

CENTRAL SERVICES ADMINISTRATORS

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

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

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

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

STANDARD I: The central services administrator is a leader in the organization who promotes success for all students as they facilitate and support the development, articulation, and implementation of the school system's strategic plan.

Performance Criteria

1. Provides leadership and facilitates the development of a shared vision for how their office or program contributes to student success.
2. Ensures that the school system's strategic plan and vision are communicated to staff and stakeholders so as to promote understanding and a shared commitment.
3. Provides leadership for the implementation of the school system's strategic plan.
4. Develops the leadership capacity of staff and stakeholders to share the responsibility for implementing the office strategic plan.
5. Aligns programs, practices, and resources to support student success.
6. Facilitates an ongoing collaborative process to monitor, evaluate, and revise programs and practices based upon multiple sources of data.
7. Fosters a shared commitment to high standards with high expectations for quality services.
8. Acts to end the predictability of achievement/performance among racial and ethnic groups by implementing practices, structures, and processes in our schools and worksites that eliminate inequities based on race and ethnicity.

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

The central services administrator—

MEETS STANDARD	DOES NOT MEET STANDARD
Facilitates an annual collaborative process for developing and refining the office/program shared vision for how it contributes to student success; establishes practices to keep the office/program vision in the forefront in collaborative decision making	Does not facilitate an annual collaborative process for developing and refining the office/program shared vision for how it contributes to student success; does not establish practices to keep the office/program vision in the forefront in collaborative decision making
Provides leadership and guidance to help staff understand how program strategic plans support the office strategic plan, and how the office strategic plan supports the school system's strategic plan	Provides limited or no leadership/guidance to help staff understand how program strategic plans support the office strategic plan, and how the office strategic plan supports the school system's strategic plan
Meets with office/program staff to discuss the office vision for contributing to student success; solicits input from staff regarding the office/program vision and strategic plans	Does not meet with office/program staff to discuss the office vision for contributing to student success; does not solicit input from staff regarding the office/program vision and strategic plans
Communicates oral and written examples illustrating the office/program vision and strategic plan in a variety of settings (e.g., leadership meetings, committee meetings, training sessions, grant applications, etc.)	Does not communicate the vision and strategic plan in a variety of settings; communication is limited and narrowly focused

MEETS STANDARD	DOES NOT MEET STANDARD
Meets with stakeholders and provides oral and written explanations of the office/program vision and strategic plan and how they support the school system's vision and strategic plan; solicits input from stakeholders regarding the office/program vision and strategic plan; monitors staff responses to stakeholder requests, inquiries, and input	Does not meet with stakeholders and provide oral and written explanations of the office/program vision and strategic plan and how they support the school system's vision and strategic plan; does not solicit input from stakeholders regarding the office/program vision and strategic plan; does not monitor staff responses stakeholder requests, inquiries, and input
Actively involves and continually encourages staff to become involved in office/program decision making; encourages staff to develop their own goals, objectives, and activities to support the office/program vision and strategic plan	Neither actively involves nor continually encourages staff to become involved in office/program decision making; does not encourage staff to develop their own goals, objectives, and activities; discourages staff input and participation
Works with office/program staff to facilitate clear understanding of appropriate, measurable goals for evaluating progress toward the office/program vision, goals, and objectives; works with office/program staff to develop plans for monitoring progress and activities; oversees monitoring process	Rarely or never works with office/program staff to facilitate understanding; does not work with office/program staff to develop plans for monitoring progress toward goals; does not oversee monitoring process
Utilizes human and material resources to support the office/program vision and strategic plan; identifies and uses state, federal, and other grant funds; partnerships; donations; etc., to support activities aligned with the vision/strategic plan	Does not utilize human and material resources to support the office/program vision; uses state, federal, and other grant funds; partnerships; donations; etc., to support activities not aligned with the vision/strategic plan
Works with staff and stakeholders to establish timelines for critical processes/activities and benchmarks for monitoring success (e.g., safety/crisis and transportation policies and regulations, maintenance schedules, curriculum implementation guidelines, staff professional development, etc.)	Spends little or no time working with staff and stakeholders to establish timelines for critical processes/activities and benchmarks for monitoring student success
Provides oversight to ensure that timelines are met and stakeholders receive complete and unambiguous documents and materials; solicits input from stakeholders regarding the quality and timeliness of processes, activities, and materials	Provides limited or no oversight to ensure that timelines are met and stakeholders receive complete and unambiguous documents and materials; does not solicit input from stakeholders regarding the quality and timeliness of processes, activities, and materials
Uses demographic, achievement, progress, and other systemwide data that are relevant (e.g., course enrollments, transportation logs, maintenance logs, safety/crisis logs, financial statements, etc.) to support the school system's strategic plan and vision for student success; analyzes and presents data from a variety of sources as they relate to how the office/program supports this vision; works with office/program and school staff, where appropriate, to interpret and use data to make improvements	Rarely uses demographic and achievement data that are relevant in supporting the strategic plan and vision; neither analyzes nor presents data; does not work with office/program and school staff, where appropriate, to interpret and use data to make improvements
Uses a variety of methods to communicate progress in supporting the school system's vision and strategic plan to staff and stakeholders	Uses only limited methods to communicate progress in supporting the school system's vision and strategic plan to staff and stakeholders
Communicates and collaborates with other offices, programs, and schools to support the school system's strategic plan and vision for success for all students	Neither communicates nor collaborates with other offices, programs, or schools; resists interoffice or inter-program communication and collaboration
Models and monitors the implementation of equitable practices which are a series of intentional behaviors aimed at achieving high standards for students and staff of all races and ethnicities	Does not model and monitor the implementation of equitable practices which are a series of intentional behaviors aimed at achieving high standards for students and staff of all races and ethnicities
Plans and implements school/office structures and practices that eliminate inequities based on race and ethnicity	Does not plan and implement school/office structures and practices that eliminate inequities based on race and ethnicity
Identifies and provides human and material resources to provide equitable opportunities regardless of race or ethnicity	Does not identify and provide human and material resources to provide equitable opportunities regardless of race or ethnicity
Uses inclusive practices in hiring, promoting, and providing leadership opportunities for students and staff of all races and ethnicities	Does not use inclusive practices in hiring, promoting, and providing leadership opportunities for students and staff of all races and ethnicities
Intentionally works to build and maintain positive relationships to promote high achievement among all racial and ethnic groups	Does not intentionally work to build and maintain positive relationships to promote high achievement among all racial and ethnic groups
Provides and participates in professional development for all staff to promote practices, structures, and processes that eliminate inequities based on race and ethnicity	Does not provide and participate in professional development for all staff to promote practices, structures, and processes that eliminate inequities based on race and ethnicity
Collects, analyzes, and monitors student/staff performance data to adapt instructional/work-place practices to eliminate achievement/performance gaps	Does not collect, analyze, and monitor student/staff performance data to adapt instructional/work-place practices to eliminate achievement/performance gaps
Demonstrates cultural responsiveness in all modes of communication	Does not demonstrate cultural responsiveness in all modes of communication

STANDARD II: The central services administrator is a leader in the organization who promotes success for all students as they create and sustain a culture of professional growth and high expectations to support the school system’s strategic plan.

Performance Criteria

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

Examples of evidence of high expectations and professional growth

The central services administrator—

MEETS STANDARD	DOES NOT MEET STANDARD
<p>Communicates key beliefs about student learning to staff, students, families, and communities:</p> <ul style="list-style-type: none"> • Learning is important • All students can learn • We must not give up on students and learning • Effective effort leads to student achievement <p>Communicates ways in which office/program goals and activities support these beliefs; creates opportunities for staff to reflect and share on how they contribute to student learning</p>	<p>Sends messages to staff, students, families, and communities that do not support student learning; communications convey that these messages are important for some groups, but not others; does not communicate ways in which office/program goals and activities support these beliefs; rarely or never creates opportunities for staff to reflect and share on how they contribute to student learning</p>
<p>Provides examples of high expectations for the delivery of quality products, programs, and services based on national, state, and local education and industry standards; models ways of developing and delivering quality products, programs, and services. Provides time during office/program meetings to emphasize the importance of high expectations for the delivery of quality products, programs, and services</p>	<p>Provides limited or no examples illustrating high expectations for the delivery of quality products, programs, and services; examples provided are not clear; rarely or never models ways of developing and delivering quality products, programs, and services. Rarely or never provides time during office/program meetings to emphasize the importance of high expectations for the delivery of quality products, programs, and services</p>
<p>Works with office/program staff to facilitate clear understanding of appropriate, measurable goals for evaluating progress toward the office/program strategic plan, goals, and objectives</p>	<p>Rarely or never works with office/program staff to facilitate understanding</p>
<p>Ensures that implementation plans are developed that include critical processes, activities, and benchmarks; monitors that timelines are met; solicits feedback from stakeholders regarding the quality, timeliness, and effectiveness of implementation plans and activities</p>	<p>Does not ensure that implementation plans are developed that include critical processes, activities, and benchmarks; does not monitor that timelines are met; does not solicit feedback from stakeholders regarding the quality, timeliness, and effectiveness of implementation plans and activities</p>
<p>Uses data sources (e.g., data warehouse, SIMS, IMS, office/program annual progress data, state and national data, customer feedback and satisfaction surveys) to monitor quality of products, programs, and services</p>	<p>Rarely or never uses data sources to monitor quality of products, programs, and services</p>
<p>Provides time during office/program meetings for staff to analyze and discuss national, state, systemwide, and office/program progress data; facilitates staff analysis of data</p>	<p>Rarely or never provides time during office/program meetings for staff to analyze and discuss data; does not facilitate staff analysis of data</p>
<p>Fosters a collaborative atmosphere for revising products, programs, services, and implementation plans based on progress data; encourages staff to provide input</p>	<p>Does not foster a collaborative atmosphere for revising products, programs, services, and implementation plans; revisions are not based on progress data; rarely or never encourages staff to provide input</p>
<p>Works collaboratively with staff to develop and articulate professional growth objectives that support delivery of quality products, programs, and services and sustain continuous improvement</p>	<p>Rarely or never works with staff to articulate professional growth objectives; does not work collaboratively with staff to develop and articulate objectives</p>
<p>Uses professional growth system conference time to provide evidence of staff’s attainment of objectives; provides an environment in which staff’s strengths and/or weaknesses can be discussed with candor</p>	<p>Does not use professional growth system conference time to provide evidence of staff’s attainment of objectives; rarely or never provides an environment in which staff’s strengths and/or weaknesses can be discussed with candor</p>
<p>Creates opportunities during meetings for discussions of and reflections on research; encourages staff to learn and pursue effective practices; keeps staff informed of professional development opportunities; keeps staff abreast of trends</p>	<p>Rarely or never creates opportunities for discussion or reflection on research; does not encourage staff to learn and pursue effective practices; does not provide staff with information about professional development opportunities; does not keep staff abreast of trends</p>

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

STANDARD III: The central services administrator is an educational leader who promotes success for all students as they ensure the effective and efficient management of their office or program.

Performance Criteria

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

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

The central services administrator—

MEETS STANDARD	DOES NOT MEET STANDARD
Demonstrates knowledge and skills necessary for their position (e.g., effective management skills, oral and written communication skills, knowledge of federal and state law, current research and trends, budget processes, and technology applications, etc.)	Demonstrates limited knowledge and skills necessary for their position
Uses a research-based, systematic process (e.g., Framework for Teaching and Learning, Baldrige Categories and Core Values, 10-step process, etc.) with MCPS look-fors to assist in guiding continuous improvement that supports systemic change	Does not use a research-based, systematic process to assist in guiding continuous improvement; does not use the Baldrige Categories and Core Values; rarely or never uses MCPS look-fors
Develops and implements effective processes (well-defined, well-designed and well-deployed) to supervise and develop staff effectiveness on established performance criteria	Inadequately implements effective processes; processes are not well defined or not well deployed
Uses quality tools such as the Plan, Do, Study, Act (PDSA) cycle of continuous improvement to determine processes' effectiveness	Rarely or never uses quality tools such as the Plan, Do, Study, Act (PDSA) cycle of continuous improvement
Delegates responsibilities to a variety of appropriate staff; empowers them to assume a leadership role in the decision-making process; monitors and provides feedback to staff with regard to performance of these responsibilities	Rarely or never delegates responsibilities; delegates responsibilities to limited staff; neither monitors nor provides feedback to staff with regard to their performance
Develops and implements effective processes (well-defined, well-designed, and well-deployed) to monitor systemwide data (e.g., enrollment in Honors/AP, special education, and ESOL classes, MSDE data, attendance, safety and security logs, teacher certification, etc.) to best meet students' and the school system's needs	Rarely or never monitors systemwide data to best meet students' and the school system's needs
With staff, develops a yearly work plan using the Baldrige Categories and Core Values to organize the office/program and delineate priorities and responsibilities of staff; engages staff in monitoring work plan progress and makes revisions as needed; solicits input from stakeholders regarding office/program effectiveness by using a variety of quality tools (e.g., surveys, pluses/deltas, PDSA)	Does not develop a yearly work plan to organize the office/program and delineate priorities and responsibilities of staff; neither monitors nor revises work plan as needed; does not solicit input from stakeholders regarding office/program effectiveness
Identifies and develops team leaders who demonstrate the capacity to motivate and work collaboratively with others, communicate effectively, make decisions, and initiate change; develops leadership from within the staff	Neither identifies nor develops team leaders who demonstrate the capacity to motivate and work collaboratively with others, communicate effectively, make decisions, and initiate change; does not develop leadership from within the staff

MEETS STANDARD	DOES NOT MEET STANDARD
Ensures that mentoring opportunities are available to share and enhance staff knowledge and expertise; assesses products, processes, and programs for their relevance to the school system’s strategic plan; uses available data for continuous improvement	Does not ensure that mentoring opportunities are available; discourages staff-mentoring activities; rarely or never assesses products, processes, and programs for their relevance to the school system’s strategic plan; does not use available data to evaluate and improve programs
Uses technology tools (e.g., spreadsheets, scheduling software, financial software, system of shared accountability) to monitor office, program, and school operations, as appropriate; works with office, program, and school staff as appropriate to enhance their understanding of technology tools	Rarely or never uses technology tools to monitor operations; does not work with office, program, or school staff, as appropriate, to enhance their understanding of technology tools
Establishes clear expectations for office/program and school staff, as appropriate, in responding to safety and health regulations; ensures that staff understand and comply with safety and health regulations	Does not establish clear expectations for staff in responding to safety and health regulations; does not ensure that staff understand and comply with safety and health regulations
Conducts or monitors emergency drills (e.g., fire, code blue, code red, as appropriate) that are in conformance with regulations provided by Montgomery County government that staff understand and comply with emergency regulations	Neither conducts nor monitors emergency drills as appropriate; does not ensure that staff understand and comply with emergency regulations
Allocates human and material resources to align with the school system’s strategic plan; works to develop an annual budget for the office/program that supports the strategic plan; works with office/program and school leaders, as appropriate, to facilitate understanding of budget and resource priorities	Does not allocate human and material resources to align with the school system’s strategic plan; allows development of an annual budget that allocates resources for purposes that do not align with the strategic plan; rarely or never works with office, program, or school leaders to facilitate understanding of budget and resource priorities
Recognizes the evolving needs of the school system (e.g., changes in the student population, condition of school system facilities) and works with other school system staff to plan to address these needs	Rarely or never recognizes evolving needs of the school system; does not work with other school system staff to plan to address these needs
Provides structures and processes that promote effective communication and timely resolution of conflicts; assists in establishing and maintaining regular procedures whereby staff are able to communicate concerns; solicits input from stakeholders regarding communications	Does not provide structures and processes that promote effective communication and timely resolution of conflicts; neither establishes nor maintains regular procedures whereby staff are able to communicate concerns; does not solicit input from stakeholders regarding communications
Applies change theory principles to support continuous improvement	Does not apply change theory principles to support continuous improvement

STANDARD IV: The central services administrator is an educational leader who promotes success for all students as they collaborate with stakeholder groups, including students, staff, families, community members, business partners, and community agencies.

Performance Criteria

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

Examples of collaboration with stakeholder groups

The central services administrator—

MEETS STANDARD	DOES NOT MEET STANDARD
Identifies and involves a broad, diverse range of stakeholders (e.g., professional and supporting services staff, school representatives, community members, advocacy groups, etc.) in office/program planning and decision making; interacts effectively with stakeholders	Neither identifies nor involves a broad, diverse range of stakeholders in office/program planning and decision making; does not interact effectively with stakeholders
Solicits input from stakeholder groups through a variety of methods (e.g., focus group discussions, study circles, advisory groups, meetings with school and community members) to collaboratively identify and solve problems	Does not solicit input; uses limited methods to solicit input; rarely or never works collaboratively to identify and solve problems
Monitors that all relevant staff and stakeholder groups are represented at meetings and actively involved in planning and decision making	Does not monitor that all relevant staff and stakeholder groups are represented at meetings and actively involved
Ensures that meetings are held at times and in locations that make them easily accessible to staff and stakeholders	Does not ensure that meetings are held at times and in locations that make them easily accessible to staff and stakeholders

MEETS STANDARD	DOES NOT MEET STANDARD
Utilizes data from staff, student, and parent school surveys such as environment, Baldrige, and others to celebrate successes and engage in collaborative problem solving with staff and stakeholders	Does not utilize data; neither engages in celebrating successes nor engages in collaborative problem-solving with staff and stakeholders
Works within the school system’s administrative processes to identify and maximize growth of staff who reflect the diversity of the MCPS community	Rarely or never works within the school system’s administrative processes to identify and maximize growth of diverse staff members
Collaborates with other school system offices and community agencies to inform stakeholders about health, social, and other services that students and families need; refers students and families to other offices or community agencies as needed	Does not collaborate with other school system offices and community agencies; rarely or never refers students and families to other offices or community agencies
Serves as a liaison between the school system and stakeholder groups; communicates with stakeholders and articulates trends that affect them	Rarely or never is willing to serve as liaison between the school system and stakeholder groups; rarely or never communicates with stakeholders; ineffectively articulates trends
Solicits information about school, family, and community concerns, expectations, and needs applicable to the work and culture of the school system and schools	Rarely or never solicits information about school, family, and community concerns, expectations, and needs applicable to the work and culture of the school system and schools
Uses information obtained to address the needs of different groups (e.g., special education, gifted/talented, ESOL)	Does not use information obtained to address the needs of different groups
Articulates a clear process for using outside resources to strengthen programs; solicits funds/seek grants from a variety of sources (e.g., community, civic groups, local government, business foundations) to support programs	Does not articulate a process for using outside resources to strengthen programs; process is unclear; does not solicit funds/seek grants to support programs
Serves as a liaison between the school system and business and community groups to obtain financial support, materials, and mentors for students, staff, and programs; encourages staff to serve as liaisons	Rarely or never serves as a liaison between the school system and business and community groups; does not encourage staff to serve as liaisons
Serves as a liaison between the school system and higher education institutions to foster staff professional development and strengthen programs; encourages staff to serve as liaisons	Rarely or never serves as a liaison between the school system and higher education institutions; does not encourage staff to serve as liaisons
Supports opportunities to pilot professional organization, higher education, and community-based programs that support the school system’s strategic plan; participates in research (if applicable)	Does not support opportunities to pilot professional organization, higher education, or community-based programs that support the school system’s strategic plan; unwilling to participate in research
Respects all groups and their priorities; treats all stakeholders equitably; responds equitably to school, parent, student, staff, and community concerns	Displays disrespectful behaviors; responds to some stakeholder groups more favorably than others
Responds promptly to school and community requests (e.g., for information, resources, problem-solving, use of the building and grounds)	Does not respond or does not respond promptly to school and community requests
Works collaboratively with staff and stakeholders to recognize and celebrate differences in cultures through program materials, activities, and processes	Rarely or never works collaboratively with staff and stakeholders; does not recognize and celebrate differences in cultures through program materials, activities, and processes
Communicates with all stakeholders in a timely and open manner; ensures that office/program staff communicate effectively with stakeholders; models collaborative leadership	Communicates with only some stakeholders; rarely or never communicates in a timely manner; communicates partial information to stakeholders; does not ensure that office/program staff communicate effectively with stakeholders; rarely or never models collaborative leadership

STANDARD V: The central services administrator is an educational leader who promotes success for all students as they model professionalism and professional growth to create a positive work environment.

Performance Criteria

1. Establishes trust and demonstrates openness and respect in relationships and decision-making processes.
2. Seeks and uses feedback and reflects on their leadership and the impact it has on others.
3. Establishes collaborative processes with diverse groups to develop and accomplish common goals.
4. Demonstrates values, beliefs, attitudes, and ethical behaviors that inspire others.
5. Demonstrates commitment to continuous improvement.
6. Uses data from a variety of sources to conduct a personal assessment of their own professional growth and continuous improvement.

Examples of evidence of modeling professionalism and professional growth

The central services administrator—

MEETS STANDARD	DOES NOT MEET STANDARD
Demonstrates a personal and professional code of ethics (e.g., core values and beliefs such as honesty and integrity) in formal and informal settings; praises staff for ethical actions and positive character traits	Acts regardless of common standards of ethical, professional behavior; allows personal feelings to interfere with professional code of ethics and core values; rarely or never praises staff for ethical actions and positive character traits
Models lifelong learning and encourages lifelong learning in others	Rarely or never seeks out opportunities to learn; does not encourage lifelong learning in others
Models professionalism in behavior and appearance; dresses appropriately for occasions/activities; demonstrates dedication to their responsibilities	Behavior is sometimes viewed as inappropriate by others; appearance and dress are sometimes inappropriate for occasions/activities; dedication to responsibilities is frequently not evident
Communicates key beliefs about student learning to staff, students, families, and communities: <ul style="list-style-type: none"> • Learning is important • All students can learn • We must not give up on students and their learning • Effective effort leads to student achievement 	Communicates ways in which office/program goals and activities support these beliefs. Sends messages to staff, students, families, and communities that do not support student learning; communications convey that these messages are important for some groups, but not others; does not communicate ways in which office/program goals and activities support these beliefs
Establishes processes whereby input from a diverse group of stakeholders is collected in a variety of ways (e.g., through conferences, meetings, surveys, e-mails, telephone calls, etc.), analyzed, and used for continuous improvement of office/program goals, activities, and priority areas; seeks participation by all stakeholder groups in the process of decision making	Does not establish processes whereby input from a diverse group of stakeholders is collected in a variety of ways, analyzed, and used for continuous improvement; does not seek participation by all stakeholder groups; encourages some groups but not others
Utilizes multiple strategies for ensuring the participation of all stakeholders in development, implementation, evaluation, and revision of the office/program goals and activities	Utilizes limited strategies to ensure the participation of all stakeholders in development, implementation, evaluation, and revision of the office/program goals and activities; is not proactive in inviting stakeholder participation
Facilitates a climate in which input and innovation by professional and supporting services staff are encouraged and valued	Discourages or ignores staff input and innovation; accepts input and innovation from selected staff
Encourages office/program professional and supporting services staff to meet, reflect, and have input on significant decisions; establishes opportunities for staff to provide input	Rarely or never encourages office/program professional and supporting services staff to meet, reflect, and have input on significant decisions; frequently restricts opportunities for staff input
Creates opportunities for professional and supporting services staff to assume leadership or expanded roles in the office/program; acts as a mentor in developing staff leadership capacity	Rarely or never creates opportunities for professional and supporting services staff to assume leadership or expanded roles in the office/program; limits opportunities for some staff; does not act as a mentor
Motivates staff toward high levels of performance; reads relevant educational and management literature and facilitates office/program discussions about current research	Rarely or never motivates staff toward high levels of performance; does not read relevant educational and management literature; rarely or never facilitates office/program discussions about current research
Displays respectful behaviors to all groups; monitors that respect is pervasive among staff; listens to and acts constructively on staff and stakeholder concerns	Displays disrespectful behaviors; displays different behaviors toward different groups; does not monitor that respect is pervasive; neither listens to nor acts constructively on staff and stakeholder concerns
Protects the rights of confidentiality of individual staff, students, and families; works with office/program staff to protect confidentiality	Violates or is careless about protecting confidentiality; does not work with office/program staff to protect confidentiality
Seeks out and uses feedback from staff, colleagues and stakeholders to evaluate the impact of their own administrative practice; reflects on how to improve processes; identifies personal goals in a professional development plan (PDP)	Neither seeks out nor acts on feedback; seeks but does not act on feedback; sets personal goals regardless of feedback
Uses a variety of data (e.g., performance reports, progress toward Baldrige goals, etc.) and collaborates with their supervisor to monitor continuous progress, identify priorities, and implement programs for their professional growth	Does not use a variety of data to monitor continuous progress; rarely collaborates with their supervisor; rarely or never identifies priorities or implements programs for professional growth
Uses office/program meetings to share data from a variety of sources with staff; solicits suggestions for continuous improvement; implements suggestions as relevant	Does not share data with staff; does not solicit suggestions for continuous improvement; solicits suggestions but does not act on them; rarely or never implements suggestions
Meets professional obligations in a complete and timely manner (e.g., paperwork, deadlines); demonstrates a high level of regard for others affected by their work habits	Is often late in meeting professional obligations; submits incomplete and/or inaccurate products; frequently demonstrates disregard for others affected by their work habits
Participates in required office, program, cluster, and systemwide meetings; shares information obtained at meetings with staff	Arrives late or is absent from required office, program, cluster, and systemwide meetings; rarely or never shares information from meetings with staff

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

Performance Criteria

1. Expands personal knowledge and develops abilities to respond to changing conditions that affect the workplace and the school system.
2. Acquires and applies knowledge of policies, regulations, procedures, and laws.
3. Participates in the development of policies, programs, and budgets.
4. Advocates for students, staff, families, communities, and the school system.
5. Develops and communicates strategies to implement new initiatives.
6. Represents the interests of the office and school system when engaging with local, state, national, and governmental groups/agencies.

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

The central services administrator—

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