outstanding professionalism and oral and written communication skills. They provide assistance and direct support to employees who do not meet core competencies during a formal evaluation or who are referred to PIP by an administrator/supervisor on the basis of a documented history of underperformance on the job. While PGCs share observations and final summative reports with administrators/supervisors, that documentation and the formal evaluation by the supervisor are independent of each other.

The duties of the PGC include the following:

- Conducting fact-finding with administrators/supervisors.
- Conducting initial intake meetings with employees to identify appropriate strategies for resolving job-related underperformance issues.
- Reporting the outcome of intake meetings to the PAR Panel.
- Assisting with the design of action plans for employees who opt for Special Evaluation.
- Finalizing a PAR Agreement for employees who opt for the PAR program that specifies the commitments and expectations relating to job performance on the part of the referring administrator/supervisor and the employee.
- Maintaining a database of caseload histories.
- Performing on-site observations.
- Helping employees remedy core competency deficiencies.
- Coordinating support structures for improving technical job knowledge.
- Guiding employees’ efforts to contribute to student achievement.
- Providing feedback to employees.
- Meeting with and providing feedback to referring administrators/supervisors.
- Preparing and submitting monthly to the PAR Panel, summary documentation and judgments regarding the progress of employees in the PAR program.

The PAR Panel oversees the Peer Assistance and Review component of PIP. It consists of 12 members appointed by the superintendent: six representatives, including a cochair from supporting services recommended by SEIU Local 500 and six representatives, including a cochair recommended by MCPS. PAR Panel members are accountable to their respective organizations to ensure organizational and institutional support of the program. They hear the summative reports and recommendations provided by PGCs and are responsible for the overall success of the program. The PAR Panel sends its recommendations directly to the superintendent, or the superintendent’s designee, who reviews and makes final decisions on all matters related to an individual employee’s dismissal.

The duties of the PAR Panel may include the following:

- Reviewing the disposition of all cases referred to PIP.
- Overseeing the cases of employees involved in PAR.
- Recruiting, interviewing, and selecting PGCs.
- Evaluating the performance of PGCs.
- Meeting monthly with PGCs to receive reports on employee progress in the PAR program.
- Advising PGCs regarding sources of support for employees.
- Reviewing concerns of participating employees or administrators/supervisors regarding PAR.
- Making one of the following personnel recommendations to the superintendent at the completion of an employee’s PAR participation, based on PGC reports, the administrator’s/supervisor’s formal evaluation, and other supporting data.

1. Successful completion of the PAR program and return to the regular professional growth cycle.
2. Recommendation of return to previously successful position if the underperformance is based solely on not meeting Knowledge of Job competency.
3. Dismissal.
Components of the Performance Improvement Process

PIP is designed to provide underperforming support services employees with the professional development opportunities required to improve performance and meet the core competency criteria of SSPGS. It is a mechanism for maintaining systemwide quality control and a highly skilled and effective workforce. The following are components of PIP:

Referral—In order to make a referral and initiate PIP, an administrator/supervisor must contact the director of performance evaluation and compliance, Office of Human Resources and Development, with evidence of an employee’s underperformance. Referrals to PIP take place under the following circumstances:

• An administrator/supervisor assigns to an employee a “Does Not Meet Core Competency” rating on one or more core competencies during a formal evaluation. Documentation supporting this rating will be provided to the assigned PGC.
• An administrator/supervisor has identified and documented underperformance that has been discussed with the employee over time.

Minimum Guidelines for Sufficient Documentation for Referral to the Performance Improvement Process—

• The underperformance concerns and related documentation occurred within the last three years, from the date of the referral.
• The documentation informing the employee of performance concerns was signed and dated by the employee. If the employee declined to sign, a witness to the interaction signed a sentence to that effect.
• The documentation indicated that the supervisor did the following:
  » explained expectations for meeting competency;
  » provided support, strategies, and feedback to improve performance; and
  » allowed the employee a reasonable amount of time to improve performance.
• There are multiple documents meeting the above criteria.

Fact Finding/Eligibility to Transfer—A PGC is assigned to the case by the lead PGC. The PGC conducts interviews and, together with their PAR pair, analyzes information from the administrator/supervisor and the employee to determine the merits of the referral.

If the PGC and PAR pair determine there is sufficient data to substantiate underperformance concerns, an intake meeting is scheduled. The PGC notifies the Director of Performance Evaluation and Compliance, the Coordinator of the Supporting Services Team in the Department of Recruitment and Staffing, and the employee of the scheduled date. Until the notification occurs, the employee is eligible to participate in the voluntary transfer process. If the employee has an application in progress before the initial intake meeting is scheduled, it will not be interrupted; the employee will be allowed to interview and accept a position if it is offered.

The application and performance improvement processes continue on parallel tracks. Once the employee has been given notification of the initial intake meeting, no further new applications will be considered.

Intake Meeting—If the PGC and the PAR pair determine that a referral is merited, an initial intake meeting is scheduled. The initial meeting will be scheduled within 10 working days of the submission of appropriate documentation by the referring administrator/supervisor. The initial intake meeting provides the PGC with the opportunity to discuss with the employee the issues prompting the referral as well as options available to address the issues. The employee is then able to make an informed decision regarding the best action to take. At a second intake meeting, the employee informs the PGC of their choice. The results of all intake meetings go to the co-chairs of the PAR Panel and the Office of Human Resources and Development.

If, on the basis of fact finding, the PGC believes that the documentation with the referral DOES NOT merit continued involvement in PIP, the PGC would report that outcome to the PAR Panel for review. Upon confirmation of that report by the PAR Panel, the employee would remain in their current position and continue in the professional growth cycle. The PAR Panel would notify the administrator/supervisor and the director of Performance, Evaluation and Compliance. They would then ensure that the Recommendation for Next Steps overall rating is changed to “Meets All Core Competencies.”

If, on the basis of fact finding, the PGC finds that the documentation supports competency deficiencies and indicates a need for continued involvement in PIP, the PGC would explain the options available to the employee. The employee would then reach a decision regarding which of the following options to choose:

• Peer Assistance and Review (PAR) Program—If, as a result of the intake meeting, a decision to take advantage of the PAR program is reached, the PGC would meet with the referring evaluator/receiver to confirm their commitment to the process and to the
employee’s development. Then, the PAR agreement would be written and presented to the employee, and evaluator/reviewer, for signature and then to the PAR Panel for confirmation. The PAR program may last for up to six months, during which time the PGC would carefully monitor the progress of the employee, conduct an interim conference to provide feedback on their work in the program, and report back to the PAR Panel. The employee waives their right to grieve a termination for performance reasons when they enter the PAR program.

- **Special Evaluation**—A 90-day (calendar days) Special Evaluation is available to the employee in lieu of the PAR program. In some circumstances, an employee’s best option may not be PAR. An action plan of shorter duration or sharper focus may be accomplished by means of a 90-day Special Evaluation. A special evaluation, which occurs under the auspices of OHRD, offers local support, the development of an action plan to address issues of underperformance, and constructive feedback from local administrators. Action plans are designed by the administrator/supervisor and the employee in collaboration, and it is the responsibility of those two parties to see that the provisions for support and improvement are met. Because a special evaluation is not part of PAR, the employee is not assigned to a PGC and the PAR Panel has no oversight over the case. Grievance rights are retained (please refer to the SEIU Local 500 contract).

- **Return to a previous position of success**—An employee may opt to return to a position in which they were previously successful, if that position is available and provided that returning to the previously held position does not result in a promotion within their existing job family. Positions with a separate POS Code, for reasons not related to job content, should be considered the same position, for purposes of this section. If the employee chooses to return to a position at which they were successful in the past, the six-month probationary period is waived and the regular evaluation process is applied. If the employee has held only one position in MCPS, and therefore does not have a previously successful position to return to, this option does not apply. This choice may result in a placement at a lower pay grade and salary reduction.

If an underperforming employee does not choose any of these options, the 90-day Special Evaluation would be the default decision.

**Note:** PAR is a one-time option per employee in any one job classification. If an employee has already taken advantage of the PAR program and underperformance concerns in the same job classification arise at a later date, a referral to PIP in the form of a memo or evaluation may be made to OHRD. A PGC would conduct fact finding to determine the merits of the referral. If, on the basis of fact finding, the PGC finds that the documentation in the referral does not merit continued involvement in PIP, the PGC would report that outcome to the director of Performance Evaluation and Compliance. If, on the basis of fact finding, the PGC finds that the documentation in the referral does relate to core competency deficiencies and indicates a need for continued involvement in PIP, the employee may choose the 90-day Special Evaluation, return to a previously held successful position, if available and applicable, or resign/retire.

**The Peer Assistance and Review (PAR) Agreement or Action Plan**—In order for PIP to work, both the employee and the referring administrator/supervisor must be invested in the process and committed to a strategy to address issues of underperformance. For employees opting for the PAR program, a PAR agreement must be approved by the administrator/supervisor, the PGC, and employee, and then vetted by the PAR Panel. For employees opting for a 90-day Special Evaluation, an action plan must be designed by the referring administrator/supervisor and the employee, under the auspices of the director of Performance Evaluation and Compliance. The PAR Agreement and the action plan are intended to address specific areas of underperformance. They may include formal and informal training opportunities, peer coaching, and other appropriate avenues of support. Strategies for support included in the PAR Agreement or Action Plan should, whenever possible, be provided to an employee during their regular schedule. Employees shall be permitted to attend, and granted professional leave, to fulfill the strategies listed in the PAR Agreement or Action Plan. No more than 30 duty days should pass between the original referral and the designation of a PAR Agreement or action plan. Communication and collaboration among the PGCs, administrators/supervisors, central services staff, and other MCPS offices and resources are essential to PIP.

**Mechanics of the Peer Assistance and Review (PAR) Program**

The PAR program is voluntary and is designed to resolve underperformance issues and provide employees with the skills they need for success. After referral to PIP, a PGC will research the case and schedule an intake meeting for the employee. PAR is one of the options presented by the PGC and begins once an employee and their administrator/supervisor are committed to a PAR Agreement and the Agreement has been vetted by all the parties involved. The PGC assigned to the case coordinates
resources and monitors the employee’s progress through six months of peer assistance. During this period, the PGC meets with administrator/supervisor and employee; performs a minimum of two formal observations—one announced and one unannounced; collects and records data pertinent to the case; provides additional resources for technical support as required; and makes monthly reports to the PAR Panel. At the three-month mark of the PAR program, the PGC, with the PAR Panel’s acknowledgment, conducts an interim conference with the employee to discuss their progress in PAR.

- If demonstrable progress has been made toward the resolution of underperformance issues, the employee may continue in the PAR program for the remaining three-month period or, if underperformance issues have been resolved, the employee may be released from the PAR program at that time, if all stakeholders and the PAR Panel are in agreement.

- If demonstrable progress has not been made during the initial three months of the PAR program, the employee may continue in the PAR program for the remaining three-month period or the PGC may discuss with the employee an option to return to a position in which they were previously successful, if such a position is available.

The PAR Panel is informed of the determination.

If the employee chooses to return to a position in which they were previously successful, the PGC will inform the Department of Recruitment and Staffing. The Department of Recruitment and Staffing will follow the standard policy of reassignment. If the successful employee chooses to continue for the remaining three months of the PAR program, at the end of the sixth month, the PGC would present a summative report and final judgment to the PAR Panel. The PGC may determine on the following:

- The employee has met the core competencies.
- The employee has not met the core competencies.

The PGC meets with the administrator/supervisor before the final judgment is made to the PAR Panel. At that time, both parties would review the summative report and the PGC’s judgment.

The PGC meets with the employee to inform him/her of the judgment that is going to the PAR Panel and reviews the summative report with the employee. The PAR Panel would then make the final personnel recommendation to the superintendent of schools.

**Recommendation Process**

**Agreement:** PGC and administrator/supervisor agree that the employee meets competency.

If the PGC and the administrator/supervisor agree that the employee meets competency, the PAR Panel would make a final recommendation to return the employee to their professional growth cycle. The PAR Panel notifies the employee and administrator/supervisor of the decision in writing. In the case of agreement among all parties, the employee and the administrator/supervisor do not attend a PAR Panel meeting.

**Agreement:** PGC and administrator/supervisor agree that the employee does not meet competency.

If the PGC and administrator/supervisor agree that the employee does not meet competency, the administrator/supervisor would have to appear before the PAR Panel. The employee may appear before the PAR Panel.

**Disagreement:** PGC and administrator/supervisor disagree that the employee does not meet competency or the employee disagrees with PGC and administrator/supervisor that they do not meet competency.

If the PGC and administrator/supervisor disagree about whether an employee has met competency, the administrator/supervisor would have to appear before the PAR Panel. The employee may appear before the PAR Panel.

In reviewing the facts relating to the recommendation from a PGC that an employee has not met the competency, if the PAR Panel concludes that the underperformance is based solely on not meeting competency number 2, Knowledge of the Job, the PAR Panel may make a recommendation that the employee be allowed to return to a previously held position at which the employee was successful. This would be in lieu of a recommendation to the superintendent of schools for termination.

**PAR Program Safeguards**

In order to guarantee a fair and impartial outcome, the following safeguards have been put in place to protect all parties involved in the PAR program:

- Employees may not be forced into the PAR program. Based on information and guidance given to them at an intake meeting by a PGC, they would decide whether or not to participate in PAR.

- If an administrator/supervisor refers an employee to PIP as a result of a formal evaluation or a documented history of underperformance and the recommendation of the PGC is that, based on the evidence, the employee does in fact meet competency and PAR or special evaluation is not needed, the administrator/supervisor may present additional
data to the PAR Panel in support of their contention. Final decisions rest with the PAR Panel. Under these circumstances, if the decision of the PAR Panel is upheld, the employee's evaluation would be revised to reflect that the Recommendations for Next Steps overall rating is changed to “Meets All Core Competencies.”

- Once an employee has gone through the PAR program, if they feel improperly assessed and that a judgment of not meeting competency by the PGC is not appropriate, the employee may present data to support their contention to the PAR Panel. The decision of the PAR Panel is final, pending the superintendent’s approval.

- At the three- or six-month review, if the PAR Panel determines that an employee has met core competencies and recommends that the employee return to their professional growth cycle and the superintendent overturns that determination, the employee may file a grievance. This is the only circumstance under which an employee who has opted for PAR may file a grievance.

- A memorandum will be placed in the employee’s personnel file to reflect successful completion of PAR.

**PAR Program Follow-up**

One year after successful completion of PAR, the supervisor will evaluate the employee to ensure maintenance of skills using MCPS Form 430-90: Evaluation Form: Supporting Services Professional Growth System. The supervisor would indicate on the form that the evaluation is a PAR follow-up. If the PAR follow-up coincides with the employee’s evaluation year in the professional growth cycle, then the PAR follow-up evaluation would replace the scheduled formal evaluation for that year.

- If the employee continues to meet competencies, they will continue in the professional growth cycle.

- If the employee does not meet one or more competencies, a PGC would conduct fact finding. If fact finding reveals that the documentation presented has merit, the employee would have only three options available:
  - A 90-day Special Evaluation
  - Return to a previously held successful position if available, and applicable
  - Resignation/retirement.
**PROFESSIONAL DEVELOPMENT**

**Vision**

The professional development process of the Supporting Services Professional Growth System (SSPGS) will provide comprehensive professional development opportunities that support the continuous growth of a skilled and effective workforce and reflect best practices for adult learners.

**Purpose**

A major component of SSPGS is a comprehensive professional development process for all support professionals. The professional development process provides employees with a variety of high-quality, work-related opportunities that expand their job knowledge, help them acquire new skills, and offer support toward meeting all core competency expectations at the time of their scheduled evaluations. A well-designed professional development process promotes individual success on the job and enhances the organizational effectiveness of MCPS.

**Professional Development Plan**

SSPGS is based on a three-year evaluation and professional growth cycle that begins at the end of the second year of employment in a position. (For employees hired new to MCPS, the first six-month period of employment in any position is probationary. After permanent status is attained, the employee is evaluated 18 months later at the two-year mark. Scheduled evaluations occur every three years thereafter.) At the beginning of a professional growth cycle, each employee collaborates with their supervisor to design a Professional Development Plan (PDP). The PDP may reflect data gathered from the employee’s most recent evaluation (see Part III of the evaluation form, page 29), demands specific to a job classification and location, and the employee’s own perception of their professional needs. The objective of the PDP is to target areas for growth and identify strategies for successfully meeting professional goals.

It is expected that completion of the PDP form and meeting(s) with the unit member’s supervisor should take place during the normal workday of the unit member. In the rare instance that this is not possible, the schedule of the unit member may be adjusted, by mutual agreement, on the day when the meeting is held. In situations where the meeting must occur outside the normal work hours of the unit member and the schedule cannot be adjusted, the supervisor must request and obtain approval for overtime, prior to scheduling the meeting.

As the primary component of the professional development process, the PDP does the following:

- Provides structure and accountability so that expectations are realistic, understood by both parties, and met in a reasonable manner.
- Enhances performance in the seven core competencies.
- Provides flexibility in the identification of professional growth goals.
- Aligns individual opportunities with the goals and objectives of specific work locations.
- Offers potential for long-range planning that may be revisited and adjusted on an annual basis.
- Contributes to workforce and organizational excellence.
Activities and Practices for Professional Development
The kinds of activities that employee and supervisor include in the PDP demonstrate a thoughtful assessment of current needs; available development opportunities; and future individual, departmental, and organizational goals. Continuous professional development, which benefits both the employee and the organization, may take many forms. Examples of professional development activities appropriate for the PDP include, but are not limited to, the following:

- Training development
- Certificate/degree programs
- Staff development opportunities
- Advisor peer coach or shadowing
- Reflection log
- Committees, task forces, work groups, etc.

PDP Review
An employee’s progress in meeting the goals of their PDP should be reviewed at least annually by the supervisor and the employee through a collaborative 30-minute dialogue. By the end of the professional growth cycle, and in anticipation of an employee’s scheduled evaluation, regular communication between the employee and the supervisor should ensure that measurable progress has been documented and professional goals met.

Exceptions to the PDP Requirement
There are two exceptions to the PDP requirement: employees who are participating in the PAR program under the terms of a PAR agreement and employees who are in a 90-day Special Evaluation under the terms of an action plan are exempt from submitting a PDP while they are in PAR or Special Evaluation. When these employees successfully fulfill the terms of their PAR Agreement or action plan and meet the requirements of any follow-up evaluations, they resume participation in the professional growth cycle and are expected to collaborate with their supervisor to design a PDP.

Supporting Services Mentoring Program
The Supporting Services Mentoring Program is an important component of SSPGS that provides additional strategies to ensure the employment of highly qualified and diverse professional and support personnel, as envisioned in Goal 4 of the Strategic Plan for Montgomery County Public Schools—Create a positive work environment in a self-renewing organization. The Supporting Services Mentoring Program provides mentors to both new employees and existing staff to help them excel in their roles, direct them to training and on-the-job work experiences, and prepare them for career development opportunities.

Conclusion
SSPGS is intended to provide employees with an environment in which continuous professional development is encouraged. This presupposes that supervisors and employees together take an active role in the design of PDPs that are realistic, motivational, clear, and effective. Augmented by other components of SSPGS, including training programs offered through the Office of Human Resources and Development, the PAR program, and the transparent expectations of the seven core competencies, investment in the professional development of supporting services employees improves the performance of the individual employee, increases capacity in the organization, and contributes to the success of our students.
RECOGNITION

An organization’s success ultimately depends on the commitment of its employees to the organization’s strategic plan and goals. Montgomery County Public Schools (MCPS) is committed to employee recognition, as evidenced in Our Call to Action: Pursuit of Excellence, Goal 4—Create a Positive Work Environment in a Self-renewing Organization. Recognizing and celebrating those employees who use their diverse knowledge, skills, creativity, and motivation to contribute to the overall success of MCPS is an important component of the Supporting Services Professional Growth System. The recognition component provides opportunity to highlight the individual achievement of staff in a positive and supportive manner that is consistent with a professional learning community.

Motivation and encouragement promotes a higher standard of performance from employees. The recognition component will support MCPS in its efforts to attract and retain the most qualified employees. Recognition identifies individuals and best practices for celebration and creates and supports an atmosphere of respect within the offices, departments, and divisions of MCPS and the larger community.

Role of Recognition

The role of the recognition component is to identify those practices, performances, and achievements attained by an individual/team that make them stand out. The system sets a standard for excellence by acknowledging these accomplishments. Employee accomplishments to be recognized may include, but are not limited to, the following:

- Earning a degree or certificate.
- Serving specified years in MCPS.
- Performing an act of heroism.
- Receiving awards outside of MCPS.
- Training an intern/new employee.
- Acting as a mentor or peer coach.
- Presenting at a professional conference.
- Holding office in a professional organization.
- Outstanding performance.
- Serving on school system committees.
- Developing better procedures for performing a task.
- Completing unique assignments.
- Teaching courses or training teams or individuals.
- Developing innovative or creative ideas.

Recognition Methods

The recognition of individuals for outstanding work is critical to a positive work environment and enhances the overall work climate. Locally made certificates and awards, verbal recognition at staff meetings, and a “thank you” are examples of employee recognition at the local level that promote increased morale and support a positive work environment. All stakeholders have a responsibility to identify and acknowledge the achievements of the people with whom they supervise and collaborate. As noted, recognition can take a variety of forms that include, but are not limited to, the following:

- Letters of appreciation.
- Recognition at a staff, cluster, administrative and supervisory, or Board of Education meeting.
- Plaques and certificates.
- Professional growth opportunities.
- Articles in The Bulletin/newspaper/website.
- Supporting and encouraging employees who wish to take courses for their professional development and/or promotional opportunities.
- Above and Beyond the Call of Duty (ABCD) awards.
- Nominations for community awards.

Best Practices

A list of current best practices was compiled to promote and expand opportunities to recognize employees for their outstanding efforts, skills, abilities, and time devoted to the MCPS pursuit of excellence for all students. These practices are evidence of the MCPS commitment to employee recognition and support the continuation of promoting a positive work environment and enhancing the teaching and learning process.
CORE COMPETENCIES AND PERFORMANCE CRITERIA 1–7

CORE COMPETENCY 1: COMMITMENT TO STUDENTS

Performance Criteria: The employee—

• understands how the job contributes to success for every student;
• cares genuinely about the overall learning environment to ensure student success;
• acts with the student in mind;
• is dedicated to meeting the expectations of principals, supervisors, staff, parents, and students;
• is dedicated to supporting high-quality education for students; and
• is dedicated to the successful achievement/performance of all groups by supporting the elimination of racial and ethnic inequities.

Examples of Evidence: The employee does the following:

<table>
<thead>
<tr>
<th>MEETS COMPETENCY</th>
<th>DOES NOT MEET COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assists and advocates on behalf of students.</td>
<td>• Disregards the needs of students.</td>
</tr>
<tr>
<td>• Understands the needs of the students and follows up when appropriate.</td>
<td>• Does not follow up on issues that may negatively impact students.</td>
</tr>
<tr>
<td>• Provides appropriate alternative solutions to student issues.</td>
<td>• Is unwilling to listen or offer assistance.</td>
</tr>
<tr>
<td>• Builds successful relationships with students to ensure a productive learning environment.</td>
<td>• Does not display interest in student needs or inquiries.</td>
</tr>
<tr>
<td>• Values student achievement.</td>
<td>• Does not support efforts to provide a clean, safe learning environment for all students.</td>
</tr>
<tr>
<td>• Understands their role and responsibility and how they contribute to student achievement.</td>
<td>• Is insensitive when dealing with students.</td>
</tr>
<tr>
<td>• Anticipates and responds quickly to student needs.</td>
<td>• Displays an attitude that inhibits student confidence and self-esteem.</td>
</tr>
<tr>
<td>• Contributes to creating and maintaining a positive and safe environment for students.</td>
<td>• Does not support equitable practices in the school and workplace</td>
</tr>
<tr>
<td>• Treats all students fairly.</td>
<td>• Does not support and advocate for full stakeholder involvement in decision making</td>
</tr>
<tr>
<td>• Supports equitable practices in the school and workplace</td>
<td>• Is unwilling to engage in professional learning that advances the commitment to equity</td>
</tr>
<tr>
<td>• Supports and advocates for full stakeholder involvement in decision making</td>
<td>• Does not model respectful behavior in all interactions</td>
</tr>
<tr>
<td>• Engages in professional learning that advances the commitment to equity</td>
<td>• Does not treat all people fairly and with respect</td>
</tr>
<tr>
<td>• Models respectful behavior in all interactions</td>
<td>• Avoids opportunities to participate in initiatives that advance the commitment to equitable practices</td>
</tr>
<tr>
<td>• Treats all people fairly and with respect</td>
<td>•</td>
</tr>
<tr>
<td>• Contributes to initiatives that advance the commitment to equitable practices</td>
<td>•</td>
</tr>
</tbody>
</table>
CORE COMPETENCY 2: KNOWLEDGE OF JOB

Performance Criteria: The employee—

• understands assigned job duties;
• is knowledgeable about current and new practices and methods;
• uses appropriate materials, equipment, and resources;
• implements and completes work assignments;
• learns new skills and procedures; and
• knows appropriate policies, procedures, and regulations.

For the position-specific knowledge, skills, and abilities, refer to the reference checklists as well as the job descriptions under the Classification section on the MCPS website, www.montgomeryschoolsmd.org/departments/personnel.

Examples of Evidence: The employee does the following:

<table>
<thead>
<tr>
<th>MEETS COMPETENCY</th>
<th>DOES NOT MEET COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a high degree of competence in job-related skills, as outlined in the classification description for the position being evaluated.</td>
<td>• Needs excessive supervision to complete routine tasks.</td>
</tr>
<tr>
<td>• Maintains appropriate records and equipment.</td>
<td>• Does not complete assignments in a timely manner.</td>
</tr>
<tr>
<td>• Possesses the knowledge base to get work done.</td>
<td>• Does not display solid understanding of job responsibilities.</td>
</tr>
<tr>
<td>• Shares knowledge that will benefit others.</td>
<td>• Does not adhere to operations standards, policies, and procedures.</td>
</tr>
<tr>
<td>• Keeps well informed on new procedures, policies, and guidelines.</td>
<td>• Consistently makes mistakes and causes rework.</td>
</tr>
<tr>
<td>• Is effective and productive.</td>
<td>• Does not attend to detail.</td>
</tr>
<tr>
<td>• Consistently meets the performance criteria of quality and quantity of work.</td>
<td></td>
</tr>
<tr>
<td>• Applies policies and procedures appropriately.</td>
<td></td>
</tr>
<tr>
<td>• Uses resources and materials responsibly.</td>
<td></td>
</tr>
</tbody>
</table>
CORE COMPETENCY 3: PROFESSIONALISM

Performance Criteria: The employee—
- is patient to hear the entire story;
- is calm under pressure;
- is timely with information;
- is dependable, reliable, and trustworthy;
- responds to all people equitably;
- is proactive when handling all situations; and
- possesses the ability to handle all matters in a professional and confidential manner.

Examples of Evidence: The employee does the following:

<table>
<thead>
<tr>
<th>MEETS COMPETENCY</th>
<th>DOES NOT MEET COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates patience and good listening skills.</td>
<td>• Lacks patience and interrupts frequently.</td>
</tr>
<tr>
<td>• Treats all people with respect and fairness.</td>
<td>• Uses inappropriate communication styles.</td>
</tr>
<tr>
<td>• Provides efficient and pleasant assistance.</td>
<td>• Is argumentative and/or intimidating.</td>
</tr>
<tr>
<td>• Instills confidence in others.</td>
<td>• Lacks initiative in job performance.</td>
</tr>
<tr>
<td>• Responds to questions and requests in a timely manner.</td>
<td>• Rarely demonstrates a positive attitude and demeanor.</td>
</tr>
<tr>
<td>• Is dependable and reliable.</td>
<td>• Does not treat others fairly/equitably.</td>
</tr>
<tr>
<td>• Remains calm under pressure.</td>
<td>• Violates or is careless about protecting confidentiality.</td>
</tr>
<tr>
<td>• Approaches situations with a positive attitude.</td>
<td>• Demonstrates leadership when circumstances warrant.</td>
</tr>
<tr>
<td>• Demonstrates initiative.</td>
<td>• Shares accountability for outcomes.</td>
</tr>
<tr>
<td>• Keeps appropriate matters confidential.</td>
<td>•</td>
</tr>
</tbody>
</table>
CORE COMPETENCY 4: INTERPERSONAL

Performance Criteria: The employee—
- is polite and approachable;
- is able to be a team member/player;
- cares about people;
- is available and ready to help;
- treats people with respect;
- acts as a mentor and a student advocate;
- attempts to understand other perspectives; and
- relates well to others.

Examples of Evidence: The employee does the following:

<table>
<thead>
<tr>
<th>MEETS COMPETENCY</th>
<th>DOES NOT MEET COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Contributes to a positive work environment.</td>
<td>• Is impolite and insensitive to others.</td>
</tr>
<tr>
<td>• Is supportive, respectful, and polite.</td>
<td>• Maintains distance from others and does not interact easily.</td>
</tr>
<tr>
<td>• Accepts feedback.</td>
<td>• Rarely or never functions as a team player.</td>
</tr>
<tr>
<td>• Works effectively with others.</td>
<td>• Does not demonstrate a caring attitude.</td>
</tr>
<tr>
<td>• Is receptive and open-minded.</td>
<td>• Is rarely available to or refuses to assist others.</td>
</tr>
<tr>
<td>• Is willing to consider differing opinions.</td>
<td>• Is disrespectful.</td>
</tr>
<tr>
<td>• Offers assistance when needed.</td>
<td>• Displays lack of interest in helping and advocating for students.</td>
</tr>
<tr>
<td>• Promotes productive interactions.</td>
<td>• Is unwilling to consider differing opinions.</td>
</tr>
<tr>
<td>• Conveys positive personal qualities.</td>
<td>• Is arrogant.</td>
</tr>
<tr>
<td>• Understands the importance of getting things done as a team.</td>
<td>• Is argumentative.</td>
</tr>
<tr>
<td>• Handles confrontations with tact.</td>
<td>• Is impatient.</td>
</tr>
<tr>
<td>• Respects the opinions, abilities, and contributions of others.</td>
<td>• Is self-centered.</td>
</tr>
<tr>
<td>• Contributes constructively to team efforts.</td>
<td>• Constantly seeks easiest way out.</td>
</tr>
<tr>
<td>• Demonstrates an appreciation of diversity in the workplace.</td>
<td>• Is discourteous toward staff, parents, or students.</td>
</tr>
<tr>
<td></td>
<td>• Cannot express feelings or relate to another point of view.</td>
</tr>
</tbody>
</table>
**CORE COMPETENCY 5: COMMUNICATION**

**Performance Criteria:** The employee—
- understands how to be an active listener;
- is effective in oral and written skills;
- is able to communicate well to manage conflict and deal effectively with problem situations; and
- is tactful when handling situations and difficulties, making the least possible disruption.

**Examples of Evidence:** The employee does the following:

<table>
<thead>
<tr>
<th>MEETS COMPETENCY</th>
<th>DOES NOT MEET COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands and engages in active listening practices.</td>
<td>Is not attentive or focused.</td>
</tr>
<tr>
<td>Demonstrates good judgment in selecting the proper mode of communication, e.g., spoken word, memo, letter, e-mail, or fax.</td>
<td>Does not respond to questions or requests.</td>
</tr>
<tr>
<td>Sends messages that are clear and concise.</td>
<td>Communicates in a way that disrupts the work environment.</td>
</tr>
<tr>
<td>Is direct and constructive in tone, words, and actions.</td>
<td>Frequently interrupts.</td>
</tr>
<tr>
<td>Ensures the least amount of disruption in handling difficult situations.</td>
<td>Insults in tone and content.</td>
</tr>
<tr>
<td>Produces organized and complete reports as required.</td>
<td>Sends messages that aggravate difficult situations.</td>
</tr>
<tr>
<td>Communicates rules and procedures calmly and effectively.</td>
<td>Inappropriately withholds information.</td>
</tr>
<tr>
<td>Conveys a favorable image of the organization.</td>
<td>Uses inappropriate language.</td>
</tr>
<tr>
<td>Keeps others informed appropriately at all levels of the organization.</td>
<td>Does not ask for clarification when needed.</td>
</tr>
<tr>
<td>Contributes to the efficient flow of information within the organization.</td>
<td>Does not attempt to defuse situations when possible.</td>
</tr>
<tr>
<td>Verifies information and instructions, both given and received.</td>
<td></td>
</tr>
</tbody>
</table>
CORE COMPETENCY 6: ORGANIZATION

Performance Criteria: The employee—
- knows how to get things done in the classroom, school, office, or other work location;
- assists as needed to organize meetings and tasks;
- anticipates needs of principals, supervisors, staff, parents, and students;
- gets things done in a timely manner; and
- manages a broad range of activities.

Examples of Evidence: The employee does the following:

<table>
<thead>
<tr>
<th>MEETS COMPETENCY</th>
<th>DOES NOT MEET COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anticipates and prepares for the completion of tasks, assignments, etc.</td>
<td>• Is inefficient and ineffective at completing tasks.</td>
</tr>
<tr>
<td>• Accomplishes tasks in an orderly, systematic, and resourceful manner.</td>
<td>• Frequently does not meet schedules and timelines for completing work.</td>
</tr>
<tr>
<td>• Demonstrates effective time management.</td>
<td>• Is not able to meet multiple demands.</td>
</tr>
<tr>
<td>• Handles multiple demands appropriately.</td>
<td>• Lacks an orderly approach to tasks.</td>
</tr>
<tr>
<td>• Uses correct procedures for maintaining and retrieving materials and records.</td>
<td>• Does not maintain an orderly work environment.</td>
</tr>
<tr>
<td>• Attempts to restore order in disruptive situations.</td>
<td>• Cannot find materials or records.</td>
</tr>
<tr>
<td>• Assembles available facts and makes timely decisions.</td>
<td>• Uses inappropriate information to justify an action.</td>
</tr>
<tr>
<td></td>
<td>• Makes hasty, uninformed decisions.</td>
</tr>
</tbody>
</table>
**CORE COMPETENCY 7: PROBLEM SOLVING**

**Performance Criteria:** The employee—
- changes routines to fit the needs of the situation;
- accesses and uses resources effectively and efficiently;
- identifies process improvements;
- explores beyond the obvious when solving problems;
- asks appropriate questions to clarify situations;
- is logical when discussing the pros and cons of situations; and
- recognizes issues and their implications quickly.

Examples of Evidence: The employee does the following:

<table>
<thead>
<tr>
<th>MEETS COMPETENCY</th>
<th>DOES NOT MEET COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adapts to changing situations.</td>
<td>• Lacks flexibility.</td>
</tr>
<tr>
<td>• Identifies new, creative, or innovative solutions.</td>
<td>• Resists new or innovative ways to accomplish tasks.</td>
</tr>
<tr>
<td>• Asks appropriate questions.</td>
<td>• Does not seek pertinent information beyond the obvious.</td>
</tr>
<tr>
<td>• Knows when to seek help.</td>
<td>• Is unwilling to ask for assistance.</td>
</tr>
<tr>
<td>• Assesses problems in a logical and calm manner.</td>
<td>• Does not recognize issues or anticipate their consequences.</td>
</tr>
<tr>
<td>• Anticipates and takes steps to avoid problems before they arise.</td>
<td>• Does not apply practical solutions to problems.</td>
</tr>
<tr>
<td>• Demonstrates the ability to identify and analyze situations quickly.</td>
<td>• Does not address problems before they become critical.</td>
</tr>
<tr>
<td>• Recognizes issues and their implications.</td>
<td>• Makes excuses for ignoring problems.</td>
</tr>
<tr>
<td>• Prioritizes situations and handles them accordingly.</td>
<td></td>
</tr>
<tr>
<td>• Manages routine responsibilities while handling unusual or difficult situations when they arise.</td>
<td></td>
</tr>
<tr>
<td>• Collaborates to find workable solutions to problems.</td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE JOB DESCRIPTION FOR A PARAEDUCATOR

Commitment to Students
- Understands how the job contributes to success for every student.
- Cares genuinely about the overall learning environment to ensure student success.
- Acts with the student in mind.
- Is dedicated to meeting expectations of principals, supervisors, staff, parents, and students.
- Is dedicated to supporting high-quality education for students.

Knowledge of Job

General
- Understands assigned job duties.
- Is knowledgeable about current and new practices and methods.
- Uses appropriate materials, equipment, and resources.
- Implements and completes work assignments.
- Learns new skills and procedures.
- Knows appropriate policies, procedures, and regulations.

Technical
- Possesses a basic understanding of the curriculum in the classroom(s) to which they are assigned.
- Facilitates small groups and one-on-one learning and manages entire class when required to do so.
- Provides feedback to the teacher on the student’s progress.
- Uses appropriate teaching aids.
- Implements teacher’s lesson plans in small groups.

Professionalism
- Is patient to hear the entire story.
- Is calm under pressure.
- Is timely with information.
- Is positive, reliable, and trustworthy.
- Responds to all people equitably.
- Is proactive when handling all situations.
- Possesses the ability to handle all matters in a professional and confidential manner.

Interpersonal
- Is polite and approachable.
- Is able to be a team member/player.
- Cares about people.
- Is available and ready to help.
- Treats people with respect.
- Acts as a mentor and a student advocate.
- Attempts to understand other perspectives.
- Relates well to others.

Communication
- Understands how to be an active listener.
- Is effective in oral and written skills.
- Is able to communicate well to manage conflict and deal effectively with problem situations.
- Is tactful when handling situations and difficulties, making the least possible disruption.

Organization
- Knows how to get things done in the classroom, school, office, or other work location.
- Assists as needed to organize meetings and tasks.
- Anticipates needs of principals, supervisors, staff, parents, and students.
- Gets things done in a timely manner.
- Manages a broad range of activities.

Problem Solving
- Changes routines to fit the needs of the situation.
- Accesses and uses resources effectively and efficiently.
- Identifies process improvements.
- Explores beyond the obvious when solving problems.
- Asks appropriate questions to clarify situations.
- Is logical when discussing the pros and cons of situations.
- Recognizes issues and their implications quickly.
For the position-specific knowledge, skills, and abilities, refer to the reference checklists as well as the job descriptions under the Classification section on the MCPS website—www.montgomeryschoolsmd.org/departments/personnel. These are not intended to be all-inclusive lists. These reference checklists should guide the evaluator as they evaluate an employee against the Knowledge of Job core competency.

Cafeteria Worker 1, School-based (7510, 7511, and 7512)—Knowledge of Job
- Maintains a safe work environment and practices safe food- and equipment-handling procedures.
- Understands how to assemble appropriate food and supplies for food preparation and serving.
- Displays appropriate customer skills when serving students, faculty, and staff.
- Demonstrates established cashiering and money-handling procedures.
- Knows how to complete and use food production records.

Food Service Satellite Manager, School-based (7600, 7610)—Knowledge of Job
- Understands the nutrition standards and requirements for all school meal programs.
- Knows procedures and policies for effective training and management of supporting services staff.
- Knows the purpose and importance of fiscal responsibility and accountability.
- Understands the role of the satellite manager as part of the school leadership team in support of the administrator and school operations.
- Maintains a safe work environment and practices safe food- and equipment-handling procedures.
- Understands how to assemble appropriate food and supplies for food preparation and serving.
- Displays appropriate customer skills when serving students, faculty, and staff.
- Demonstrates established cashiering and money-handling procedures.
- Knows how to complete and use food production records.
APPENDICES
PERFORMANCE IMPROVEMENT PROCESS INTAKE MEETING FORM

Office of Human Resources and Development
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

Employee Name: ___________________________ Employee ID#: ___________________________ Initial Date: ________________

Section 1: First Intake Meeting
Using information gathered during fact-finding, the professional growth consultant (PGC) will
• Explain the intake meeting process
• Review performance concerns
• Share identified underperformance competency(ies)
  - Commitment to Students
  - Knowledge of Job
  - Professionalism
  - Interpersonal
  - Communication
  - Organization
  - Problem Solving
• Present the options available to the employee (employee will have three working days to make a decision).

Employee initials:______ Date: ________________

Section 2: Final Intake Meeting
Based on the results of fact-finding, the documentation supports the referral to the Performance Improvement Process. The PGC has explained the options available to the employee to address issues of underperformance. The employee has chosen the following option and initialed it:

_____ 1. Participate in Peer Assistance and Review (PAR) program.*
_____ 2. Participate in the 90-Day Special Evaluation. (Employee retains grievance rights.)
_____ 3. Return to a previously held position at which they were successful, if available. (This choice may result in a voluntary placement at a lower pay grade and salary reduction.)
_____ 4. Resign.

*An employee who chooses the PAR process waives their right to grieve a termination for performance reasons, unless the decision by the superintendent or their designee to terminate the employee was not supported by a majority vote of the PAR Panel.

Note: If the employee does not choose one of the options above, they will automatically participate in the 90-Day Special Evaluation.

Section 3: Required signatures:
By signing this form, I verify that the PGC explained the options available to me. I understand each option, and I agree to abide by the option that I have chosen.

<table>
<thead>
<tr>
<th>Employee Name (PRINT)</th>
<th>Employee Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PGC Name (PRINT)</th>
<th>SPGC Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

A confidential copy of this document is sent to OHRD—director of performance evaluation and compliance, administrator/supervisor, PGC, SEIU Local 500 president, and employee.

November 2013
Evaluation Form:
Supporting Services Professional Growth System

Office of Human Resources and Development (OHRD)
Department of Professional Growth Systems
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

Negotiated Agreement between SEIU Local 500, CTW, and the Board of Education of Montgomery County

Name ___________________________________________________ Employee ID # __________________________ Date _____________

□ *Permanent Status Evaluation  □ Scheduled Evaluation  □ **Off-cycle Evaluation  □ PAR Follow-UP  □ ***Interim Evaluation

Department/School __________________________________________ Position __________________________

Notes:  * If this is a Permanent Status Evaluation, probationary employees should be able to demonstrate their potential to meet
the general and technical Knowledge of Job core competency performance criteria.
** An Off-cycle Evaluation can be used:
  • as a tool to work with underperforming employees to let them know the status of their current performance
  • as a way to call attention to exceptionally good work
  • following the end of the 90-day special evaluation within the Performance Improvement Process

*** An Interim Evaluation is prepared if there is a change of supervisor or if employees transfer prior to the time for their
regularly scheduled performance evaluation. (See Article 30, paragraph B2 of the Negotiated Agreement between SEIU
Local 500, CTW, and the Board of Education of Montgomery County.)

Roles and Responsibilities
• The evaluator is the direct line supervisor. The reviewer is a higher level supervisor, if one exists. Montgomery County Education
Association (MCEA) employees do not write evaluations and are not evaluators or reviewers, but may provide indirect feedback.
(See Supporting Services Professional Growth System (SSPGS)—then link to: http://www.montgomeryschoolsmd.org/departments/
professionalgrowth/supporting/default.aspx Handbook for clarification.)

Providing Examples and Evidence
• In the “Examples/Evidence” section, provide specific examples/evidence of how employees have demonstrated or not demonstrated
meeting competency. Narratives written in the Claim, Examples/Evidence, Impact, Judgment (CEIJ) format are preferred.

Completing the Form
• Evaluator completes all parts of the form. Reviewer reviews and signs the form. No section of the form should be left blank.
• Evaluator discusses the evaluation with the employee.
• Evaluator and employee sign the evaluation.
• One copy is kept in the employee’s local file, one is given to the employee, and one is sent to the OHRD Department of
Professional Growth Systems.

Due Dates
• Permanent Status Evaluation: Due no later than six months after the date of hire.
• Scheduled Evaluation:
  • Meets Competency: Submit by the last instructional day for students.
  • Does Not Meet Competency: Submit by first Friday in March.
  • Peer Assistance and Review (PAR) Follow-Up: Due one year after completing PAR.
PART I—CORE COMPETENCIES

The core competencies listed below are defined by performance criteria. These performance criteria offer suggestions for how the core competencies may be observed. (See SSPGS Handbook.)

**Rating:** There are two possible ratings—Meets Competency and Does Not Meet Competency. Using the examples/evidence, determine the overall assessment of the employee's performance in a particular competency.

- **Meets Competency (MC):** Reflects performance over a sustained period of time that clearly and consistently meets competency performance criteria as cited in the SSPGS Handbook.
- **Does Not Meet Competency (NMC):** Reflects performance that regularly fails to meet competency performance criteria.

<table>
<thead>
<tr>
<th>Core Competencies/Performance Criteria</th>
<th>Examples/Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMITMENT TO STUDENTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understands how the job contributes to Success for Every Student</td>
<td></td>
<td>□ MC □ NMC</td>
</tr>
<tr>
<td>• Cares genuinely about the overall learning environment to ensure student success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Acts with the student in mind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is dedicated to meeting expectations of principals, supervisors, staff, parents/guardians, and students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is dedicated to supporting high-quality education for students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is dedicated to the successful achievement/performance of all groups by supporting the elimination of racial and ethnic inequalities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| KNOWLEDGE OF JOB                     |                   |        |
| General Competencies                 |                   |        |
| - Understands assigned job duties    |                   | □ MC □ NMC |
| - Is knowledgeable about current and new practices and methods |                   |        |
| - Uses appropriate materials, equipment, and resources |                   |        |
| - Implements and completes work assignments |                   |        |
| - Learns new skills and procedures |                   |        |
| - Knows appropriate policies, procedures, and regulations |                   |        |
| Technical Competencies               |                   |        |
| Applies the knowledge and skills needed to do the job, including technical competencies required by employee's specific position classification (See job description and Reference Checklist.) |                   |        |</p>
<table>
<thead>
<tr>
<th>Core Competencies/Performance Criteria</th>
<th>Examples/Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROFESSIONALISM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Patient to hear the entire story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Calm under pressure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Timely with information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Positive, dependable, reliable, and trustworthy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Responds to all people equitably</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Proactive when handling all situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Possesses the ability to handle all matters in a professional and confidential manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTERPERSONAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Polite and approachable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Able to be a team member/team player</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cares about people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Available and ready to help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Treats people with respect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Acts as a mentor and a student advocate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Attempts to understand other perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Relates well to others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

□ MC  □ NMC
<table>
<thead>
<tr>
<th>Core Competencies/Performance Criteria</th>
<th>Examples/Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understands how to be an active listener</td>
<td></td>
<td>□ MC</td>
</tr>
<tr>
<td>• Effective in oral and written skills</td>
<td></td>
<td>□ NMC</td>
</tr>
<tr>
<td>• Able to communicate well to manage conflict and deal effectively with problem situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tactful when handling situations and difficulties with the least possible disruption</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td></td>
<td>□ MC</td>
</tr>
<tr>
<td>• Knows how to get things done in the classroom, school, office, or other work locations</td>
<td></td>
<td>□ NMC</td>
</tr>
<tr>
<td>• Assists as needed to organize meetings and tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Anticipates needs of principals, supervisors, staff, parents/guardians, and students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Gets things done in a timely manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Manages a broad range of activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PROBLEM SOLVING

- Changes routines to fit the needs of the situation
- Accesses and uses resources effectively and efficiently
- Identifies process improvements
- Explores beyond the obvious when solving problems
- Asks appropriate questions to clarify a situation
- Logical when discussing the pros and cons of situations
- Quickly recognizes issues and their implications

<table>
<thead>
<tr>
<th>Core Competencies/Performance Criteria</th>
<th>Examples/Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROBLEM SOLVING</td>
<td></td>
<td>□ MC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ NMC</td>
</tr>
</tbody>
</table>

### PART II—ADDITIONAL COMMENTS

(For example, you might address the past year’s record of accomplishments, letters of recommendation, and training courses taken.)
PART III—SUGGESTIONS FOR CONTINUED PROFESSIONAL DEVELOPMENT

PART IV—FINAL RATING
Please indicate the final rating by checking the appropriate box below. Evidence and comments to support this rating should be included in Parts I, II, and III.

☐ Meets all core competencies  ☐ Does not meet one or more of the core competencies

PART V—SIGNATURES

_____________________________________________  __/___/___  ________________________________
Signature, Evaluator                             Date                                                 Printed Name and Job Title, Evaluator

_____________________________________________  __/___/___  ________________________________
Signature, Reviewer                             Date                                                 Printed Name and Job Title, Reviewer

I have participated in this evaluation

_____________________________________________  __/___/___
Signature, Employee                             Date

(By signing this evaluation the employee does not necessarily have to agree with the contents and may attach comments to this form.)
SSPGS TIP SHEET FOR PROVIDERS OF INDIRECT FEEDBACK

Some supporting services staff members spend most of their time working with an MCEA unit member or others (such as an area supervisor, resource teacher, media specialist, or instructional specialist) who are not their direct-line supervisor. These employees are encouraged to participate in the evaluation of the individual based on their work together by providing information that is objective and based on the competencies and requirements of the position. Honest and respectful communication is the key to providing feedback that supports performance. Feedback should be offered both as a means to encourage improvement in areas of concern and to commend employees who are performing well. Providers of indirect feedback should follow the guidelines below to ensure that the evaluative information is fair and actually reflects performance.

Guidelines

Providers of indirect feedback do not write or sign evaluations. This includes all MCEA employees. Providers of indirect feedback should—

- be familiar with the seven core competencies and the job requirements; review them with the employee at the start of the school year.
- provide clear expectations of the job responsibilities before beginning the evaluation process. Be specific; offer feedback that is performance-based and provide examples. When/if identifying an area of performance that does not meet expectations, relate the behavior to one or more competencies.
- confer with the individual about the content of the comments prior to submitting them to the supervisor.
Name ________________________________ Employee Identification Number: ___ ___ ___ ___ ___

Position_________________________________ Work Location _________________________________________

Timeframe for PDP: From ___________________ to ___________________

Professional Development Goal(s)
My professional development goal is to

□ Maintain and/or enhance competency  □ Explore other career opportunities in MCPS
(See www.montgomeryschoolsmd.org/departments/personnel/classification/ for job descriptions and required skills.)

Core Competencies
Check at least one core competency for your PDP focus. Your choice(s) will guide your PDP activities.

□ 2. Knowledge of Job  □ 5. Communication

PDP Activities
Discuss with your supervisor from the following list one or more ways that your plan to continue your professional growth.

Options may include, but are not limited to, participation in the following:

□ Annual review of current job policies, practices, and/or updates
□ Advisor, peer coach, or shadowing  □ Meetings with supervisor
□ Apprenticeships or internships  □ Meeting/trainer presenter
□ Certificate/Degree program  □ Networking group
□ Committee or task force  □ Portfolio development
□ Extracurricular activities sponsor  □ Reflection log
□ Job-related book/article reading  □ Staff development opportunities
□ Language skills improvement  □ Staff meeting attendance
□ License requirements  □ Training development

Please note: Some activities have minimum requirements and/or may only be available to certain positions or work sites. In addition, some choices may require supervisor approval.

My goal for this PDP is

____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________

SIGNATURES: These signatures reflect shared understanding of the plan.

_________________________________________________  __________________________________________________
Employee Name (Print)  Signature, Employee  Date

_________________________________________________  __________________________________________________
Supervisor/Administrator Name (Print)  Signature, Supervisor/Administrator  Date
PDP Review:

What have I accomplished with my PDP?

______________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________

What have I learned?

______________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________

What do I need to continue to grow professionally?

______________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________

SIGNATURES: These signatures reflect completion of the plan.

_________________________________________________  __________________________________________________  ____/____/____

Employee Name (Print)                                      Signature, Employee                           Date

_________________________________________________  __________________________________________________  ____/____/____

Supervisor/Administrator Name (Print)                     Signature, Supervisor/Administrator           Date

SUGGESTED TIMELINE:

JANUARY—JUNE

By June 15, evaluation year:

   Employee has a 30-minute conference with supervisor and receives evaluation feedback for use in development of PDP.

By June 15 of professional development year 2:

   PDP activities are completed, shared with supervisor and the PDP Review section is signed by employee and supervisor. A copy of the PDP is kept in the school/office file, supervisor file, and the original with the employee.

JULY—DECEMBER

By October 15 of professional development year 1:

   Office of Human Resources and Development (OHRD) sends list of employees in their evaluation and professional growth years to supervisors.

By December 15 of professional development year 1:

   PDP is written together with the employee and the supervisor and their signatures are placed on the document.
GLOSSARY FOR PDP ACTIVITIES

Advisor, peer coach, shadowing: Coach/train coworker on knowledge of the job and best practices. Employee learns a job by following and observing another employee who knows or regularly does the job effectively.

Apprenticeships or internships: Work under a skilled professional in order to learn an art, craft, or trade and become qualified in it, or work as a low-level assistant or trainee in an occupation in order to gain practical experience.

Certificate/degree program: Enroll/continue in a certificate or degree program through an accredited college or university.

Committee or task force: Serve on a committee/task force to improve work environment, processes, student learning, and efficiency.

Extracurricular activities sponsor: Support student learning using leadership skills to direct students in MCPS-sponsored activities outside of the classroom.

Job-related book/article reading: Read to increase job knowledge through trade publications, journals, magazines, and books.

Language skills improvement: Enroll in language classes other than English to support improved communication of students, staff, and parents. Enroll in English-language courses to improve communication for English-language learners.

License requirements: Fulfill obligations/requirements to keep license(s) current.

Meetings with supervisor: Meet regularly to maintain good communication between the employee and the supervisor.

Meeting/training presenter: Conduct a meeting or training in the work environment, in collaboration with the supervisor.

Networking group: Work with other employees in the same job classification to improve processes.

Portfolio development: Design, organize, and archive a variety of artifacts that demonstrate professional growth and accomplishments using the seven core competencies of the Supporting Services Professional Growth System.

Reflection log: Individually record in a journal completed tasks/jobs describing the events, what was learned from the events, and possible steps to improve.

Staff development opportunities: Attend training classes offered by the Office of Human Resources and Development through Professional Development Online (PDO) and/or other MCPS-sponsored training classes or seminars.

Staff meeting attendance: Attend staff meetings at the employee’s work location, which could possibly occur outside of normal duty hours, to increase involvement and improve student learning.

Training development: Design and develop training sessions, programs, and materials for use in MCPS training programs, departments/divisions.
FREQUENTLY ASKED QUESTIONS FOR PDPS

Question: Am I required to complete a PDP?
Answer: Yes. Every permanent support professional must complete a PDP at the beginning of their professional growth cycle.

Question: Why?
Answer: Professional development is an important part of helping each employee do their job better and consequently contributes to the success of every student.

Question: How long is the professional growth cycle?
Answer: The professional growth cycle is a three-year cycle. One year is your evaluation year followed by two years that are dedicated to your professional development using your PDP.

Question: I am new to MCPS. When, in my MCPS career, do I begin using a PDP?
Answer: You begin using a PDP at the end of your second year with MCPS.

Question: Who “owns” the PDP?
Answer: The employee “owns” the PDP.

Question: How will a PDP help me?
Answer: A PDP will help you—
- stay current and competent,
- plan your MCPS career, and
- build your capacity by participating in professional development opportunities.

Question: How will I be compensated for training?
Answer: Refer to SEIU Local 500 contract, Article 26, for information on compensation for training.

Question: How is the PDP linked to my evaluation?
Answer: The evaluation and the PDP are tools used in the professional growth cycle. The evaluation measures your performance in meeting competency. The PDP guides your professional development activities during your professional development years.

Question: What happens if I don’t prepare a PDP?
Answer: Not preparing a PDP may adversely impact your evaluation.

Question: What if I do not complete everything in my PDP?
Answer: The PDP is a flexible document. It should be reviewed annually with your supervisor and then revised, if necessary, to ensure successful completion.

Question: What should an evaluator do for a newly transferred employee with a PDP?
Answer: In your 30-minute professional dialogue with the evaluator, you should review it and revise where applicable.
**PAR PANEL REVIEW SHEET**

Date ____________________________

- Update
- Action Required
- New Referral
- Insufficient Documentation

<table>
<thead>
<tr>
<th>Employee Name:</th>
<th>Employee ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>10 month 12 month</td>
</tr>
<tr>
<td>Work Location:</td>
<td></td>
</tr>
<tr>
<td>MCPS Hire Date:</td>
<td>Position Hire Date:</td>
</tr>
<tr>
<td>Referral Method:</td>
<td>Formal Evaluation Documented Period of Underperformance</td>
</tr>
<tr>
<td>Evaluator/Title:</td>
<td>Reviewer/Title:</td>
</tr>
<tr>
<td>PGC Assigned:</td>
<td></td>
</tr>
</tbody>
</table>

### Deficient Core Competency/Competencies

- Commitment to Students
- Knowledge of Job
- Professionalism
- Interpersonal
- Communication
- Organization
- Problem Solving

Key Points for Referral:

### Status

<table>
<thead>
<tr>
<th>PAR Agreement Date:</th>
<th>3-Month Date:</th>
<th>6-Month Date:</th>
</tr>
</thead>
</table>

### 3-Month Review

- Continue in PAR
- Request to Return to Previous Position
- Return to Professional Growth Cycle

### 6-Month Final Summative:

- Meets Competency
- Does Not Meet Competency

### Observations

- Announced
- Unannounced

### Other

- Long-term Leave
- Resign/Retire effective: _______________________

### Points of Interest Since Last Report:

Points of Interest:
SUPPORTING SERVICES PROFESSIONAL GROWTH SYSTEM (SSPGS) PEER ASSISTANCE AND REVIEW (PAR) AGREEMENT

Section 1: Instructions
The PAR Agreement is a blueprint for improvement intended to address specific issues of underperformance. Once an employee and their administrator/supervisor are committed to PAR, a PAR Agreement must be signed by all of the parties involved. By signing this PAR Agreement, the employee commits to working with their administrator/supervisor and the Professional Growth Consulting (PGC) to address the underperformance issues and to work toward meeting competency and the administrator/supervisor commits to providing feedback and support to the employee during this process. The PGC coordinates resources and monitors the employee’s progress through up to six months of peer assistance. All interactions between the administrator/supervisor, the employee, and the PGC are governed by the Compact of the Organizational Culture of Respect (September 2005) and the Expected Elements of Behaviors (Collaborative Compact—Climate Issues in School System (August 2010). A copy of these documents will be given to all parties involved and discussed at the meeting when the PAR Agreement is signed.

<table>
<thead>
<tr>
<th>Underperforming Competency</th>
<th>Example/Evidence</th>
<th>Strategies for Improvement</th>
<th>Resources</th>
<th>Success Measured By</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 2: Progress meeting dates:
It is understood by all parties that these progress dates may be subject to change if necessary.

Section 3: Projected dates:

<table>
<thead>
<tr>
<th>Three-Month Report Date</th>
<th>PAR End Date</th>
<th>Final Summative Report Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 4: Required signatures
The parties acknowledge that this PAR Agreement represents a commitment by the employee to exercise their best efforts to work toward addressing the performance deficiencies outlined in the Agreement, and the supervisor and Office of Human Resources and Development to exercise their best efforts to contribute to a successful outcome. Strategies for support included in the PAR Agreement should, whenever possible, be provided to an employee during their regular schedule. Employees shall be permitted to attend, and granted professional leave, to fulfill the strategies listed in the PAR Agreement.

_________________________________________________  __________________________  ____/____/_____
Employee Name (PRINT)  Signature, Employee  Date

_________________________________________________  __________________________  ____/____/_____
Evaluator Name (PRINT)  Signature, Evaluator  Date

_________________________________________________  __________________________  ____/____/_____
Reviewer (PRINT)  Signature, Reviewer  Date

_________________________________________________  __________________________  ____/____/_____
PGC Name (PRINT)  Signature, PGC  Date
Performance Improvement Process (PIP)

1. Employee Referred by Evaluator
2. PGC Assigned: Fact Finding
   - If there is not enough documentation at this time, the employee may be returned to the Professional Growth Cycle

3. Intake Meeting (Employee decides)
   - 90-Day Special Evaluation
   - Return to Previous Position of Success
   - Retire/Resign

4. Office of Human Resources and Development
   - Employee retains grievance rights

5. 3-Month Review
   - PAR Agreement (Employee waives grievance rights)

6. Peer Assistance & Review (PAR)
   - Up to 6 months of support
   - Continue in PAR
   - Return to Previous Position, Retires or Resigns
   - Return to Professional Growth Cycle

7. 6-Month Final Review
   - Return to Professional Growth Cycle
   - Recommend Dismissal
MCPS NONDISCRIMINATION STATEMENT

Montgomery County Public Schools (MCPS) prohibits illegal discrimination based on race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, 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. Some examples of discrimination include acts of hate, violence, insensitivity, harassment, bullying, disrespect, or retaliation. 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.

For inquiries or complaints about discrimination against MCPS staff *
Office of Employee Engagement and Labor Relations
Department of Compliance and Investigations
850 Hungerford Drive, Room 55
Rockville, MD 20850
240-740-2888
OCOO-EmployeeEngagement@mcpsmd.org

For inquiries or complaints about discrimination against MCPS students *
Office of School Administration Compliance Unit
850 Hungerford Drive, Room 162
Rockville, MD 20850
240-740-3215
COS-SchoolAdministration@mcpsmd.org

*Inquiries, complaints, or requests for accommodations for students with disabilities also may be directed to the supervisor of the Office of Special Education, Resolution and Compliance Unit, at 240-740-3230. Inquiries regarding accommodations or modifications for staff may be directed to the Office of Employee Engagement and Labor Relations, Department of Compliance and Investigations, at 240-740-2888. In addition, discrimination complaints may be filed with other agencies, such as: the U.S. Equal Employment Opportunity Commission, Baltimore Field Office, City Crescent Bldg., 10 S. Howard Street, Third Floor, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); or U.S. Department of Education, Office for Civil Rights, Lyndon Baines Johnson Dept. of Education Bldg., 400 Maryland Avenue, SW, Washington, DC 20202-1100, 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 Department of Public Information and Web Services 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) or MCPSInterpretingServices@mcpsmd.org. MCPS also provides equal access to the Boy/Girl Scouts and other designated youth groups.