

A. Leadership Standards, Performance Criteria, and Descriptive Examples for Principals

The six leadership standards that have been established for the Administrators and Supervisors' Professional Growth System (A&S PGS) are further defined by performance criteria for the purpose of supporting all components of the A&S PGS. These components include attracting, recruiting, mentoring, developing, evaluating, and recognizing. Descriptive Examples of what a principal might be doing in order to meet a specific standard and its criteria are provided. The purpose of the descriptive examples is to create a sample picture of what being a principal looks like when it meets or does not meet the MCPS standards. **These descriptive examples are not intended to isolate behaviors in a checklist or to suggest that every principal is expected to be doing everything that is described.** They define a range of behaviors and are intentionally designed to reflect a high standard of performance.

Standard I: The principal is an educational leader who promotes success for all students as he/she facilitates the development, articulation, implementation and stewardship of a vision of teaching and learning shared and supported by the school community.

Performance Criteria

1. The principal provides leadership and facilitates a shared vision of teaching and learning that supports achievement for all students.
2. The principal ensures that the shared vision is developed, articulated, and implemented in a collaborative process that involves all stakeholders.
3. The principal facilitates the development of the leadership capacity of stakeholders to share the responsibility of the work of the school improvement process toward the realization of the vision.
4. The principal ensures that the school improvement process is aligned with MCPS' Strategic Plan, and is based upon data.
5. The principal aligns programs, practices, and resources to support the teaching and learning process.
6. The principal facilitates an ongoing collaborative process to monitor, evaluate, and revise programs and practices based upon multiple sources of data.
7. The principal fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.

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

The principal...

Meets Standard	Does Not Meet Standard
Facilitates an annual, collaborative process for developing and refining the school's vision of high standards of teaching and learning with all stakeholders	Does not have a collaborative process in place for annual review of the vision; discourages or ignores stakeholder input
Establishes practices which keep the school's vision in the forefront in collaborative decision-making; engages the community in supporting student learning	Neither establishes nor maintains practices which keep the school's vision in the forefront in collaborative decision-making; rarely or never engages the community in supporting student learning
Uses relevant demographic and achievement data in developing the vision	Rarely or never uses relevant demographic and achievement data in developing the vision
Develops a plan for clearly articulating the objectives and strategies supporting the vision to all stakeholders	Does not develop a plan for clearly articulating the objectives and strategies supporting the vision to all stakeholders
Ensures that the vision is presented to and discussed with parents and the community in a variety of ways (e.g., Back-to-school night, the school's Web site, monthly PTA meetings and other parent and community forums, parent newsletters and other written formats)	Communicates rarely or incompletely with parents and the community regarding the vision; uses limited methods to communicate the vision
Ensures that the vision is presented to and discussed with staff in a variety of ways (e.g., pre-service day training sessions, staff meetings, team discussions, teacher conferences, staff bulletins, and electronic communications with staff)	Communicates rarely or incompletely with staff regarding the vision; uses limited methods to communicate the vision
Ensures that the vision is communicated to students in age-appropriate language and is visible throughout the school	Communicates rarely or incompletely with students regarding the vision; does not use age-appropriate language to communicate the vision to students; does not ensure that the vision is visible throughout the school
Sends key belief messages to students, staff, and parents that: <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 	Sends messages to students, staff, and parents that do not support student learning; communications convey that these messages are important for some groups, but not others

Meets Standard	Does Not Meet Standard
Works with all stakeholders to establish clear and measurable goals for student learning	Rarely or never works with all stakeholders to establish goals that are clear and measurable
Ensures that all stakeholders have the necessary knowledge and skills to develop, implement, and monitor the school improvement plan and goals	Allows stakeholder participation in development, implementation, and monitoring of the school improvement plan without providing necessary information or training to them
Convenes the school improvement process team in accordance with MCPS procedures; establishes agendas that focus on the school's vision and MCPS' strategic plan	Inadequately implements MCPS' procedures regarding the school improvement process; rarely or never establishes agendas that focus on the school's vision and MCPS' strategic plan
Monitors, evaluates, and revises the school's improvement process plan on an ongoing basis; revises school goals collaboratively using MCPS' strategic plan at all stages	Neither monitors, nor evaluates, nor revises the school's improvement process plan; rarely or never uses a collaborative process to revise school goals; pays limited or no attention to MCPS' strategic plan when monitoring, evaluating, or revising the school's improvement process plan
Analyzes and presents data from a variety of sources as they relate to student achievement and school improvement	Rarely or never analyzes nor presents data
Works collaboratively with stakeholders to develop a process to overcome the obstacles to achieving the school's vision of high standards of teaching and learning	Rarely or never works collaboratively with stakeholders to develop a process to overcome obstacles to achieving the school's vision of high standards of teaching and learning; allows obstacles to interfere with teaching and learning
Uses a variety of methods to communicate progress with stakeholders about practices and accomplishments	Rarely or never communicates progress about practices and accomplishments with stakeholders
Monitors instructional programs regularly for alignment with MCPS' strategic plan	Rarely or never monitors instructional programs for alignment with MCPS' strategic plan
Ensures that programs and learning opportunities are available for all students	Allows practices that inhibit students from participating in programs and learning opportunities
Uses input from staff and other stakeholders regarding curriculum implementation, schedule modifications, and other resources to support high standards for teaching and learning	Resists efforts by staff and other stakeholders to provide input regarding curriculum, schedule modifications, or other resources
Schedules time throughout the school year for stakeholders to evaluate, reflect on and revise their assumptions, beliefs and practices of teaching and learning	Rarely or never schedules time for stakeholders to evaluate, reflect on and revise their assumptions, beliefs, and practices of teaching and learning

Meets Standard	Does Not Meet Standard
Identifies and provides human and material resources, based on the school's allocation, to achieve the school's vision of high standards for teaching and learning	Neither identifies nor provides human and material resources to achieve the school's vision of high standards for teaching and learning
Provides opportunities during the school year for staff to participate in professional development specifically tied to the school's vision and MCPS' strategic plan	Rarely or never provides opportunities for staff to participate in professional development specifically tied to the school's vision and MCPS' strategic plan

Standard II: The principal is an educational leader who promotes success for all students as he/she nurtures and sustains a school culture of professional growth, high expectations and an instructional program conducive to student learning and staff professional growth.

Performance Criteria

1. The principal demonstrates and promotes high expectations for the achievement of all students.
2. The principal promotes a school climate focused on teaching and learning.
3. The principal articulates, supports, and monitors the effective implementation of curriculum, assessment, and instruction—all of which are evidenced in student outcomes.
4. The principal leads the continuous improvement of instruction through a collaborative, data-driven analysis of student learning.
5. The principal encourages the use of adult learning concepts and professional development processes to build a professional learning community.
6. The principal cultivates a school climate that values intellectual curiosity and recognizes the diverse needs and strengths of learners.
7. The principal ensures that the professional growth systems for all staff are implemented with quality.

Examples of evidence of high expectations for student learning and staff professional growth

The principal...

Meets Standard	Does Not Meet Standard
Encourages all students to excel; evidence of recognition of student work and academic progress is visible in classrooms and hallways (e.g., posting of student honor roll); contributions of students from diverse backgrounds are displayed	Rarely or never encourages all students to excel; does not ensure that evidence of recognition of student work and academic progress is visible; allows contributions of only some groups of students to be displayed
Interprets and communicates MCPS assessment targets for the school and monitors instruction in support of attainment of the targets for all groups of students (e.g., racial/ethnic group membership, gender, disabilities, socioeconomic background, English language fluency)	Inadequately interprets and communicates MCPS assessment targets for the school; rarely or never monitors instruction in support of attainment of the targets for all groups of students
Creates and maintains a school climate that encourages students and staff to take intellectual risks (e.g., participate freely in discussions, offer opinions, brainstorm solutions, respect others' views)	Allows a school climate that discourages students and staff from taking intellectual risks
Uses a multi-year process to monitor the school's progress over time in meeting state and county performance standards such as attendance, graduation rates, and assessments included in the system of shared accountability	Does not have a multi-year process in place to monitor the school's progress over time in meeting state or county performance standards

Meets Standard	Does Not Meet Standard
Uses classroom observations and monitors formative assessment data to ensure that teachers use flexible grouping practices	Neither uses classroom observations nor monitors formative assessment data; allows teachers to avoid using flexible grouping practices
Ensures that staff meetings and other professional development opportunities focus on issues of student achievement	Allows staff meetings and other professional development opportunities to focus on topics that are not tied to student achievement
Obtains feedback from stakeholder groups in a variety of ways; uses feedback to improve school climate	Uses limited methods to obtain feedback; rarely or never uses feedback to improve school climate
Monitors staff discussions, reflection upon, and implementation of the practices and strategies of skillful teaching	Neither monitors staff discussions, nor reflections upon, nor implements the practices and strategies of skillful teaching
Holds teachers accountable for employing a variety of instructional strategies to respond to the diverse learning needs and strengths of students	Does not hold teachers accountable for employing a variety of instructional strategies to respond to the diverse learning needs and strengths of students; allows teachers to use a limited number of strategies
Exhibits skill in Observing and Analyzing Teaching (OAT) language, format, and principles in classroom observations, conferences, and monitoring curriculum implementation; provides focused feedback to teachers	Does not exhibit skill in OAT language, format, and principles in classroom observations, conferences, and monitoring curriculum implementation; does not provide focused feedback to teachers
Works with school leaders (e.g., leadership team, resource teachers, grade level/team leaders, exemplary teachers, staff development teacher (SDT), reading specialist, math content coach) to monitor curriculum implementation and provide feedback to teachers	Rarely or never works with school leaders to monitor curriculum and provide feedback to teachers
Maximizes instructional time; limits disruptions to instructional time (e.g., announcements, visitors, assemblies, meetings, noise in hallways or outside school)	Allows announcements, visitors, or outside events to consume instructional time
Uses formal and informal classroom visits to monitor instruction, observe student behavior, and monitor student learning	Rarely or never uses formal and informal classroom visits to monitor instruction, observe student behavior, and monitor student learning
Ensures that formative and summative assessments are aligned with curriculum and instruction	Allows formative and summative assessment to be used that are not well aligned with curriculum and instruction
Monitors staff participation in curriculum-related staff development and in-service training	Rarely or never monitors staff participation in curriculum-related staff development and in-service training

Meets Standard	Does Not Meet Standard
Articulates to parents/community the importance of teacher participation in professional development for effective classroom instruction and curriculum implementation	Rarely or never communicates to parents/community the importance of teacher participation in curriculum-related professional development
Maintains knowledge of research on good teaching practices and how they promote student achievement	Makes limited or no effort to maintain knowledge of research on good teaching practices
Analyzes and responds to a variety of data on student progress and achievement (e.g., report card grades, formative assessments, end-of-course exams, achievement tests results) for all groups of students	Neither analyzes nor responds to data on student progress and achievement; bases analyses and responses on only limited data sources; analyzes and responds to data for the school as a whole, not for separate groups
Uses available technology (e.g., data warehouse, SIMS, IMS) to monitor curriculum implementation and student progress; holds resource teachers and team leaders accountable for understanding and using technology for data analysis	Rarely or never uses available technology to monitor curriculum implementation and student progress; allows resource teachers and team leaders to avoid using technology for data analysis
Provides opportunities for staff to analyze and discuss multiple sources of data and information to monitor student achievement and plan for improvement (e.g., professional development, staff meetings, evaluation conferences)	Rarely or never provides opportunities for staff to analyze and discuss multiple sources of data and information to monitor student achievement and plan for improvement
Shares student progress/achievement data with parents and the community, and solicits input from them regarding improvement	Shares neither student progress nor achievement data with parents and the community; rarely or never solicits input from parents and the community
Works with the staff development teacher (SDT) to provide job-embedded staff development to teachers through a variety of methods (e.g., staff meetings, peer visits with reflection, SDT training sessions, study groups, action research, professional development days)	Rarely or never works with the staff development teacher, or works in a limited way to provide job-embedded staff development to teachers
Provides opportunities for faculty discussions of and reflections on research on teaching and learning	Rarely or never provides opportunities for faculty to meet, discuss, or share
Motivates staff to learn and pursue effective practices that focus on student learning; provides opportunities for staff to pursue professional growth	Shows little or no concern in motivating staff to learn and pursue effective practices that focus on student learning; rarely or never provides opportunities for staff to pursue professional growth; does not provide staff with information about opportunities
Ensures that mentoring opportunities are available for staff new to the school; provides support for staff in need of assistance	Does not make mentoring opportunities available to new staff; rarely or never provides support for staff in need of assistance

Meets Standard	Does Not Meet Standard
Solicits input from teachers and the school leadership team regarding their professional development needs and design of professional development days	Rarely or never solicits input from teachers and the school leadership team; or solicits feedback from selected members only
Makes appropriate and effective use of the Peer Assistance and Review (PAR) process in referrals and implementation; monitors the PAR process for teachers who are served by it	Makes inappropriate and ineffective use of PAR in referrals or implementation; rarely or never monitors the PAR process for teachers being served
Works with the SDT to ensure that each staff member has an appropriate professional development plan (PDP); monitors individuals' progress toward PDP goals	Does not work with the staff development teacher to ensure that each staff member has an appropriate PDP; rarely or never monitors individuals' progress toward PDP goals.
Solicits input from and collaborates with special program staff (e.g., accelerated/ enriched instruction, special education, ESOL) to acquire resources such as materials and model lessons to meet the diverse learning needs and strengths of students	Neither solicits input from nor collaborates with special program staff to meet the diverse learning needs and strengths of students

Standard III: The principal is an educational leader who promotes success for all students as he/she ensures the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Performance Criteria

1. The principal mobilizes people and coordinates efforts to improve educational and support practices to achieve targeted results.
2. The principal develops and supervises efficient processes in order to maximize time for instructional leadership.
3. The principal manages human and material resources to cultivate and support a safe and healthy school environment.
4. The principal ensures that resources are aligned with the school improvement plan and the strategic plan of the school system.
5. The principal builds the capacity of the organization and staff to respond to the needs of students in a rapidly changing school environment.

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

The principal...

Meets Standard	Does Not Meet Standard
Uses a research-based, systemic process (e.g., Framework for Teaching and Learning, Baldrige, ten-step process, etc.) with MCPS look-fors to guide continuous improvement; ensures that the process is ongoing	Plans for school improvement without attention to research or systemic processes; process is sporadic
Implements processes to supervise staff effectiveness on established performance criteria	Rarely or never implements established processes
Develops individuals or teams to handle key aspects of school management	Does not develop management skills among the staff
Delegates responsibilities to a variety of appropriate staff	Does not delegate responsibilities; delegates responsibility only to a limited few
Effectively implements established testing protocols	Inadequately implements testing protocol; inadequately addresses violations of protocol
Supports a master schedule with a balanced program of learning opportunities for all students; monitors assignment of students to classes/staff that best meet students' needs	Accepts a master schedule that limits learning opportunities; does not monitor assignment of students to classes/staff
Organizes instructional teams/support groups to meet student needs	Rarely or never organizes instructional teams/support groups to meet student needs
Selects and develops instructional team leaders who have the capacity to motivate others, make decisions, and create change; cultivates leadership from within the school's staff	Selects team leaders who lack essential leadership or motivational skills; does not provide opportunities for leadership development within the school's staff

Meets Standard	Does Not Meet Standard
Actively participates on the school improvement team; selects representative stakeholders (balanced for diversity) to develop and monitor the school improvement plan (SIP)	Is not actively involved in the school improvement team; creates a team that does not include representative stakeholders; fails to monitor the school improvement process
Evaluates programs in the school for their relevance to the SIP; uses available data from countywide and school-based assessment as a form of continual program evaluation	Accepts programs into the school without evaluating their relevance to the SIP; does not use available data to evaluate programs
Uses technology tools (e.g., spreadsheets, scheduling software, financial software, behavior management software, the data warehouse) to manage school operations and streamline tasks	Rarely or never uses technology tools to manage operations and streamline tasks
Communicates to all stakeholders and implements clear and comprehensive attendance and behavior management processes that result in increased teaching and learning	Neither communicates nor implements clear and comprehensive attendance and behavior management processes; attendance and behavior issues interfere with classroom instruction and learning
Uses the administrative and management support services provided by MCPS (e.g., data warehouse, transportation services, food services, employee assistance, human resources, staff development)	Rarely or never uses the administrative and management support services provided by MCPS
Develops and communicates clear expectations and responsibilities for staff in responding to school safety and student discipline matters	Neither develops nor communicates clear expectations or responsibilities for staff in responding to school safety and student discipline matters
Communicates relevant and timely information regarding school safety and discipline to students, parents, and the school community in regular correspondence (e.g., newsletters, school bulletins, meetings) in necessary translations	Communicates rarely or incompletely to Students, parents, and the school community Regarding matters of school safety and discipline
Ensures that emergency drills (e.g., fire, code blue, code red) are conducted in conformance with regulations provided by the Montgomery County Fire Marshal	Does not comply with emergency drill regulations
Forms, trains, and meets with an on-site emergency team (OSET); implements effective emergency/crisis plans	Neither forms, nor trains, nor meets regularly with OSET; inadequately implements emergency/crisis plans
Establishes processes for, provides direction to, and delegates responsibilities to building services and security staff (if applicable) to maintain a clean and safe building	Does not ensure that building services and security staff are clear on their responsibilities; allows building and grounds to deteriorate; inadequately monitors the implementation of safety procedures

Meets Standard	Does Not Meet Standard
Ensures that staff monitor immunizations, blood safety, and health regulations; communicates with staff regarding health issues	Rarely monitors implementation of health/safety regulations; does not communicate with staff regarding health issues
Ensures that staff members monitor bus schedules, loading, and unloading	Does not ensure that bus loading and unloading are consistently monitored
Maintains the integrity of designated positions (e.g., staff development teacher, math content coach)	Uses designated positions to fulfill other school responsibilities
Prioritizes funding allocations (human and material) to support the instructional program and school improvement goals	Allows funding allocations to be used for purposes that do not support the instructional program and school improvement goals
Identifies resources (e.g., grants, business partners, volunteers) to support the SIP goals	Does not pursue resources outside MCPS to support the SIP goals
Recognizes the evolving needs of the school (e.g., changes in the student population, condition of the physical plant) and plans to address these needs	Rarely or never plans to address evolving needs
Applies change theory principles to support collaborative decision making (e.g., forming task forces, identifying leadership in staff and the school community, establishing an action plan with timelines)	Rarely or never applies change theory principles to support collaborative decision making
Provides structures and processes that promote effective communication and timely resolution of conflicts; establishes and maintains regular procedures whereby students and stakeholders are able to communicate concerns	Does not provide structures and processes that promote effective communication and timely resolution of conflicts; neither establishes nor maintains regular procedures whereby students and stakeholders are able to communicate concerns

Standard IV: The principal is an educational leader who promotes success for all students as he/she collaborates with the school staff and other stakeholder groups including students, families, and community members.

Performance Criteria

1. The principal ensures the involvement of staff and other stakeholder groups including students, families, and community members in continuous improvement processes and decision-making.
2. The principal embraces and uses available family and community resources to provide support and achieve school goals.
3. The principal encourages and develops collaborative partnerships to strengthen programs and support school goals.
4. The principal identifies, nurtures, and includes stakeholders from diverse backgrounds and ethnicities in the work and culture of the school.
5. The principal recognizes individual and group differences and treats all stakeholders with respect.

Examples of collaboration with school staff and other stakeholder groups

The principal...

Meets Standard	Does Not Meet Standard
Involves professional and supporting services staff in decision-making and continuous improvement processes	Rarely involves professional and supporting services staff in decision-making and continuous improvement processes
Presents information to staff and solicits feedback, through a variety of methods (e.g., staff meetings, work groups, team meetings, department meetings), prior to making changes to existing programs/processes or prior to adopting new ones	Rarely or never presents information to or solicits feedback from staff prior to making changes to existing programs/processes or adopting new ones
Solicits input from stakeholder groups through a variety of methods (e.g., focus group discussions, study circles, advisory groups, meetings with parents and the school community) to identify and solve problems and achieve school goals	Uses limited methods to solicit input
Ensures that the school improvement plan (SIP) team membership includes all stakeholder groups; stakeholders are present at meetings and actively involved; periodic reviews of the SIP contain evidence of this involvement (e.g., agendas, attendance rosters, minutes, observations of meetings)	Establishes an SIP team that does not represent all stakeholder groups; attendance of several stakeholders is limited; stakeholders who attend do not participate actively in meetings

Meets Standard	Does Not Meet Standard
Utilizes valid data from staff, student, and parent school surveys such as environment, Baldrige, and others to celebrate successes and engage in problem-solving with staff and other stakeholders	Does not share valid, complete data from staff, student, and parent school surveys such as environment, Baldrige, and other surveys with all staff and other stakeholders. Does not allocate time for discussion of the data. Fails to establish any process for involving school staff, parents, or students in using survey data to make changes in school structure, plans, or processes
Recruits and works toward retaining staff who reflect the diversity of the MCPS community	Makes limited or no attempts to recruit and retain diverse staff members
Recruits and works toward retaining school leadership team membership that reflects the diversity of the MCPS community	Makes limited or no attempts to recruit and retain diverse members of the leadership team
Establishes a multi-faceted program of community relations; uses a variety of recruitment strategies to invite active participation from representative community members	Establishes a minimal program of community relations; uses limited strategies to recruit community members for school activities; relies on input from a limited number of community members
Ensures that stakeholder meetings are held at times and in locations that make them easily accessible to all	Schedules meetings at times and in locations that interfere with the attendance of all stakeholders
Communicates with stakeholders and articulates trends that affect the community through a variety of methods (e.g., networking meetings with parents, newsletters, bulletins, e-mail, Web pages); provides communications in the predominant language(s) used in the community	Relies primarily on written communication; Rarely or never provides communications in the predominant language(s) used in the community
Maintains high visibility in the community by reaching out to and supporting the community (e.g., via Office of Special Education and Student Services, PTA/other parent advocacy groups, other community organizations)	Rarely or never reaches out to or supports the community
Articulates a clear process for using outside resources to foster student achievement; solicits funds/seeks grants from a variety of sources (e.g., community, civic groups, local government, business foundations) to support SIP goals and initiatives	Rarely or never communicates a clear process for using outside resources to foster student achievement; rarely or never solicits funds to support SIP goals and initiatives
Collaborates with community agencies to acquire health, social, or other services that students need; refers families to community agencies as needed	Rarely or never collaborates with community agencies to acquire services or make referrals

Meets Standard	Does Not Meet Standard
Establishes partnerships with business and community groups to obtain financial support, materials, and mentors for students and staff	Does not establish partnerships with business and community groups to obtain financial support, materials, and mentors for students and staff
Establishes partnerships with higher education institutions to foster professional development of staff and mentors for students and staff	Does not establish partnerships with higher education institutions
Accepts opportunities to pilot community-based programs or participate in research (if applicable)	Resists efforts by community groups to pilot programs or conduct research in the school
Invites community and business groups into the school for a variety of activities (e.g., volunteering in classes, participating in career days and speaking engagements, providing mentors for service learning and internships)	Rarely or never invites community and business groups into the school to participate in activities
Establishes parent/community groups to obtain information about family and community concerns, expectations, and needs applicable to the work and culture of the school; uses information obtained to address the needs of different groups (e.g., special education, gifted/talented, ESOL)	Rarely or never obtains or uses information from the community
Respects all groups and their priorities; treats all stakeholders equitably; responds equitably to parent, student, staff, and community concerns	Responds to some stakeholder groups more favorably than others
Responds to community requests (e.g., resources, problem solving, use of the building and grounds)	Does not respond to community requests
Recognizes and celebrates differences in cultures through student work/displays	Rarely or never displays student work representing different cultures
Communicates with all stakeholders in a timely and open manner	Communicates with only some stakeholders; rarely or never communicates in a timely manner; communicates partial information to stakeholders
Treats all stakeholders fairly, equitably, and with dignity and respect	Displays disrespectful behaviors; displays different behaviors toward different groups

Standard V: The principal is an educational leader who promotes success for all students as he/she models professionalism and professional growth in a culture of continuous improvement.

Performance Criteria

1. The principal establishes trust and demonstrates openness and respect in relationships and decision-making processes.
2. The principal seeks and uses feedback and reflects on his/her leadership and the impact it has on other stakeholders.
3. The principal establishes collaborative processes that promote cooperation among diverse groups working together to develop and accomplish common goals.
4. The principal demonstrates values, beliefs, and attitudes that inspire others.
5. The principal demonstrates commitment to continuous improvement for students, staff, and self.
6. The principal uses data from a variety of sources to assess professional growth and continuous improvement.

Examples of evidence of modeling professionalism and professional growth

The principal...

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	Acts regardless of common standards of ethical, professional behavior / allows personal feelings to interfere with professional code of ethics and core values
Models lifelong learning and encourages lifelong learning in others	Rarely or never seeks out opportunities to learn; does not encourage life-long learning in others
Communicates key beliefs about student learning to staff, students, and parents: <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 	Sends messages to students, staff, and parents that do not support student learning; communications convey that these messages are important for some groups, but not others
Establishes a process whereby stakeholder input is collected, analyzed, and used for continuous improvement	Does not have a process for collecting and analyzing stakeholder input for continuous improvement
Solicits, listens to, and acts on input from stakeholders individually and in groups (e.g., through conferences, meetings, surveys, e-mails, telephone calls)	Rarely or never solicits, listens to, or acts on input from stakeholders; is unavailable and/or unresponsive to stakeholders
Ensures the participation of all stakeholders in development, implementation, evaluation, and revision of the school improvement plan (SIP)	Rarely or never involves stakeholders in examination of the SIP; involves only some groups in examination of the SIP

Meets Standard	Does Not Meet Standard
Seeks out representation from all stakeholder groups to participate in the process of decision-making	Does not seek out representation from all stakeholder groups
Facilitates a climate in which staff input and innovation are encouraged and valued	Discourages or ignores staff input and innovation
Establishes opportunities for departments, teams, and individuals to meet, reflect, and have input on significant school decisions	Establishes few or no opportunities for staff to meet, reflect, and have input on significant school decisions
Creates opportunities for staff to assume leadership roles in the school	Limits opportunities for staff to assume leadership or expanded roles in the school
Motivates staff toward high levels of performance	Rarely or never motivates staff toward high levels of performance
Models respectful behaviors; monitors that respect is pervasive among staff, students, and the school community	Displays disrespectful behaviors; displays different behaviors toward different groups
Protects the rights of confidentiality of individual students, staff, and parents	Violates or is careless about protecting confidentiality
Seeks out and uses feedback from colleagues and stakeholders to evaluate the impact of his/her 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
Demonstrates dedication, openness, integrity and ethical behavior and holds others to these norms	Rarely or never demonstrates dedication, openness, integrity and ethical behavior; does not hold others to these norms
Analyzes school test data for evidence of continuous progress; identifies priorities and implements programs for his/her professional growth and that of staff	Does not analyze test data; analyzes data but implements programs for professional growth that are not connected to the data; analyzes the data but does not implement programs suggested by the data
Shares data from a variety of sources (e.g., achievement, student progress, attendance data) with staff, students, and the school community, and solicits suggestions for continuous improvement	Rarely or never shares data with staff, students, and the school community; rarely or never solicits suggestions for continuous improvement; solicits suggestions but does not act on them
Meets professional obligations in a complete and timely manner (e.g., paperwork, deadlines)	Is often late in meeting professional obligations; submits incomplete and/or inaccurate reports
Participates in required school, cluster, and systemwide meetings; shares information obtained at meetings with school staff	Misses or arrives late to meetings; rarely or never shares information with school staff

Standard VI: The principal is an educational leader who promotes success for all students as he/she understands, responds to, and influences the larger political, social, socioeconomic, legal, and cultural context.

Performance Criteria

1. The principal expands personal knowledge and develops abilities to respond to continuously changing political, social, cultural, and economic conditions that impact schools and the school system.
2. The principal develops and applies knowledge of policies, regulations, procedures, and laws.
3. The principal participates in the development of policies, programs, and budgets.
4. The principal advocates for students, staff, school community, and the school system.
5. The principal articulates the district’s initiatives, influences their implementation, and participates in their continuous improvement.

Examples of understanding, responding to, and influencing the larger political, social, socioeconomic, legal, and cultural context

The principal...

Meets Standard	Does Not Meet Standard
Demonstrates knowledge of local, state, and national educational and cultural trends, current research, and best practices; applies this knowledge to the school’s programs and operation	Creates and maintains school programs without consideration of local, state, or national educational/cultural trends, best practices, or current research
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, No Child Left Behind)	Misinterprets and/or inadequately complies with MCPS policies, regulations and procedures, as well as local, state and federal mandates
Provides necessary information to ensure that students, staff, and the school community understand MCPS policies, regulations, and procedures, as well as local, state, and federal mandates	Rarely or never communicates with students, staff, and the school community to foster understanding of MCPS policies, regulations and procedures as well as local, state, and federal mandates
Engages in the political and social life of the school community acting as a spokesperson for the needs of the school and the student population	Avoids invitations to address civic and community organizations. Does not know or interact with key stakeholders across the breadth of demographics in the school community
Balances participation in local, state, or national professional associations and organization activities with day-to-day school operations and responsibilities	Allows professional organization activities to supercede day-to-day school operations and responsibilities

Meets Standard	Does Not Meet Standard
Holds membership in local, state, or national professional associations and organizations; participates in professional growth opportunities relevant to education (e.g., course work, workshops, conferences, research, study groups)	Maintains limited or no membership in professional organizations; rarely or never participates in professional growth opportunities relevant to education
Participates in local and state task forces or workgroups; works on development of programs, policies, or budgets	Rarely or never participates in local and state task forces or workgroups; rarely or never works on developing programs, policies, or budgets
Communicates knowledge of the budget process and its impact on the local school to students, staff, and the school community	Provides limited or inadequate communication about the budget process and its implications to students, staff, and the school community
Actively advocates on behalf of students, staff, and the school community for necessary resources to support the goals and objectives of the school (e.g., at meetings of the Board of Education, civic associations, professional organizations, county council, budget hearings)	Rarely or never advocates on behalf of students, staff, and the school community for necessary resources
Explains to students, staff, and the school community how the local school fits into the larger context of the school system	Provides limited or inadequate explanation to students, staff, and the school community about how the local school fits into the larger context of the school system
Involves students, staff, and the school community in working together to meet the goals of the school system's strategic plan	Rarely or never involves students, staff, and the school community in working together to meet the goals of the school system's strategic plan
Provides feedback about programs and initiatives to appropriate MCPS offices; serves on committees, task forces, and focus groups evaluating MCPS programs and initiatives	Rarely or never provides feedback about programs and initiatives to appropriate MCPS offices; rarely or never serves on committees, task forces, or focus groups to evaluate MCPS programs and initiatives
Articulates alignment of the school improvement planning process with the goals and initiatives of the MCPS strategic plan to students, staff, and the school community	Does not articulate alignment of the school improvement planning process with the goals and initiatives of the MCPS strategic plan
Monitors the implementation and progress of the school improvement plan (SIP) and updates it as appropriate; ensures that the SIP reflects changing political, social, cultural, and economic conditions	Updates the SIP cursorily or not at all; maintains a school improvement plan that does not reflect changing political, social, cultural, and economic conditions