

MCPS Community Service Liaison(Community School Liaison) Performance Standards, Performance Criteria, Sample Claims

*Each performance standard is clarified by performance criteria and sample claims of observable behaviors and/or observable performance in other roles. The purpose of the sample claims is to provide a sample picture of what job performance looks like when it meets and when it does not meet the MCPS performance standards. They are designed to show examples of what could be included as claims in **post-observation conference reports**. When changed to the present tense, these sample claims can be used to document a Community School Liaison’s current level of knowledge and skills based on data collected over an entire professional growth cycle (**evaluation**).*

STANDARD I:

Community School Liaisons are committed to equitably supporting the whole child and their families.

Performance Criteria

- A. The community school liaison provides families with access to community and school based resources.
- B. The community school liaison attends meetings to provide consultation and recommendations for addressing student and staff concerns.
- C. The community school liaison demonstrates commitment to students by serving as an advocate, role model and supporter of diversity and implements practices, structures, and processes in our schools and worksites that eliminate inequities based on race and ethnicity.
- D. The community school liaison supports families to have equity of voice and power in the community school’s leadership and decision-making structures.
- E. The community school liaison utilizes the assets of the entire community including the gifts of people who live and work there, caregivers, families, residents and community partners to create the optimal learning conditions for each student.
- F. The community school liaison engages families and conduct outreach in the community.

Evidence of beliefs, commitment, and tenacity

SAMPLE CLAIMS

Positive	Needs Improvement
The community school liaison (CSL) provided a multitude of resources to families and connected them to resources as needed.	The community school liaison (CSL) was unfamiliar with resources in the community or how to access these resources for families.
The CSL contributed useful information to school team meetings.	The CSL did not contribute useful information to school team meetings.
The CSL supported the development and implementation of culturally proficient policies and practices that supported the diversity of students, families and staff.	The CSL did not support the development and implementation of culturally proficient policies and practices that supported the diversity of students and staff.

The CSL provided key expectation messages to stakeholders about opportunities to become leaders in the school.	The CSL conveyed the message that only certain stakeholders were capable of being leaders in the school.
The CSL used a variety of techniques which maximized stakeholder participation during outreach.	The CSL used facilitation strategies that only permitted or encouraged some stakeholders to participate during outreach.
The CSL strategically employed a variety of strategies to establish a highly visible presence in the community and build personal relationships with stakeholders.	The CSL used ineffective outreach strategies that results in limited presence in the community and weak relationships with stakeholders..
The CSL used questioning strategies to ensure all voices were heard when facilitating a meeting.	The CSL did not use any questioning strategies to ensure all voices were heard when facilitating a meeting.

STANDARD II: Community School Liaisons know the MSDE and MCPS policies and best practices of Community Schools and how to implement these policies and practices.

Performance Criteria

- A. The community school liaison understands the community school approach, and how knowledge in the field is created, organized, and linked to other disciplines
- B. The community school liaison knows the communities they serve and the needs of those communities.
- C. The community school liaison demonstrates knowledge and conveys their knowledge clearly to all stakeholders.
- D. The community school liaison uses resources provided by MCPS and MSDE to make decisions and develop programming.
- E. The community school liaison uses comprehensive planning skills to design effective programming and services focused on the community schools legislation and wrap-around services
- F. The community school liaison utilizes the community school framework to conduct the programming which includes the Blueprint legislation and four pillars of community schools.

Evidence of knowledge, planning skills, and successful implementation

SAMPLE CLAIMS

Positive	Needs Improvement
The CSL used their knowledge of the community in order to plan meaningful community engagement.	The CSL does not use their knowledge of the community in order to plan meaningful community engagement.
The CSL used a variety of resources and best practices to develop programming and services.	The CSL does not utilize the resources or best practices for community schools.

The CSL provided requested input for decision-making related to community school work	The CSL did not provide requested input for decision making related to community school work.
The CSL provided meaningful context about the school to potential partnering agencies.	The CSL did not provide meaningful context about the school to potential partnering agencies.
The CSL used a variety of questioning strategies to seek input about the role of a partnering agency in a potential partnership.	The CSL did not use a variety of questioning strategies to seek input about the role of a partnering agency in a potential partnership.
The CSL effectively communicated with stakeholders while coordinating and/or implementing the work specific to the Community Schools.	The CSL did not effectively communicate with stakeholders while coordinating and/or implementing the work specific to the Community Schools.
The CSL collaborated with others in order to facilitate community school steering committee work.	The CSL did not collaborate with others in order to facilitate community school steering committee work.
The CSL framed the big picture when facilitating a meeting.	The CSL did not frame the big picture when facilitating a meeting.

STANDARD III: The Community School Liaisons are responsible for establishing and managing the community school MCPS model in a positive learning community.

Performance Criteria

- A. The community school liaison establishes/promotes/maintains positive relationships with stakeholders to create a positive learning community.
- B. The community school liaison shares a leadership role within the school, school team, and community including providing leadership to school based teams with the focus of coordinating and supporting the Community Schools work of the school.
- C. The community school liaison identifies partnership opportunities to meet the community needs
- D. The community school liaison effectively communicates, coordinates and implements the work specific to the community schools with all stakeholders. Which could include organizing and conducting in-service training for school staff and inter-agency partners as it relates to community school principles.
- E. The community school liaison establishes, continually develops, and coordinates the Community School Steering Committee, which includes but is not limited to staff, parents, partners, and students services to students and families to ensure access to community resources, concrete services, and medical and mental health.
- F. The community school liaison engages parents/guardians in problem-solving related to student attendance, academic progress, behavioral concerns and social-emotional needs.
- G. The community school liaison promotes students' engagement in the educational process through conflict resolution support, cultural proficiency training and one-on-one problem solving.
- H. The community school liaison acts as a liaison with parent organizations, mental health providers, and other service providers in the community to encourage collaboration.

SAMPLE CLAIMS

Positive	Needs Improvement
The CSL collaborated with school staff in order to best support families.	The CSL did not collaborate with school staff in ways that best supported families.
The CSL convened meetings, including outside of school time, and through the summer to coordinate services and programs for the Community Schools initiative.	The CSL did not convene meetings, including outside of school time to coordinate services and programs for the Community Schools initiative.
The CSL fostered a climate of community and mutual support.	The CSL did not work toward creating and building a climate of community and mutual support.
The CSL fostered personal relationships with families, staff and members of the community.	The CSL did not foster personal relationships with families, staff and members of the community.
The CSL encouraged varied perspectives and viewpoints from a variety of stakeholders.	The CSL discouraged varied perspectives and viewpoints from a variety of stakeholders.
The CSL engaged with community partners in meaningful ways to address community needs.	The CSL did not effectively engage with community partners and as a result the needs of the school were not addressed.

Note: Positive claims are not typically written for experienced Community School Liaisons in any of the six areas of management (attention, momentum, time, space, routines, discipline). The exception to this is when there has been a documented issue in one of these areas, and it is now resolved.

STANDARD IV: The Community School Liaison is responsible for collecting, analyzing, and reporting requirements.

Performance Criteria

- A. The community school liaison continually assesses the needs of the school community through quantitative and qualitative data collection methods.
- B. The community school liaison develops the implementation plan aligned to the needs of the community
- C. The community school liaison utilizes the data to write, revise, and report the progress of the implementation plan.
- D. The community school liaison communicates with community stakeholders when the identified needs of the community.
- E. The community school liaison completes all reporting requirements in a timely manner.
- F. The community school liaison prepares all reports as required by the MCPS or the MSDE.
- G. The community school liaison completes all data collection in a timely manner.

Evidence of implementation of community school management, partnerships, and outcomes.

SAMPLE CLAIMS

Positive	Needs Improvement
The CSL utilized data from needs assessments to write an implementation plan.	The CSL did not utilize data from the needs assessment to write the implementation plan.
The CSL engaged stakeholders in follow up discussions to better inform the implementation plan.	The CSL did not engage stakeholders to seek feedback about their needs assessment contribution.
The CSL shared relevant data with the Community School Steering Committee and ILT.	The CSL did not share relevant data with the Community School Steering Committee and ILT.
The CSL identified both the needs and the assets at the school to inform their planning for programming and partnerships.	The CSL did not identify needs and assets at the school, which negatively impacted planning for programming and partnerships.
The CSL facilitated the inclusion of family voice when planning events and school meetings.	The CSL did not ensure the inclusion of family voice when planning school events and school meetings.
The CSL solicited feedback from various community stakeholders in the development of the implementation plan.	The CSL did solicit or use the feedback solicited to develop the implementation plan.
The CSL communicated effectively both orally and in writing.	The CSL did not communicate effectively.
The CSL worked with MCPS staff to ensure that all processes and procedures related to working with outside partners are met.	The CSL did not work with MCPS staff to ensure that processes and procedures related to working with outside partners are met.
The CSL maintained accurate and complete records as required by law, MCPS policy and administrative regulation.	The CSL did not maintain accurate and complete records as required by law, MCPS policy and administrative regulation.

STANDARD V: Community School Liaisons are committed to continuous improvement and professional development.

Performance Criteria:

- A. The community school liaison reflects on practices in promoting family engagement and involvement and adjusts activities and outreach accordingly.
- B. The community school liaison attends trainings and meetings offered by the MCPS and the MSDE
- C. The community school liaison attends and/or takes a leadership role in trainings, conferences and professional meetings
- D. The community school liaison requests and/or provides consultation and peer review as necessary for professional growth and effective service delivery.
- E. The community school liaison utilizes community research and research-based strategies in planning outreach activities.

- F. The community school liaison is an active member of the community school professional learning community

SAMPLE CLAIMS

Positive	Needs Improvement
The CSL attends MCPS and MSDE meetings and trainings	The CSL does not attend Community School Liaison meetings and trainings
The CSL adjusts planning and programming according to the needs of families and best practices.	The CSL does not adjust to the needs of families and is unwilling to implement best practices.
The CSL collaborates with other MCPS Community School Liaisons in order to share resources and partnerships	The CSL does not collaborate with other MCPS Community School Liaisons in order to share resources and partnerships
The CSL takes all necessary and safety precautions to protect students, equipment, materials and facilities.	The CSL does not take necessary safety precautions.
The CSL collaborates with school administration to submit proposals for funding requests	The CSL does not collaborate for fund use.
The CSL participates in professional development that promotes practices, structures, and processes that eliminate inequities based on race and ethnicity.	The CSL does not participate in professional development that promotes practices, structures, and processes that eliminate inequities based on race and ethnicity.
The CSL seeks the support of other colleagues and is open to applying advice or suggestions.	The CSL does not seek the support of colleagues and/or will not accept advice or suggestions.
The CSL shares materials and experiences with colleagues; plans, evaluates, and reflects with colleagues on ideas, activities and events.	The CSL does not share materials and experiences with colleagues; does not plan, evaluate, or reflect with colleagues on ideas, activities and events.
The CSL appropriately modifies ideas, events and activities based on solicited and unsolicited feedback from students and parents/ guardians.	The CSL does not solicit feedback from parents/guardians; does not act on any feedback, whether solicited or unsolicited
The CSL participates in workshops, conferences, activities sponsored by professional organizations ,etc.; brings ideas	The CSL participates in few or no workshops, conferences, activities sponsored by professional organizations; does not bring

back to the school and tries them in their own school community.	ideas back to the school and/or try them in their own school community.
The CSL reflects on their own strengths and weaknesses and modifies their actions after reflection.	The CSL does not reflect on their own strengths and weaknesses and/or does not modify their actions after reflection.
The CSL uses the evaluation year to analyze the success of efforts undertaken during the professional growth years of the cycle.	The CSL does not use the evaluation year to analyze the success of efforts undertaken during the professional growth years of the cycle.

STANDARD VI:

Community School Liaisons exhibit a high degree of professionalism.

Performance Criteria

- A. The community school liaison understands and supports the vision of the school system.
- B. The community school liaison views him/herself as a leader in the school community.
- C. The community school liaison contributes to the effective functioning of the school environment.

SAMPLE CLAIMS

Positive	Needs Improvement
The CSL complies with MCPS policies and regulations and uses practices, policies, and procedures that are aligned with school system vision and goals.	The CSL does not comply with MCPS policies and regulations; uses practices, policies, and procedures that do not align with school system vision and goals.
The CSL is an advocate for equity during the school improvement planning and implementation process.	The CSL does not advocate for equity in school improvement and implementation processes.
The CSL participates in and/or takes a leadership role in professional development activities, committees and organizations at the school, county, state and national level, etc.	The CSL does not participate in professional development activities within or beyond the school.
The CSL interacts in a respectful manner with all members of the school community.	The CSL shows little or no respect for some members of the school community.
The CSL aligns plans to the local school improvement and Community School Implementation Plan goals.	The CSL does not align plans to the local school improvement and implementation plan goals.

The CSL supports programming that promotes student social and emotional well-being.	The CSL supports programming that promotes student social and emotional well-being.
The CSL organizes and supports student extracurricular and/or co-curricular activities such as clubs, teams, cultural productions, etc.	The CSL does not organize and support student extracurricular and/or co-curricular activities such as clubs, teams, cultural productions, etc.
The CSL actively participates in staff, team, committee, Educational Management (EMT), and annual review, and/or department meetings as requested.	The CSL frequently misses or arrives late to meetings; does not participate in staff, team, committee, EMT, annual review, and/or department meetings as requested.
The CSL schedules their time flexibly in order to provide services to families and the community.	The CSL is not flexible in providing services to families and does not plan accordingly.
The CSL involves administration or other staff in problematic situations for significant reasons and in a timely manner.	The CSL does not involve administration or other staff in problematic situations for significant reasons and in a timely manner.
The CSL meets professional obligations in a timely fashion (e.g., submits paperwork, reports, and responses to requests for information on time).	The CSL does not meet professional obligations in a timely fashion; does not submit paperwork, reports, and/or responses to requests for information on time or at all.
The CSL attends work regularly; arrives at work on time and does not leave before the end of the defined work day.	The CSL is frequently absent; arrives at work late and/or leaves before the end of the defined work day.
The CSL responds to family needs in a timely manner.	The CSL does not respond to family needs in a timely manner.
The CSL provides data and feedback about community school goals as requested and in a timely manner.	The CSL does not provide data and feedback about community school goals as requested and in a timely manner.
The CSL collaborates with job-alike colleagues to broaden our perspective of resources and community schools.	The CSL does not collaborate with job-alike colleagues to broaden our perspective of resources and community schools.