



Teacher-Level

# Professional Growth System

Montgomery County Public Schools, Rockville, Maryland

2025–2026 HANDBOOK



**Montgomery County Public Schools**  
UNLEASHING POTENTIAL



## **VALUES**

*Learning  
Respect  
Relationships  
Excellence  
Equity*

## **VISION**

### ***Future Ready***

*All students will graduate ready to thrive in a changing world—with the knowledge, skills, and confidence necessary to lead, adapt, and make a positive impact in their communities and beyond..*

## **MISSION**

### ***To Unleash Potential***

*All students will receive a solid academic foundation, grounded in strong critical thinking skills, with opportunities to enhance and enrich their learning. All students will develop resilience, be adaptable, and have a lifelong passion for learning. All students will become effective communicators and collaborators predicated on meaningful relationships. All students will make a positive impact in their community and be ready for success in their personal and professional life.*

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# INTRODUCTION

The previous five years, our community, along with the rest of the world, battled in the midst of the COVID-19 (coronavirus) pandemic. The instructional conditions that our schools face continue. As such, the MCPS approach to responding to these new conditions continues to emphasize the need to be patient, kind and flexible with one another as we work together to find solutions to situations we have never experienced before.

As such, teachers will continue to ensure that quality education for every student is the top priority. In doing so, the standards outlined in the Teacher Professional Growth System (PGS) will guide the necessary disposition for effective instructional and professional practices. Teacher professional growth, professional learning, and continuous improvement are essential to a successful and supportive learning environment. Moreover, the tenets of the Teacher PGS remain applicable across learning platforms, whether virtual or in-person, as well as transcends all grade levels and subject areas. In sum, the framework for teaching and learning and our shared commitment for excellence empower us to move forward in providing a robust and equitable learning environment for all students.

Of all the factors that are important to student achievement in productive schools—and there are many—the most important are what individual teachers believe, know, and can do. The design of the Montgomery County Public Schools (MCPS) Teacher PGS recognizes the complexity and importance of teaching in a high-performing district, one in which there is an emphasis on continuous improvement and shared accountability for student achievement. Good teaching is nurtured in a school and in a district culture that values constant feedback, analysis, and refinement of the quality of teaching.

The Teacher PGS for MCPS integrates two important components: a qualitative approach to teacher evaluation and professional growth. The essential elements of the system are as follows:

1. Six clear standards for teacher performance, based on the National Board for Professional Teaching Standards, with performance criteria for how the standards are to be met and sample claims of patterns in observable teaching behaviors.
2. Training for evaluators and teachers that creates not only a common language for the discussion of what good teaching is and is not, but also develops skills of analysis and critique that will make the dialogue a rich and data-driven one.
3. A Professional Growth Cycle (PGC) that integrates the formal evaluation year into a multiyear process of professional growth, continual reflection on goals and progress meeting those goals, and collegial interaction.
4. Formal evaluation with narrative assessments that provide qualitative feedback to teachers about their work.
5. A Peer Assistance and Review (PAR) program that has consulting teachers (CTs) who provide instructional support to novice teachers (teachers new to the profession) and those not performing to standard. The CTs report to a PAR Panel composed of teachers and principals appointed by the unions with shared responsibility for quality control and improvement.
6. Professional development years that are structured around a collaborative learning culture among teachers in each school, integrating individual improvement plans into school plans, and utilizing student achievement and other data about student results.

## ORGANIZATIONAL CULTURE OF RESPECT STATEMENT

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

In order to sustain an organizational culture of respect, it is critical that all employees have an awareness, understanding, and tolerance of others' interests, viewpoints, cultures, and backgrounds. This culture promotes a positive work environment that supports the success of each employee, high student achievement, and continuous improvement in a self-renewing organization (MCPS, R.E.S.P.E.C.T. Make it Real, 2005, updated September 2011).

# EQUITY AND CULTURAL PROFICIENCY

The commitment to foster an organizational culture of respect that is embedded throughout the district is a priority of the employee associations/unions, the Board of Education, the superintendent of schools, and executive staff. Inherent to this belief is the recognition that there is strength in diversity and the belief that all employees are essential to a successful learning community. Therefore, MCPS commits to Creating a Positive Work Environment in a Self-renewing Organization that does the following:

- Believes that the inclusion of individuals with a broad range of experiences and backgrounds broadens and strengthens education and contributes to student achievement.
- Promotes knowledge and understanding of one’s own cultural identity as it influences a culturally competent workplace.
- Values the uniqueness of cultures other than one’s own and the richness of cultural diversity and commonality.
- Promotes awareness of and sensitivity to individual differences within various cultural groups.
- Affirms the commitment that all MCPS staff will be culturally proficient, and demonstrate mutual respect without regard to any individual’s actual or perceived personal characteristics, which includes race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations (See Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*).
- Promotes the value of diversity and equity in our professional development offerings, recruitment, hiring, and promotional practices.
- Provides venues for courageous conversations about diversity and equity in a safe, nonjudgmental environment.
- Promotes a focus on diversity and equity through the implementation of each standard.

# ROLE OF THE PROFESSIONAL GROWTH SYSTEM IMPLEMENTATION TEAMS

The implementation of the components of each Professional Growth System (PGS) is overseen by a joint multi-stakeholder implementation team. Each team is charged with monitoring the processes and procedures, as set forth in the design of the PGS. Through a collaborative and problem-solving process, the Implementation Teams are responsible for defining standards and practices and assessing the implementation of the PGS. In addressing issues that have arisen, the decision-making process will be to seek consensus; when that is not possible, a voting process may be used. Issues that cannot be resolved at the Implementation Team level may be referred to the appropriate collaboration committee. All PGS handbooks are continuously updated to reflect changes in processes and procedures approved by the appropriate Implementation Team.

- The Implementation Teams meet regularly on a schedule agreed on by the members at a meeting prior to July 1, for the subsequent year.
- The Implementation Teams consist of representative members of the employee associations and administration.
- The Implementation Teams are chaired by the employee association vice presidents or designees appointed by the association president and MCPS designees, who are appointed by the superintendent.
- The meetings are facilitated by an appointee of the chief, Division of Human Resources and Talent Management (DHRTM)..
- An agenda is developed, with input from Implementation Team members or other collaboration committees.

## **ROLE OF THE JOINT PGSs IMPLEMENTATION TEAM**

The Joint PGSs Implementation Team is composed of all members of each implementation team (Administrative and Supervisory (A&S), Teacher-level, and Supporting Services) and is charged with increasing consistency among the PGSs, while valuing and recognizing differences through—

- learning from each PGS to share and implement best practices,
- clarifying processes to improve effectiveness, efficiency, and transparency, and
- analyzing data from all three PGSs, including disaggregated client data by race, gender, and other factors to ensure equity and due process for all employees.

The Joint PGSs Implementation Team is also charged with ensuring that the components of the PGSs (Attracting, Recruiting, Mentoring, Developing, Evaluating, Recognizing, and Retaining) are fully implemented with fidelity for all employees.

- The Joint PGSs Implementation Team uses the same processes described above in the section titled, “Role of the PGS Implementation Teams.”
- The meetings are chaired by a designee appointed by the three employee association presidents (rotated) and a designee appointed by the Superintendent.
- The meetings are facilitated by the three association vice presidents and the director of the Department of Professional Growth System (DGPS) in DHRTM.
- The Joint PGSs Implementation Team makes recommendations to the associations, deputy superintendent, which serve as the steering committee.

## **SUMMARY OF CHANGES TO HANDBOOK**

The following additions and modifications are reflected in this year’s Teacher-Level PGS handbook.

- Designated chairs of the Implementation Teams changed to association vice presidents and designee of the superintendent (page 2).
- Requirement to become a qualified observed is completion of OAT 1 (page 7).
- PAR support may continue for teachers who resign (page 16).
- Teachers who resign must have three successful years of teaching in a different district to reapply for an MCEA position in MCPS (page 16).
- Teachers who have not met standard in the year following successful release and their principals may present to the PAR Panel in May or June (page 18).
- Removal of Athletic Director from the TPGS Handbook (Appendix A and Appendix D).





# THE ELEMENTS OF THE SYSTEM

## PERFORMANCE STANDARDS FOR TEACHERS

Six performance standards endorsed by the Board provide a blueprint for the assessment of teachers' competencies in the Teacher PGS. These standards are used in the evaluation of all classroom-based teachers, including English for Speakers of Other Languages (ESOL) and special education at all levels, as well as music, art, and physical education at the elementary level. They are as follows:

**Standard I:** Teachers are committed to students and their learning.

**Standard II:** Teachers know the subjects they teach and how to teach those subjects to students.

**Standard III:** Teachers are responsible for establishing and managing student learning in a positive learning environment.

**Standard IV:** Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.

**Standard V:** Teachers are committed to continuous improvement and professional development.

**Standard VI:** Teachers exhibit a high degree of professionalism.

Each performance standard is clarified by performance criteria and sample claims (see Appendix A). The purpose of these samples is to provide scenarios of what teaching looks like when it meets and when it does not meet the MCPS performance standards.

## PERFORMANCE STANDARDS FOR ALL OTHER TEACHER-LEVEL POSITIONS

Parallel performance standards, criteria, and descriptive examples have been designed for teacher-level positions not assigned to classrooms. These include, but are not necessarily limited to, assistive technology specialists on the InterACT Team, auditory and vision teachers, counselors, early interventionists for of infants/toddlers, instructional specialists, media specialists, occupational and physical therapists, parent educators, pupil personnel workers, reading specialists, school psychologists, social workers, speech/language pathologist, community school liaisons, athletics directors, athletics specialists, and staff development teachers. Information about evaluation forms as well as the performance standards, criteria, and descriptive examples is available through DHRTM. Each of these groups may have different performance standards, criteria, descriptive examples, and data measures related to unique aspects of their observation/evaluation process.

All staff in the above categories will be evaluated on the same evaluation cycle as teachers, based on years of MCPS experience. If a classroom teacher moves from a classroom assignment to one of these positions or vice versa, evaluation will be conducted according to the schedule and processes developed for that assigned position.

## ACTIVITIES FOR PROFESSIONAL DEVELOPMENT

Activities that improve teaching and learning are critical components of a professional learning community. These activities include team teaching and team planning, new curriculum development, development of instructional materials, review of professional literature, audio/video analysis, study groups, networking groups, delivery of workshops or courses, participation on a task force or committee, participation in a teacher exchange program, professional visits (to visit another teacher or program), action research, or training (school-based workshop, out-of-school workshop, course, or conference).

A peer visit with reflection is a process that involves inviting a peer to observe a specific aspect of teaching, so, together, the colleagues may reflect on the teaching and learning taking place. The teacher may ask a teaching peer, resource teacher (RT), content specialist (CS), or MCPS educator in another position to do the observing. The teacher chooses a focus that will help them meet a particular learning goal, rather than asking a colleague to observe and give general feedback. Peer visits also can be a mutual process in which the teacher is not only observed, but also has an opportunity to observe another teacher in a similarly planned way. Following the peer visit, participants engage in a reflective conversation, in which the teacher, not the observer, does the majority of the talking. These conversations promote authentic professional examination of teaching practices among colleagues in an atmosphere of mutual support, trust, and a belief in the necessity of constant learning and improvement.

## COURSES TO PROMOTE A COMMON LANGUAGE ABOUT SKILLFUL TEACHING

A variety of professional development opportunities is available to staff—through MCPS courses, workshops, and other staff development opportunities for professional growth. Essential to the success of the Teacher PGS are the courses Observing and Analyzing Teaching 1 (OAT 1), Observing and Analyzing Teaching 2 (OAT 2), Studying Skillful Teaching 1 (SST1), and Studying Skillful Teaching 2 (SST2).

Using the six performance standards, the educational consultant group, Research for Better Teaching, Inc. (RBT) of Acton, Massachusetts, provided courses of study for observers and evaluators, as well as for other MCPS staff. In-district trainers at the MCPS Center for Skillful Teaching and Leading (CSTL) have been trained by RBT.

The two six-day courses, OAT 1 and OAT 2, are required for all school leadership staff engaged in observation and evaluation (principal, assistant principal (AP), RT, CS)). These courses also are required for CTs and all members of the PAR Panel who are actively involved in assessing teaching performance.

OAT 1 prepares observers and evaluators to collect and analyze evidence about a teacher's work across the standards, including areas such as planning and assessment, capacity to motivate students and communicate consistently high expectations, and repertoire of instructional and classroom management strategies. Participants communicate what they have observed orally and in writing in a balanced manner that addresses claims based on teacher performance, evidence from observations, interpretation of the impact of the evidence on student learning, and judgments of the effectiveness of instruction.

OAT 2 helps participants focus on using multiple sources of data in evaluation. This course emphasizes strategies for dealing with supervisory challenges and means for developing leaders' knowledge and skills in areas such as conferring with teachers and addressing mediocre or ineffective teaching.

SST 1 and 2 are companion courses for teachers. The basic content of SST 1 overlaps with that of OAT 1, but student learning is the focus rather than skills to observe and analyze teaching. Participants are asked to examine the ways in which their research-based instructional strategies, as well as their beliefs about learning and professional community, make a difference in student performance.

SST 1 helps teachers expand their repertoire of instructional strategies, match strategies to student needs, and learn skills for effective peer support and collaboration.

In SST 2, the focus is on breaking down the recurring obstacles to student success through the study of common causes of discipline problems, critical attributes of class climate, the use of assessments, and the design of learning experiences.

## SCHEDULE FOR EVALUATION AND PROFESSIONAL DEVELOPMENT

As documented by decades of research, the best strategy for improving teaching and learning is to build the capacity of the school to function as a learning community in which professional development is job embedded. To support the learning community, the Teacher PGS places teachers in a multiyear PGC. The PGC provides opportunities and resources for reflection on teaching practices (both individually and collegially) that lead to continuous improvement.

The Teacher PGS was designed to meet the different needs of teachers at various points in their careers in MCPS. More intensive support and supervision are provided for probationary teachers. The focus of teachers in the probationary years must be to develop an effective repertoire of instructional skills and to become knowledgeable about MCPS curricula. Probationary teachers are evaluated each year to provide them with in-depth analysis and feedback about their teaching.

### Montgomery County Educators Association (MCEA) Frequency Schedule for Evaluations Based on Tenure Eligibility

Novice teacher, or new hire with no transferrable MD tenure																								
Probationary						Tenured																		
3-Year Cycle			3-Year Cycle			4-Year Cycle				4-Year Cycle				5-Year Cycle					5-Year Cycle					After Year 24, evaluated every 5 years
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
E	E	E	P	P	E	P	P	P	E	P	P	P	E	P	P	P	P	E	P	P	P	P	E	E

Previously Tenured in Maryland (and meets criteria to transfer tenure)																								
Tenured after meeting standard in Year 1																								
3-Year Cycle			3-Year Cycle			4-Year Cycle				4-Year Cycle				5-Year Cycle					5-Year Cycle					After Year 24, evaluated every 5 years
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
E	P	E	P	P	E	P	P	P	E	P	P	P	E	P	P	P	P	E	P	P	P	P	E	E

*E* = evaluation year

*P* = professional development year

All teachers are required to design Student Learning Objectives (SLOs) each year, in which they reflect on student growth and their own professional development. Teachers also collect and prepare other information related to their professional practice and student outcomes for the formal evaluation process. (Staff who do not have direct responsibility for the achievement of a group of students do not write SLOs.)

## TENURE

Tenure is granted three years from the date of hire, if an employee earns an overall year-end evaluation of “Meets Standard” in the last year and if Maryland State Department of Education (MSDE) requirements for standard or advanced professional certification have been met.

For tenured teachers, formal evaluations are less frequent. As a teacher gains experience and expertise, more time is spent in professional development activities and less time in formal evaluation.

## OBSERVATIONS

All teachers may be observed formally or informally at any time. During professional development years, formal observations are not required. However, administrators, RTs, or CSs are expected to do a minimum of two informal observations each professional development year in order to be familiar with teachers’ classroom practices. There is no required length or format for these informal observations, although some written documentation is encouraged. Formal observations are required during the evaluation year, and there are required specifications for those formal observations. Upon request, unit members will be given a copy of the formal observation scripted notes by their administrator, supervisor, or CT. (Article 16.D.4)

## Requirements for Formal Observations

Formal observations serve as critical sources of data for the formal evaluation process. The requirements for formal observations are as follows:

1. A formal observation must occur for a minimum of 30 minutes.
2. At least one formal observation must be announced. A pre-observation conference is required for each announced formal observation.
3. All formal observations must include a post-observation conference.
4. Post-observation conferences should be held within three duty days after the formal observation. Conferences may be delayed, by mutual agreement, due to extenuating circumstances.
5. Teachers may respond to a Post-observation Conference Report (POCR) by submitting a written response to their file within 10 school days of their receipt of the POCR.
6. The POCR is considered a stand-alone document. Any notes taken by an observer or evaluator may be shared with the teacher, but they are not considered part of the formal documentation.
7. The POCR is completed after the conference with the teacher. The POCR is reviewed by the observer and the teacher. It shall be returned to the teacher within 10 duty days after the post-observation conference or a reasonable amount of time, as agreed upon by the teacher and observer. Such agreement should also be documented, (e.g., via email) in the POCR and final evaluation. The POCR is housed in the school file.
8. The term “qualified observer” refers to principal, AP, assistant school administrator (ASA), student support specialist, RT, CS, CT, retired administrator, and other teacher leaders as appropriate. All qualified observers must have completed OAT1 or be a consulting teacher enrolled in the OAT 1 class and have completed the first four classes. For evaluations resulting in a “Below Standard” rating, at least one of the two observers must have successfully completed both the OAT 1 and OAT 2 classes. If the principal/evaluator needs assistance due to unusual

circumstances, for example, a large number of required formal observations and evaluations, central office subject-area supervisors are available for consultation and may serve as qualified observers at the request of the principal/evaluator. Central office subject-area supervisors may serve only as qualified observers if they have completed OAT 1 and OAT 2. Principals/evaluators will request approval from the director of PGS when they are in need of a central office subject-area supervisor as a qualified observer. Staff who are new to the AP, ASA, CT, or central office subject-area supervisor position are required to attend an OAT 1 recertification session, if it has been three years or more since they completed OAT 1.

9. An elementary principal in a school without an assistant principal may request the support of a second observer if the principal needs assistance due to a large number of required formal observations and evaluations.
10. If it appears likely that a teacher will receive a “Below Standard” rating in an evaluation, the observations (serving as the basis for the evaluation) must be completed by two different qualified observers.

## Classroom Observation Requirements

The number of required observations during the formal evaluation year varies, depending on status and a preliminary assessment of performance status. At least one formal observation must be completed by the principal, AP, ASA, or other immediate supervisor. More observations by **two** different qualified observers are required if the evaluator suspects the final rating may be Below Standard.

### Summary of Minimum Required Formal Classroom Observations During an Evaluation Year

Type of Teacher	Observer	Minimum Required Yearly Observations		Frequency (minimum each semester)
Probationary Teacher (with CT)		Meeting Standard	Below Standard	
Novice first-, second-and third-year teacher (new to teaching)	Principal or Qualified Observer	2	2*	1
	CT	2**	3	1
Total		4	5	2
Probationary Teacher (without CT)				
Experienced first-, second-, and third-year teacher (new to MCPS)	Principal or Qualified Observer	2	3*	1
Tenured Teacher				
	Principal or Qualified Observer	2	3*	1
Tenured Teacher (with CT)				
	CT	3	4	1
	Immediate Administrative Supervisor	1	1	

\* The observations must be completed by two different qualified observers, at least one of whom must have successfully completed OAT 1 and OAT 2.

\*\* The minimum number of observations is to be done only for teachers clearly meeting standard with no concerns on the part of the CT or principal.

#### Probationary teachers with CT:

- At least two formal observations by the principal or qualified observer are required.
- One of the two required formal observations must be announced.
- At least one of the two required formal observations must be done each semester.
- The CT will complete a minimum of two additional formal observations, three if the teacher may be rated Below Standard. At least one must be announced and at least one is completed each semester. These do not count toward the required number of observations completed by administrators. The minimum number will be completed only for teachers clearly meeting standard, with no concerns on the part of the CT or principal.

#### Probationary teachers without a CT (first-year teacher with experience or any second or third-year teacher):

- At least two formal observations by the principal or qualified observer are required, three if the teacher may be rated Below Standard.
- One of the two required formal observations must be announced.

- At least one of the two required formal observations must be done each semester.

#### **Tenured teachers on regular evaluation cycle:**

- At least two formal observations by a qualified observer are required.
- The principal or AP must perform at least half the required observations.
- The RT, CS, or other qualified observer may complete a formal observation.
- One of the two required formal observations must be announced.
- At least one of the two required observations must be done each semester.

#### **Tenured teachers with CT:**

- At least one formal observation by a qualified observer is required.
- The CT must complete a minimum of three formal observations, four if the teacher may be rated Below Standard. At least one must be announced and at least one is completed each semester.

#### **The POCR**

After the observation conference, the observer must prepare a written narrative summary of the class and the conference called the POCR (see Appendix D). This report contains an analysis of the lesson. The report format incorporates an appropriate balance of claims about the teaching observed, evidence to support the claims, and statements about the impact on students. Reports may refer to MCPS performance standards. The report includes a summary of the discussion with the teacher as well as any decisions or recommendations that resulted from the conference. Appendix D contains samples of POCRs. The teacher is expected to review and return a signed copy of the POCR. The teacher's signature indicates that they have received and read the conference report but does not necessarily indicate agreement with the contents of the report.

### **IMPROVEMENT PLAN**

The improvement plan is part of a process to ensure teacher learning and growth, in support of student learning and growth. The improvement plan process is implemented with teachers who are struggling with one of the first four standards, despite feedback and coaching. Participants in an improvement plan must include, at a minimum, the teacher and an administrator. Others typically included are the SDT, RT/CS, team leader, and other staff members as identified. Ideally, the plan is a collaborative document into which the teacher has input.

The improvement plan focuses on a single problem in a single standard at a time. If there are problems in additional standards, they are noted at the end of the plan and addressed, if still necessary, on completion of the plan. The improvement plan is a living document. It can be adjusted to meet the teacher's needs over time. While there is no specific length of time for an improvement plan, a general rule is four to nine weeks.

The improvement plan includes:

- The standard that is not being met;
- A precise, specific problem statement - what the teacher is doing that does not meet the standard;
- The impact of that problem on students and their learning;
- A general goal for growth;
- Professional development strategies for teacher learning along with the scheduled date of completion of the strategy (generally three to seven weeks) and the person who will support that learning;
- Materials necessary for each strategy;
- Documentation that the strategy has been implemented; and
- What will change for the students as a result of the teacher successfully completing the strategy/activity.

Please see Appendix G for the form, a sample, and the criteria for success.

### **EVALUATIONS**

Formal evaluations are not required during professional development years of the PGC. However, the principal must complete the *Yearly Evaluation Report for Maryland State Department of Education (MSDE) Certification Renewal* annually to verify to MSDE that the certificate holder's performance is satisfactory ("Meets Standard").

In the Teacher PGS, the formal evaluation process is seen as a tool for continuous improvement for teachers. During the formal evaluation year, both the teacher and administrator gather data from the professional development years as well as from the evaluation year. This data serves as the point of reference for the collaborative evaluation process. The evaluation year is a time when the teacher reflects on progress made and potential areas for future professional growth.



Important details regarding formal evaluations in designated evaluation years of the PGC are as follows:

1. **Frequency/Schedule:** Formal evaluations are required—
    - For probationary teachers in their first year when hired before the school year begins or anytime during the first semester. If a first-year probationary teacher is hired after December 1, the teacher will be evaluated formally for the first time in the spring of the following school year;
    - For probationary teachers in their second and third years; and
    - For tenured teachers—At least once in every PGC.
  2. **Special Evaluation:** A formal evaluation may be completed in any year by placing a teacher on Special Evaluation when there is a concern about their performance.
  3. **Evaluators:** The principal or AP at the school to which the teacher is assigned is responsible for completing the formal evaluation. The principal must review and sign every evaluation.
  4. **Evaluation of Novice Teachers (teachers new to the profession):** School administrators, as well as the CT, support novice teachers. The administrator is responsible for writing a final evaluation report. The CT completes a final summative report, which is presented to the PAR Panel.
  5. **Referring Probationary Teachers to PAR:** Experienced teachers who are new to MCPS have probationary status. The principal or an AP evaluates these probationary teachers. If serious instructional concerns are identified early in the first year for an experienced probationary teacher, two formal observations should be completed by November 1, and the principal should contact the director of DPGS in DHRTM to request inclusion in PAR. The PAR Panel renders a decision on this request.
  6. **Tenured Teachers in PAR:** The evaluation will reflect the input of the principal as reported through observation reports and other data sources, the CT as reported through observation reports, the mid-year summative and final summative reports, and the recommendations of the principal and the CT to the PAR Panel. The evaluation reflects the finding of the PAR Panel made through its deliberative process following the review of all appropriate data, including any appeal by either the teacher or principal, if such an appeal occurs. During the year in PAR, the information in this evaluation is compiled by the cochairs of the PAR Panel.
- A formal evaluation by the principal is not completed for a tenured teacher supported by the PAR program. The immediate supervisor is required to complete at least one formal observation with a post-observation conference and subsequent report.
7. **Teachers in Multiple Schools:** In the case of teachers who work in multiple schools, the administrator at the school in which the majority of the teacher's time is assigned completes the evaluation. If equal time is spent in two different schools, the administrator of the school in which the teacher's paycheck is received completes the evaluation. The administrator completing the evaluation is responsible for gathering data from the principal(s) of the other school(s) for inclusion in the evaluation.

## The Final Evaluation Report

The principal or AP is the evaluator responsible for completing the formal **Final Evaluation Report** at the end of the formal evaluation year for all teachers, except tenured teachers in the PAR program. The evaluation includes an examination of the teacher's overall performance on each of the six MCPS performance standards.

The evaluator reviews all of the material, including all POCRs, as well as a variety of other data sources. Teachers are encouraged to assemble a portfolio with evidence of attainment of growth in terms of the six performance standards to serve as a comprehensive record of continuous improvement. Before the final evaluation is completed, the administrator and the teacher will review together the additional sources of data that may include the following:

- Samples of student work, tests, assignments, feedback to students.
- Long- and short-term lesson and unit plans.
- Evidence of communication with parents/guardians.
- Publications.
- Evidence of activities that support outcomes, and additional related documentation, along with SLOs.
- Student results on countywide and state test scores; countywide and department final exams, tests, quizzes, papers, and project grades; checklists of skills mastered; attendance; discipline referrals; numbers/percentages of students who move on from a teacher's class to the next grade or to a higher level of a subject; other measures of progress or success such as AP or SAT test scores, accelerated or enriched instruction, or honors enrollment; and customized data reports that document student results over a number of years as part of the system of shared accountability.

- Student and parent/guardian surveys: MCPS provides recommended student and parent/guardian surveys, but teachers may choose to construct individualized survey instruments to help refine and improve their instructional practice.

Teachers should analyze survey data plus other forms of student and parent feedback from all years in the Teacher PGS cycle to identify issues, patterns, trends, implications, what was done to address concerns in the past, and future professional improvement plans. The teacher’s analysis of student results is an integral part of the teacher’s final evaluation report. The Teacher PGS is designed to focus on many different kinds of student results every year, whether or not the formal evaluation is being done. The Board, A&S staff, and teachers are ultimately accountable to the public for student performance. Standardized test scores provide one important source of data, but they cannot constitute a judgment, in and of themselves, about the performance of a teacher or the success of a school. The most important use of student results is to contribute to analysis and problem solving for school, teacher, or individual student improvement.

The Final Evaluation Report includes a summary rating of the teacher’s overall performance and is sent to DHRTM for inclusion in the teacher’s personnel file. The teacher is given a holistic rating of “Meets Standard,” “Emerging,” or “Below Standard.” Teachers receiving a rating of “Emerging” will receive a second year of PAR support. Appendix E contains examples of final evaluation reports. Any teacher who receives a rating of “Below Standard” will be referred automatically to the PAR Panel for consideration of inclusion in the program.

### Due Dates for Final Evaluation Reports

It is essential that administrators send evaluations with the rating of “Below Standard” to DHRTM within the specified due dates. Failure to adhere to timelines will result in postponement of PAR support.

CTs working with novice and tenured teachers are required to submit summative reports to the PAR Panel by specific dates that are aligned with the due dates for administrators’ final evaluation reports. Original copies of final summative reports completed by CTs are kept by DHRTM. Attached to each summary is a copy of the letter from the PAR Panel with its recommendation to the superintendent of schools.

### Teacher PGS Procedures for Late Hires

MCEA unit members hired after December 1 will not receive formal evaluations in the school year in which they are hired, but will receive a formal evaluation in the spring of the following school year: evaluations for those not meeting standard will be due on or before March 1; evaluations for those who are meeting standard will be due on or before the last instructional day of the school year.

For teachers who are hired after December 1, a formal observation must be completed by administrators in the first school year. In the teacher’s second year, administrators must conduct a minimum of two observations, with one formal observation in the fall semester, and one formal observation in the spring semester. At least one of the observations must be announced.

Novice teachers who are hired after December 1 will automatically receive CT support in their second year of teaching. As for all new hires, school-based mentor support is required in the first year.

DEADLINES FOR EVALUATIONS BY ADMINISTRATORS				
Probationary Teachers		Tenured Teachers		Tenured Teachers
Meets Standard	Below Standard	Meets Standard	Below Standard	In PAR
Last instructional day	March 1*	Last instructional day	March 31*	No formal evaluation is due for tenured teachers in PAR. Administrators should continue to collect data and observe any teacher who is receiving PAR support. Administrator should contact the PAR Panel cochair by April 20 <b>only if the administrator disagrees</b> with the recommendation of the CT report, so the administrator can present additional information at the second May PAR Panel meeting.

\* or the first duty day thereafter, if the due date falls on a non-duty day

DEADLINES FOR SUMMATIVE REPORTS BY CONSULTING TEACHERS			
Probationary Teachers		Tenured Teachers IN PAR	
Meets Standard	Below Standard	Meets Standard	Below Standard
Last instructional day	March 1*	June 1*	April 30*

\* or the first duty day thereafter, if the due date falls on a non-duty day

Experienced teachers hired after December 1 will receive CT support in their second year only if the principal requests inclusion in PAR following two formal observations. In such cases, if the two formal observations are completed and the principal's request is received on or before the last instructional day in June, inclusion in PAR will be automatic.

### Special Evaluations for Tenured Teachers not in Formal Evaluation Year

If a principal has concerns about the performance of a tenured teacher who is not currently in a formal evaluation year, they may request that DHRTM place the teacher on a Special Evaluation. The request for Special Evaluation removes the teacher from the scheduled professional development year. Special Evaluation status is not subject to appeal.

#### Requesting a Special Evaluation for the current school year:

- The administrator or a qualified observer must complete a minimum of two formal observations prior to the request for Special Evaluation.
- The written request for Special Evaluation should be sent to the director of DPGS in DHRTM no later than the second Friday in January, or the first duty day after that Friday, if that Friday is a non-duty day for professional staff. The two Post-observation Conference Reports (POCR) should accompany this request.
- DHRTM must notify the teacher placed on Special Evaluation by January 31.
- A minimum of one additional formal observation must be completed after January 31.
- If the rating on the Special Evaluation is "Below Standard," the formal evaluation must be sent to the director of DPGS in DHRTM by March 31.
- If the rating on the Special Evaluation is "Meets Standard," the formal evaluation must be sent to the director of PGS in DHRTM by the last instructional day.

#### Requesting a Special Evaluation for the following year:

- The administrator or a qualified observer must complete a minimum of two formal observations prior to the request for Special Evaluation.
- The written request for Special Evaluation should be sent to the director of DPGS in DHRTM by the last workday in May; all relevant documentation should accompany the request.
- DHRTM must notify the teacher that they will be placed on Special Evaluation the following year by the last day of the school year.
- The Special Evaluation is due by March 31 of the following year if the rating on the Special Evaluation is "Below Standard" and should be sent to the director of DPGS in DHRTM; a total of three formal observations by a minimum of two observers must be completed during the Special Evaluation year.
- The Special Evaluation is due by the last instructional day of the following year if the rating on the Special Evaluation is "Meets Standard" and should be sent to the director of DPGS in DHRTM. A minimum of two formal observations must be completed by two observers during the Special Evaluation year.

### Special Evaluation Due Dates and Process Information

Request for Special Evaluation for the current year	Request for Special Evaluation for the following year
1. Two formal observations completed by an administrator or a qualified observer <b>prior to request</b>	1. Two formal observations completed by administrator or a qualified observer <b>prior to request</b>
2. Written request with POCR for Special Evaluation to DHRTM (director of DPGS) <b>by second Friday in January</b>	2. Written request with POCR for Special Evaluation to DHRTM (director of DPGS) <b>by last work day in May</b>
3. DHRTM notifies teacher by <b>January 31</b>	3. DHRTM notifies teacher <b>by last day of the school year</b>
4. Minimum of one additional formal observation completed after January 31 (more recommended) and formal evaluation completed by <b>March 31*</b> if the rating on the Special Evaluation is "Below Standard", or by the <b>last instructional day</b> if the rating on the Special Evaluation is "Meets Standard"	

\* or the first duty day thereafter, if the due date falls on a non-duty day.



## THE PAR PROGRAM

### Overview of the PAR Program

The **PAR program** is designed to ensure that MCPS educators meet MCPS standards of performance. For a complete list of eligible job categories, see Appendix F.

The design of the PAR program is the result of a collaborative relationship between the Montgomery County Education Association (MCEA), the Montgomery County Association of Administrators and Principals (MCAAP), and MCPS regarding teacher evaluation. Through this program, intensive, individualized assistance is provided for all novice teachers and experienced teachers who are judged to be “Below Standard.” The focus of the PAR program is to improve instruction by supporting novice and teachers not yet meeting standard. Thus, the MCPS administration, MCEA, and MCAAP, as partners in the establishment and implementation of the PAR program, strive to support the recommendations of the PAR Panel to the superintendent of schools regarding the employment status of teachers in the program.

For experienced teachers, the “Below Standard” rating given by principals during the formal evaluation process and subsequent referral to the PAR program indicate that the teacher is seriously at risk, despite intensive support in their building/office. PAR is not designed for teachers who could use some improvement in their teaching techniques. Other supports, such as staff development teachers (SDTs), mentors, team leaders, RTs, CSs, or other available school resources may be more appropriate for these teachers.

The PAR program addresses issues and concerns that are related to instructional skills. If there are other concerns about employment responsibilities, the principal must confer with the teacher and complete written notification of the conference. If the issues continue, the principal must notify the director of DPGS in DHRTM to determine who will provide resolution in these cases.

The superintendent of schools or designee retains the right to make personnel decisions in cases involving employee misconduct or other rare egregious cases.

The PAR program has two components—the PAR Panel and CTs. The PAR Panel consists of equal numbers of teachers and principals, recommended by their respective employee unions and appointed by the superintendent. CTs provide direct instructional support to teachers and collect data through formal and informal observations. CTs report monthly on the progress of the teachers to the PAR pair, one teacher and one principal who are members of the PAR Panel, assigned to oversee the work of a small group of CTs. The CT must write a final summative report at the conclusion of the period of support. Based on the data and information gathered through the program, the PAR Panel must make recommendations in March (for probationary teachers) and May (for tenured teachers) to the superintendent of schools regarding contract renewal, recommendation for a second year in PAR, or contract termination.

### Components of the PAR Program

#### The PAR Panel

The PAR Panel consists of 16 members appointed by the superintendent of schools—eight teacher representatives recommended by MCEA and eight school-based administrators recommended by MCAAP. PAR Panel members are accountable to their respective organizations to ensure organizational and institutional support of the PAR program. The PAR Panel sends its recommendations to the superintendent of schools, who reviews and makes all final decisions on matters related to an individual teacher’s nonrenewal, dismissal, or continuation of contract.

The duties of the PAR Panel include the following:

- Reviewing all cases referred to the PAR Panel as a result of the formal evaluation process.
- Recruiting, interviewing, and selecting CTs.
- Evaluating the performance of CTs.
- Meeting with CTs to review reports and receive updates on teachers in PAR.
- Advising CTs regarding supports to teachers.
- Reviewing concerns of participating teachers or principals regarding the PAR program.
- Making one of the following personnel recommendations to the superintendent of schools (based on CT reports, the principal’s formal evaluation, and other supporting data):
  - » Successful completion of the program and return to the regular PGC.
  - » Termination of contract: dismissal (tenured teacher) or nonrenewal (probationary teacher).
  - » An additional year of PAR assistance.

# Consulting Teachers

Consulting Teachers (CTs) are experienced teaching professionals who are selected by the PAR Panel. A rigorous selection process ensures that they are outstanding teaching professionals and that they are able to communicate their knowledge and strategies about best practices to adult learners. They receive extensive training (including OAT 1 and 2) to develop and refine their observation and analysis of teaching skills.

The duties of a CT include the following:

## FOR NOVICE TEACHERS, AS FOLLOWS:

- Providing information about strategies for teaching and suggestions about resources.
- Offering demonstration lessons, team teaching experiences, informal feedback, etc.
- Making frequent visits with informal support.
- Conducting a minimum of three observations with at least one per semester.
- Preparing and submitting to the PAR Panel a midyear and final summative report regarding the teacher’s instructional skills.

## FOR TEACHERS EVALUATED AS “BELOW STANDARD” BY THEIR ADMINISTRATORS, AS FOLLOWS:

- Completing the review process.
- Meeting with the principal to discuss the principal’s instructional concerns.
- Making recommendations to the PAR Panel regarding inclusion in the PAR program.
- Planning and implementing an intensive program of intervention and support, which includes a minimum of three formal observations, ongoing communication with the teacher, analysis of student data, demonstration lessons, and the like.
- Preparing and submitting to the PAR Panel a midyear and final summative report regarding instructional skill levels.
- Making a recommendation regarding future employment.

# The Role of the Principal and Other School Staff Related to the PAR Program

Principals, APs, ASAs, RTs, SDTs, and CSs all have important roles in the multiyear PGC, the core of the Teacher PGS, in their work with teachers. The PAR program enhances the system by creating an additional intensive support program for novice and teachers not yet meeting standard. The role of the CT in the PAR program is complementary to the roles of school-based personnel. Principals remain responsible for the evaluations of all teachers.

For tenured teachers in PAR, the evaluation should be written by the cochairs of the PAR Panel. The immediate supervisor is required to complete at least one formal observation with a post-observation conference and subsequent report. The immediate supervisor is encouraged to document the progress of the teacher by collecting data from a variety of sources. MCPS Evaluation Form 425-39 is not completed by principals for tenured teachers supported by the PAR program.

For both probationary and tenured teachers in PAR, the CT shares formal observation reports and final summative reports with the principal. However, the documentation of the CT and the formal evaluation by the administrator are independent of each other. **No information from CT reports may be used in the administrator’s evaluation.**

The CT writes an improvement plan for each client included in PAR due to performance concerns. The purpose of the improvement plan is to explicitly identify high-priority areas for improvement and to align support in those areas. The improvement plan may not address all areas of need; observation feedback should include areas addressed in the improvement plan, but should also continue to address any other aspects of teaching and learning that the observer deems significant.

Typically, the improvement plan for a teacher recommended for a second year of PAR is written by the end of the school year in which that recommendation was made. Typically, the improvement plan for a teacher included in PAR via the review process is written during the first semester of support, following the first formal observation by the CT.

The CT must seek input from the principal and from the client while drafting the improvement plan. The principal must coordinate support by school-based staff identified in the improvement plan while preserving appropriate levels of confidentiality regarding the teacher’s inclusion in PAR.

While a teacher not yet meeting standard or novice teacher is in the PAR program, the principal continues to supervise the teacher. They observe, provide feedback, coordinate school support, respond to parent concerns, and the like. Communication and coordination among the CT, the principal, and other members of the school’s instructional leadership team are essential. Such collaboration ensures that the teacher receives complementary, consistent messages about expectations and instructional improvements from all who are providing support. These messages should include information about areas of concern on the part of the CT and/or administration and the possible consequences of these areas of concern resulting in a “Below Standard” evaluation.

The principal or immediate supervisor may provide the PAR Panel with additional information to substantiate the CT's report, if they feel it is necessary. When the principal or immediate supervisor disagrees with the final summative report of the CT, they may appear before the PAR Panel and provide further information with documentation. When this occurs, the teacher also is invited to appear before the PAR Panel to provide additional information.

The principal or immediate supervisor is asked to complete a feedback survey on the performance of each CT supporting clients in their building. This is in addition to the survey that each client teacher completes to provide feedback on the performance of their CT.

### **Teacher-level Positions Served by the PAR Program**

The following categories of teachers are included in the PAR program:

- Novice teachers.
- Experienced teachers new to MCPS with serious instructional concerns identified (based on a minimum of two formal observations) and reported to DHRTM **prior to November 1**.
- Probationary teachers referred to PAR and included after the formal review process.
- Tenured teachers referred to PAR and included after the formal review process.

### **Teacher-level Positions Not Served by the PAR Program**

New or teachers not yet meeting standard, as well as media specialists and counselors who are not meeting standard and included in the PAR Program, receive support from a CT. Other teacher-level employees are not eligible for CT support in the PAR process (Appendix F). When employees in these job classifications receive a Below Standard evaluation from the supervisor, their evaluation is reviewed by the director of the DPGS and the cochaIRS of the PAR Panel to determine whether the evaluation has ample data to support the final rating and to ensure compliance with PGS processes. If the director and cochaIRS determine that the employee Meets Standard, the supervisor is directed to rewrite the evaluation as meeting standard, and the employee will continue in the PGC. If the director and cochaIRS determine the employee is not meeting standard, an improvement plan is implemented, and the employee will receive the support of a mentor and intensive support from a supervisor. Following a year of intensive support for the employee, the director of DPGS and the cochaIRS of the PAR Panel will review the supervisor's final evaluation and make a final recommendation for return to the PGC, a second year of intensive support, or nonrenewal of contract or dismissal.

For further information about evaluation of teacher leaders, please refer to the annual memorandum to principals from the COO, titled "School-based Teacher Leader Selection, Evaluation and Removal."

### **The Review Process**

When a teacher who is not currently in the PAR program is given a "Below Standard" rating on the formal evaluation report, DHRTM notifies the PAR Panel cochaIRS. A CT is assigned to complete a review of that teacher's instructional skills. The review consists of the following:

The CT does the following:

- Meets with the principal and the teacher.
- Completes a minimum of two formal observations (one announced and one unannounced).
- Reports the information and makes a recommendation to the PAR Panel.

The PAR Panel does the following:

- Hears the report from the CT.
- Decides on inclusion or noninclusion in the program.
- Notifies the teacher and administrator of the decision.

If the CT concurs that the needs of the teacher warrant the support of the PAR program prior to the PAR Panel recommending inclusion of the teacher in the PAR process for the next school year, the teacher may write a letter to the cochaIRS of the PAR Panel, stating how they meet each of the six standards, along with any concerns about the evaluation process, in order to provide additional information. The administrator will be notified of the teacher's appeal and be provided the opportunity to present written information and documentation to the PAR Panel that supports the teacher's below standard evaluation. The CT will present their report on the teacher to the PAR Panel. The Panel will also be provided the documentation submitted by the teacher and the administrator. The CT will be available to clarify information in their reports and regarding their recommendation. This provides for a meaningful appeal of the principal's "Below Standard" evaluation for teachers. Information from all three sources will be considered before rendering a decision. After the presentation, the PAR Panel affirms or negates the "Below Standard" administrative evaluation, and recommends inclusion

or noninclusion in PAR. If the PAR Panel recommends inclusion in the PAR program, a CT is assigned to provide a year of instructional support. Inclusion in the PAR program is not voluntary and cannot be appealed by the teacher. If the PAR Panel recommends noninclusion, and the teacher therefore is determined to “Meets Standard,” the PAR Panel will notify the principal, who will work with staff from the CSTL and the cochair of the PAR Panel to ensure that the formal evaluation is revised to conform with a “Meets Standard” rating. This applies to probationary as well as tenured teachers.

If the CT does not concur that the needs of the teacher are severe enough to warrant the support of the program, the principal may ask to make a presentation to the PAR Panel in order to provide additional data. When considering a presentation by a principal, the PAR Panel examines all relevant written documentation, including the most current formal evaluation report and POCRs. If the principal requests to make a presentation, the PAR Panel also provides an opportunity for the teacher to present information and documentation. In addition, the CT is questioned to clarify information in their reports and regarding their recommendation. Information from all three sources is considered before rendering a decision. After reviewing all of the information, the PAR Panel either recommends inclusion into the PAR program or return to the Professional Growth Cycle with support in the school. If the PAR Panel recommends noninclusion, and the teacher therefore is determined to “Meets Standard,” the PAR Panel notifies the principal, who then works with staff from the CSTL, and the cochair of the PAR Panel, to ensure that the formal evaluation is revised to conform with a “Meets Standard” rating. This applies to probationary as well as tenured teachers.

For a client in PAR or a teacher receiving a “Below Standard” evaluation and subsequent CT review prior to inclusion in PAR, if the PAR Panel makes a final recommendation of “Meets Standard” that is in disagreement with the final evaluation of the principal, the final steps are as follows:

1. The principal (supported by CSTL staff) rewrites the evaluation, within 30 days, to demonstrate the teacher is meeting standard.
2. The rewritten evaluation is considered and affirmed by the PAR Panel cochair.
  - a. If affirmed, the rewritten evaluation replaces the original evaluation at DHRTM.
  - b. If the cochair does not affirm the rewritten evaluation, the original evaluation is removed from the employee’s file at DHRTM, and a letter describing the process replaces the evaluation.
3. All observations completed by the principal and the CT remain as a part of the employee’s cumulative performance folder for the current PGC.

Formal evaluations are completed by the final instructional day in June. Teachers included in the PAR program are not permitted to transfer voluntarily to another school. Unless there is an extenuating circumstance, teachers in the PAR program may not be selected to be involuntarily transferred. In the event that involuntary transfer is permitted by DHRTM, the conditions and procedures of the MCEA negotiated agreement apply.

### **Late Reviews**

Reviews for teachers with “Below Standard” evaluations not completed in the spring will be assigned to CTs and completed in the fall of the following school year. The review must be completed as soon as possible for decisions at the October or November PAR Panel meeting.

The two review observations count as **one** of the three required observations for the year. Thus, at least two more observations by the CT are needed.

### **PAR Support Timelines**

The normal period of support in the PAR program is from September to March 1 (probationary teachers) or September to April 30 (tenured teachers). In rare cases, there may be mitigating circumstances that result in a PAR Panel decision recommending a longer or shorter period of PAR support. These decisions are considered on a case-by-case basis.

If a teacher in the PAR program tenders their resignation to DHRTM to be effective at the end of that school year, the CT may cease normal data gathering (formal observation reports, summative reports) but continue to provide support to the teacher, as requested by the teacher or principal. Submission of a notification of intent to retire at the end of the school year does not affect the data gathering or support provided by the CT, nor does it affect the PAR Panel’s processes. A teacher in the PAR program who has resigned effective at the end of the school year, must have 3 years of ‘meets standard’ in a different district to reapply for an MCEA position in MCPS.

# Decisions

## Meets Standard

When the CT and principal rate the client teacher “Meets Standard,” the PAR Panel makes a final recommendation that the probationary teacher enter the PGC or the tenured teacher be returned to the PGC.

## Below Standard

When the CT and/or the principal rate the teacher as “Below Standard,” the CT presents the case to the entire PAR Panel. This occurs at the regular March meeting for probationary teachers and at the regular May meeting for tenured teachers. The PAR Panel makes a tentative recommendation of entrance or return to the PGC, a second year of PAR, or nonrenewal (for probationary teachers, no contract (for conditionally certified teachers), or dismissal (for tenured teachers).

The cochairs notify the client teacher and their principal in writing of the PAR Panel’s recommendation. The letter includes the information on the process to appeal the tentative recommendation, including a date by which the client teacher or principal must request to present to the PAR Panel.

## Second Year in the PAR Program

The PAR Panel uses the following criteria when considering a second consecutive year in the PAR program:

1. The client teacher demonstrated emerging skills and potential to be successful.
2. The client teacher is not certified or not teaching in their area of certification.
3. The client teacher has no student-teaching experience.
4. The CT reports that there are limited resources for support in the building.
5. There are circumstances that may have had an effect on the performance of the client teacher, such as, but not limited to, class schedule, no classroom.

If a teacher is placed in the PAR program for a second successive year, input will be sought from the principal and the previous CT regarding the assignment of a new CT for the second year. Factors that will be considered are the years of experience of the CT, the certification areas, subject knowledge and expertise of the CT, and the specific needs of the client. The assignment of the CT is recommended by the lead CTs and affirmed by the panel cochairs.

The decision of the PAR Panel to have a client teacher continue in the PAR program for a second successive year may not be appealed by the client.

## The Appeal Process

In any instance in which the client teacher or principal wishes to appeal the tentative recommendation of the PAR Panel, both the teacher and principal involved will each be invited to make a presentation before the Panel.

### Principal Appeal Presentations

The principal may appeal the tentative recommendation at a PAR Panel meeting. The presentation will be scheduled for 20 minutes for probationary teachers and 30 minutes for tenured teachers. The first half of the allotted time is used for a presentation of evidence to support the principal’s evaluation. The second half of the allotted time is used to entertain questions from the PAR Panel. The principal may bring written documentation based on the standards to support their point of view and will give copies to each PAR Panel member. All documentation presented to the PAR Panel must have been shared with the client teacher in advance of this meeting. The principal may be accompanied by another administrator of the principal’s choosing to assist in the presentation.

The principal (or supervisor if the client is not school based) is expected to present in these cases. They may be accompanied by the assistant principal or other administrator, as appropriate.

### Teacher Appeal Presentations

The client teacher may appeal a tentative recommendation of nonrenewal or dismissal at a PAR Panel meeting. The client teacher may not appeal a tentative recommendation of a second year in the PAR program. The presentation is scheduled for 20 minutes for probationary teachers and 30 minutes for tenured teachers. The first half of the allotted time is used for a presentation of evidence to support the teacher’s view of their performance. The second half of the allotted time is used to entertain questions from the PAR Panel. The teacher may bring written documentation based on the standards to support their point of view and will give copies to each PAR Panel member. The teacher may contact a MCEA Uniserv representative for assistance. The teacher may be accompanied by a MCEA Uniserv representative, an attorney, or other guest but the guest may not speak during the proceedings.



## **Final Recommendations**

The PAR Panel discusses the case following appeal presentations and reconsiders its tentative recommendation without the presence of either the client or the administration. The cochairs notify the client teacher and their principal in writing of the PAR Panel's final recommendation to the superintendent.

If neither the client teacher nor the principal appeal the PAR Panel's tentative recommendation, then that recommendation becomes the final recommendation.

Tenured teachers may appeal the panel's final recommendation to the superintendent of schools through the process outlined in MCPS and MSDE employment procedures.

## **Emergency Leave While in the PAR Program**

If a teacher goes on emergency leave while in the PAR program, the process will be completed and the PAR Panel will decide on any adjustments to the process on a case-by-case basis.

## **Data-gathering Involved in the PAR Program**

Principals and teachers involved in the PAR program should gather data throughout the year. This data may include any or all of the items mentioned in the Final Evaluation Report section of this handbook, Appendix E. Presentations to the PAR Panel are strengthened by such data. When possible, grade distributions and test results should include comparable data for like classes or teachers in order to provide a context in which to interpret such data.

## **Follow-up to Successful Release from the PAR Program**

In the year following successful release from the PAR program, the teacher will have a Special Evaluation to ensure maintenance of skills. If the teacher's skills are rated "Below Standard" in the next school year, the PAR Panel will reconsider the case.

The principal and teacher will be asked to bring documentation and evidence to the PAR Panel meeting in May or June. At that time, based on the evidence provided, the PAR Panel could recommend a return to the PGC, additional PAR support, or termination of contract.

If a teacher who has been successfully released from the PAR program receives a "Below Standard" evaluation for a school year after the year immediately following the successful release, a CT will be assigned to conduct a review. The CT will make a recommendation to the PAR Panel as to re-inclusion of the teacher in the PAR program.

If the CT recommends re-inclusion for a teacher whose previous inclusion in the PAR program was the result of a "Below Standard" evaluation, the principal will be given the option of agreeing with that recommendation. If the principal agrees, re-inclusion in the PAR program is not voluntary and cannot be appealed by the teacher. If the principal does not agree and requests consideration of dismissal from MCPS employment, the CT, principal, and teacher will each be invited to make a presentation at the June meeting of the PAR Panel. The Panel could recommend a return to the PGC, re-inclusion in the PAR program, or dismissal from MCPS employment.

If the CT does not recommend re-inclusion for a teacher whose previous inclusion in the PAR program was the result of a "Below Standard" evaluation, the principal will be given the option of agreeing with that recommendation. If the principal agrees with the recommendation, the teacher will return to the PGC. In this circumstance, the principal will rewrite the evaluation to demonstrate that the teacher is meeting standard. If the principal disagrees, the CT, principal, and teacher will each be invited to make a presentation at the June meeting of the PAR Panel. The PAR Panel could recommend a return to the PGC, re-inclusion in the PAR program, or dismissal from MCPS employment.

If the CT recommends re-inclusion for a teacher whose previous inclusion in the PAR program was as a novice teacher, re-inclusion in the PAR program is not voluntary and cannot be appealed by the teacher.

If the CT does not recommend re-inclusion for a teacher whose previous inclusion in the PAR program was as a novice teacher, and if the principal agrees with the recommendation, the teacher will return to the PGC. In this circumstance, the principal will rewrite the evaluation to demonstrate that the teacher is meeting standard. If the principal disagrees, the CT, principal, and teacher will each be invited to make a presentation at the June meeting of the PAR Panel. The PAR panel could recommend a return to the PGC or re-inclusion in the PAR program.

NOTE: In the case where a teacher had previously been released from the PAR program at least one year earlier, after referral to the PAR program and if the CT review results in the recommendation of re-inclusion, the option of dismissal will be limited to teachers who have previously entered PAR as a result of a "Below Standard" evaluation.

## THE MENTORING PROGRAM

The mentoring program is a mechanism for providing intensive, individualized assistance to all experienced teachers who are new to MCPS.

Mentors should be tenured, exemplary classroom teachers who have been trained and are willing to assume this responsibility. As new teachers are hired, principals are asked to assign them a school-based peer mentor and to advise the new teacher and mentor of this assignment. The principal, coordinator, or staff development teacher should notify the DHRTM about the assignment.

A one-to-one mentor/mentee assignment is optimal. In some cases, the mentor caseload may exceed this one-to-one ratio. However, no teacher should have more than one mentor. Key to this relationship is meeting the needs of the new educators without compromising mentor effectiveness.

All mentors will be trained before assuming mentor responsibilities. The New Teacher Induction Program includes summer, fall, and spring offerings of the course, titled “Mentoring for All: Strategies, Activities, and Assessments” (TOT 02), for those who have not received training in mentoring a new educator. Veteran educators can take the course concurrently with their first mentoring experience. An additional course, titled “Mentoring: Mapping the Journey” (TOT 06), will be offered to mentors who wish to have a concise course to support and supplement their mentoring activities. Mentor and new teacher workshops are also offered during the year. Mentors are asked to encourage their new teacher’s participation in the new-teacher training courses and ongoing workshops offered for new teachers throughout the year.

### Mentors should

- Initiate and maintain weekly/monthly contact with the new educator. The responsibility for the mentoring relationship should not be placed on the shoulders of the new educator.
- Spend one hour a week or four hours monthly with their mentee. These hours may vary by time of year and needs of each new educator; however, a weekly contact is strongly recommended. Mentors and their mentees should have dedicated time together.
- Maintain confidentiality.
- Not discuss aspects of the mentor relationship with anyone.
- Assess the different needs of each mentee and address the different needs of each individual.
- Serve as a coach and may do informal observations, but this should not replace the role of administrators, RTs, staff development teachers, and CTs in providing support to new staff. The mentor relationship is an additional avenue for the support of new educators. **The mentor teacher does not have a role in the evaluation of the new educator.**
- Provide curriculum support.
- Have the same grade/subject assignment as the mentee.
- Provide information to their mentees on current best practices in teaching, classroom management and discipline, culture of the school/system, and information on how to access other county supports.

## STUDENT LEARNING OBJECTIVE

### What Is a Student Learning Objective (SLO)?

An SLO is an instructional goal, for specific students, for a specific time interval.

### Who Writes SLOs?

- All elementary, middle, and high school teachers who are responsible for achievement of a group of students (including teachers of tested and non-tested subjects, less than full-time teachers and new teachers)
- Preschool Education Program (PEP) teachers
- Special Education Teachers
- Staff Development Teachers (SDT), Reading Specialists, Media Specialists who provide a grade to a classroom teacher for a given group(s) of students.

*Note:* A teacher who works in multiple schools is required to write SLOs only at the base school where their evaluation is being written.

### Who Does Not Write SLOs?

- Counselors
- Fully Released SDTs
- Fully released Reading Specialists
- Media Specialists who do not provide a grade to a classroom teacher for a given group of students

- Fully released RTs Special Education (RTSEs)
- Therapists will not write SLOs. However, a teacher writing an SLO may collaborate with a therapist on an academic goal for a group of students.

## **SLO Requirements and Process**

All teachers responsible for the achievement of a group of students will write two SLOs each year.

SLOs should reflect current students' academic needs. The steps of the SLO are:

- Identify the SLO (area of growth, student selection, target)
- Provide evidence of need
- Plan for the instructional focus, resources needed, evidence of progress
- Provide analysis and reflection

Data used in SLOs can be either quantitative or qualitative to provide evidence of progress towards meeting the SLO targets. Teachers should monitor student performance frequently throughout the SLO period in order to make modifications in instructional practice to meet students' needs. Both student data monitoring and instructional modifications can be recorded in the Evidence of Progress and Analysis and Reflection sections during the SLO time interval as well as at the end.

It is recommended that teachers write their SLOs in their professional learning communities (PLCs) such as grade-level teams or course-alike teams. Each individual teacher will identify their own students and data in the student selection process. The SLO ideally should align with the one of the school's improvement plan goals. Principals approve teachers' SLOs.

## **Use of SLOs in Observations and Evaluations**

At least one formal or informal observation should focus on the practices that educators are implementing through their SLOs. SLOs must be discussed during post-observation conferences, data chats, or other opportunities for reflection and professional growth to improve practice.

The teacher's SLOs written during professional development years should be collected and saved to be used as additional data during their next evaluation year. SLOs are only one of the many data sources which will be used to determine if a teacher Meets Standard.

SLOs are included in teacher evaluations in Standard II and Standard IV. However, a principal may reference SLOs in other standards as appropriate.

*Note:* More information regarding SLOs can be found through the Google link on the MCPS website.

## **ROLE OF THE STAFF DEVELOPMENT TEACHER**

Staff Development Teachers (SDTs) are in many ways the linchpins to the professional development process and to the goal of creating a professional learning community in each school. They are the facilitators of job-embedded professional development. The role of the SDT is to support teachers. It is not evaluative in nature.

SDTs do the following:

- Work with the administrator(s) and teachers to communicate the value and importance of the SLO
- Review and monitor the progress of the plan along with the principal, AP, or RT
- Facilitate meaningful professional development strategies for teachers
- Support teachers' professional development by guiding planning, securing resources (including time), and informing teachers of professional development opportunities
- Offer instructional assistance by building the teachers' knowledge base and increasing the repertoire of teaching skills
- Support staff in efforts to improve student achievement
- Ensure that the instructional staff uses data to plan, deliver, and assess instructional practices
- Engage teachers in collaborative and reflective practice



# **ROLE OF THE ADMINISTRATOR, RESOURCE TEACHER AND CONTENT SPECIALIST**

The administrator and RT or CS play critical roles in the professional development process of teachers.

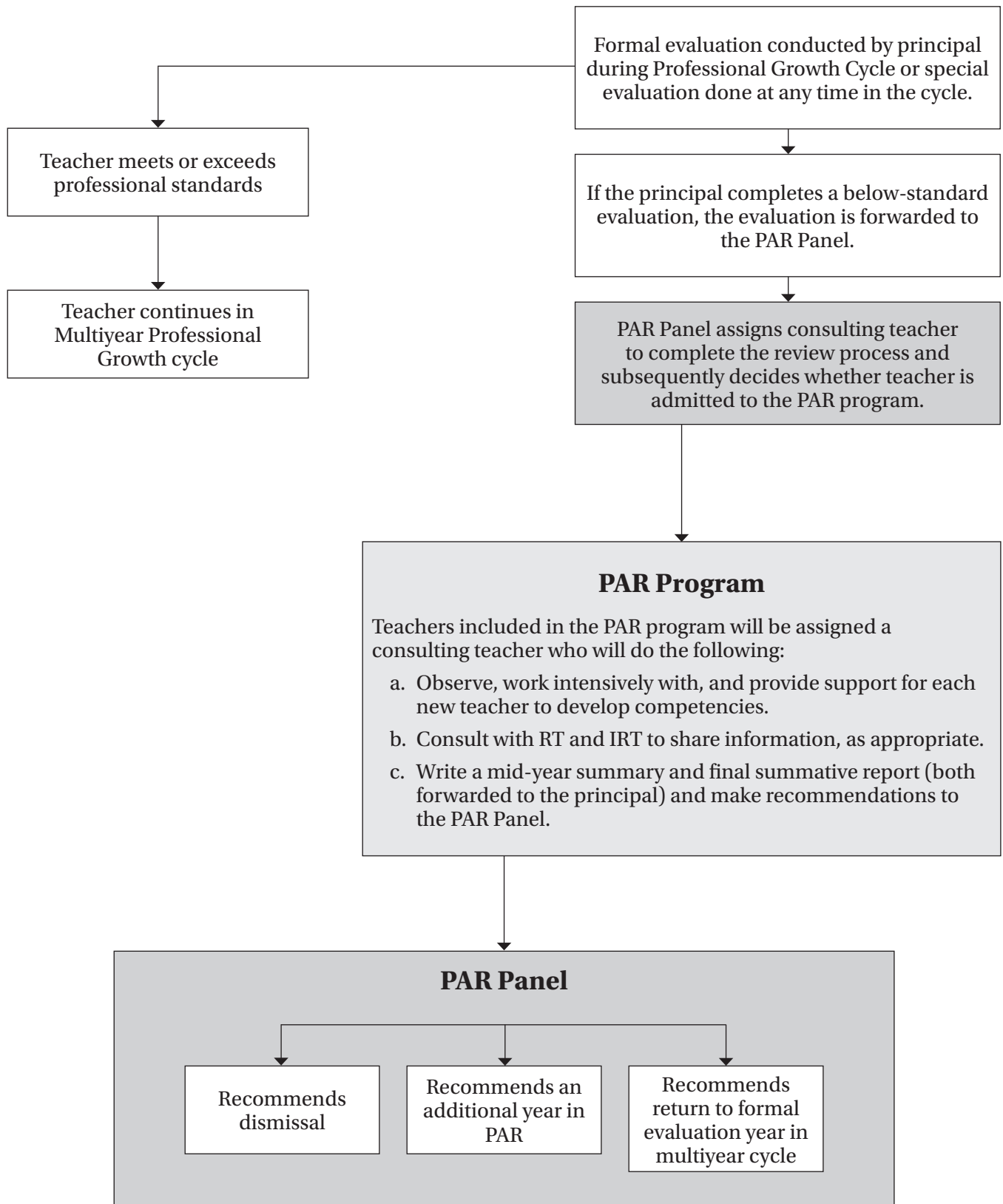
The administrator and RT or CS work with teachers to—

- reflect on the rationale for their professional development goals.
- share with teachers current educational research and best practices that relate to their SLOs.
- integrate the analysis of student achievement data into the SLO.
- reflect on the impact on teacher practice of SLO goals and data.
- integrate the results from the teachers’ formal observations into the SLO.
- reflect on the impact on teacher practice of peer visits with reflection.
- discuss SLO goals and data during observation and/or evaluation conferences.

## **CONCLUSION**

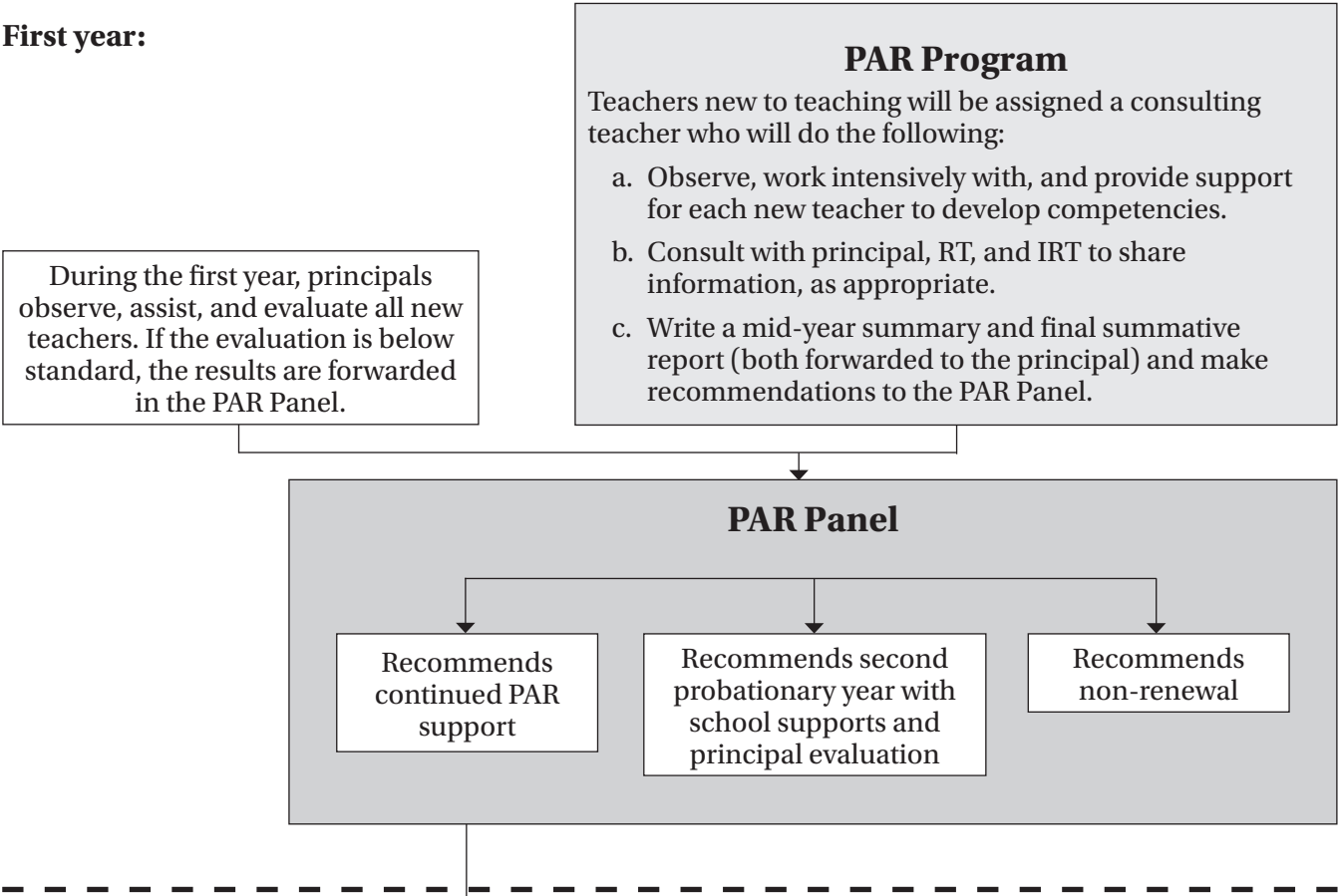
Through the Teacher PGS, the district provides an environment in which teachers are afforded time, support, and opportunities for continuous growth and improvement. Components of the system include new teacher support, SDTs at each school who facilitate a professional growth process for each teacher, the PAR program, and clear performance standards for teaching within a rigorous evaluation system with supports for teachers who are not meeting MCPS standards. Taken together, the components of the Teacher PGS are designed to improve the quality of teaching and to ensure the success of all students.

## Part 1: Tenured Teachers Flow Chart

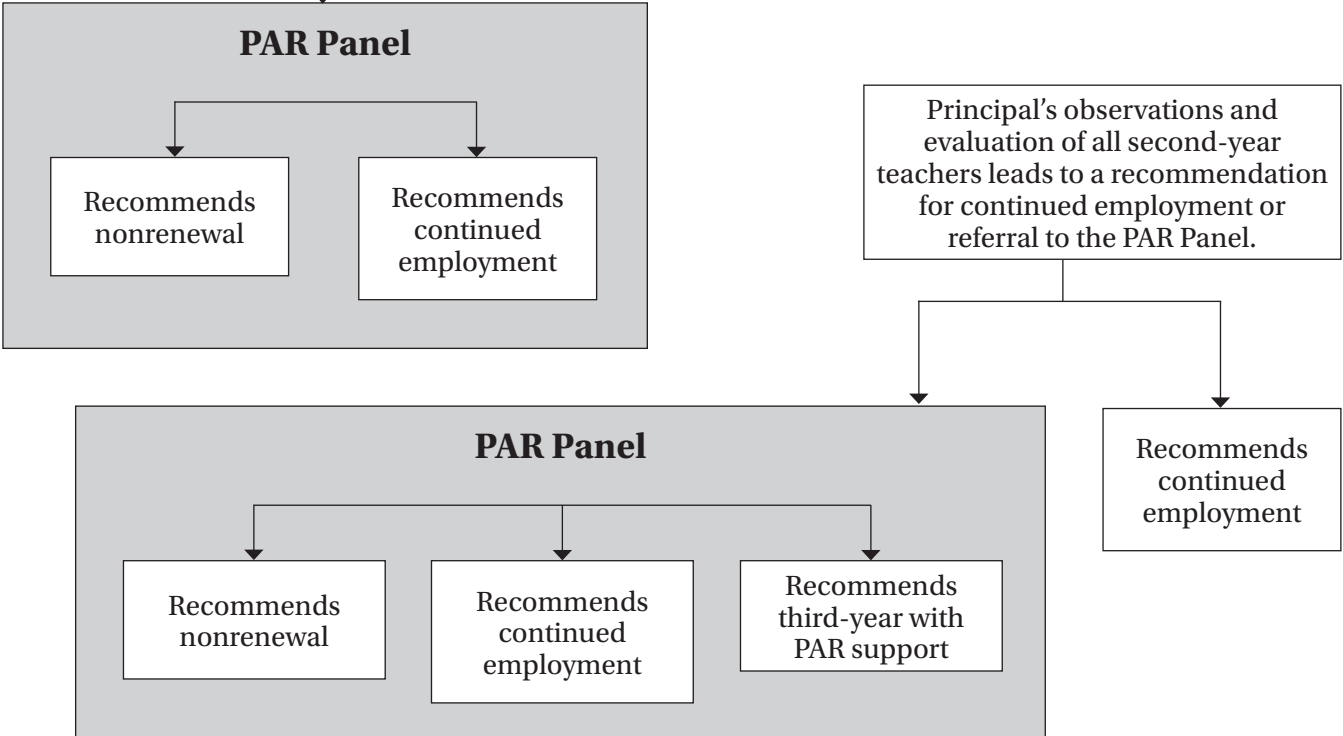


Part 2: Teachers New to Teaching Flow Chart

First year:

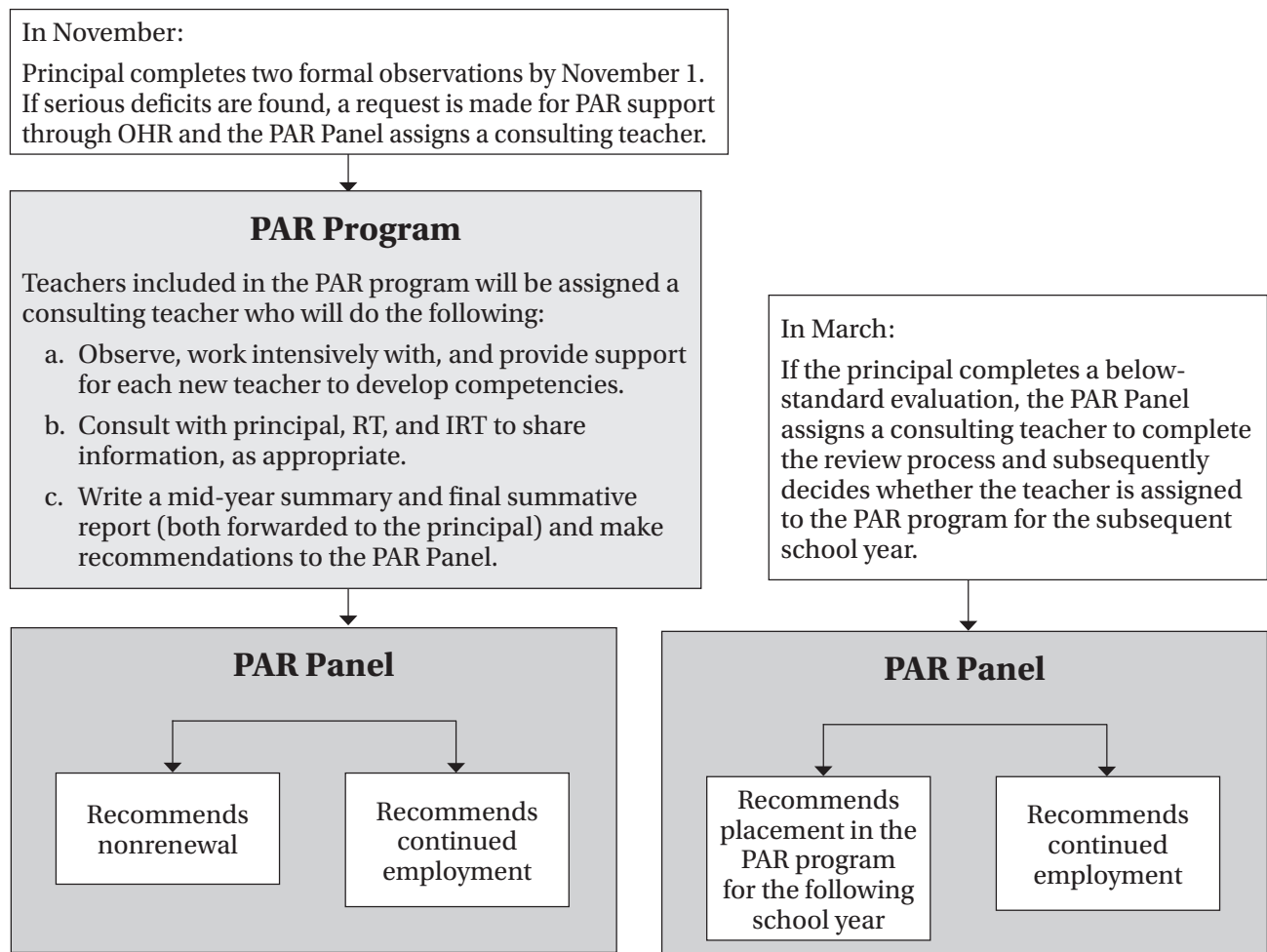


Second year:

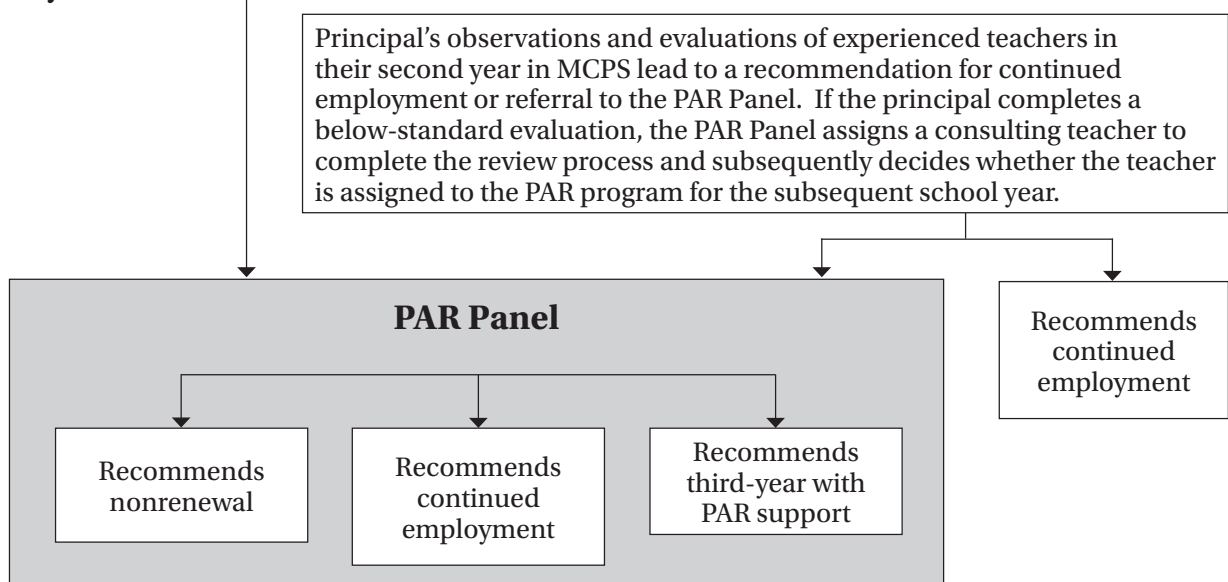


### Part 3: Teachers New to Teaching with Experience Flow Chart

#### First year:



#### Second year:



# APPENDIX A



## Post-Observation Conference Report

**Professional Growth System**  
**Office of Human Resources and Development**  
 Rockville, Maryland  
 MONTGOMERY COUNTY PUBLIC SCHOOLS

**MCPS Form 425-38**  
**February 2016**

**INSTRUCTIONS:** Observer completes a description of the teacher's patterns in the class based on the [Criteria for Success](#) and the MCPS Performance Standards. Use additional sheets as necessary.

Teacher \_\_\_\_\_ Observation Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Observer \_\_\_\_\_ Observation Time from \_\_\_\_ to \_\_\_\_

School \_\_\_\_\_

Post-Observation Conference Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Subject/Grade \_\_\_\_\_

### Observer Description

Observer's Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

*(The teacher's signature indicates that the teacher has read and reviewed the Post-Observation Conference Report, not necessarily that the teacher concurs with the contents.) Teachers may choose to attach comments.*

Distribution: Copy 1—Employee Copy 2—Principal/Administrator

**Montgomery County Public Schools**  
**Post-Observation Conference Report**  
*Criteria for Success*

	<i>The report uses MCPS Form 425-38 and includes, in the order stated...</i>
<b>Context</b>	<ul style="list-style-type: none"> <li>▫ School name, date, start time, and end time of the observation</li> <li>▫ Post-observation conference date</li> <li>▫ Information about the teacher</li> <li>▫ Information about the students, including demographics</li> <li>▫ The course or unit of study</li> <li>▫ Special factors that influenced the lesson, if any</li> <li>▫ Whether or not the lesson pertains to the teacher's SLO</li> <li>▫ Whether or not the observation was announced or unannounced</li> </ul>
<b>Lesson</b>	<ul style="list-style-type: none"> <li>▫ The level at which the lesson was delivered (coverage, involvement, activities, mastery, thinking skill)</li> <li>▫ The lesson's mastery objective</li> <li>▫ How the objective was communicated to students</li> <li>▫ The activities of the lesson</li> <li>▫ The data on student mastery of the objective</li> </ul>
<b>At least three CEI paragraphs</b>	<ul style="list-style-type: none"> <li>▫ Claims significant for student learning or motivation</li> <li>▫ Judgment is typically included in the claim</li> <li>▫ Claims that match setting and professional growth of the teacher</li> <li>▫ Correct use of terminology from <i>The Skillful Teacher</i> and the PGS</li> <li>▫ At least one claim that addresses instruction (Clarity, Principles of Learning, Models of Teaching)</li> <li>▫ At least one claim that addresses motivation (Standards, Expectations, Personal Relationship Building, Class Climate)</li> <li>▫ Claim that addresses progress on SLOs if lesson was targeted toward SLO students</li> </ul>
<b>Claims</b>	
<b>Evidence</b>	
<b>Impact</b>	
<b>Conference</b>	<ul style="list-style-type: none"> <li>▫ At least three pieces of evidence that match and support the claim</li> <li>▫ Evidence sufficient to illustrate a pattern</li> <li>▫ Quotes, actions, and/or literal descriptions labeled with terminology from <i>The Skillful Teacher</i> and the PGS</li> <li>▫ An explanation of why the claim was significant for student learning</li> <li>▫ Impact that is specific, including quantitative data where possible</li> <li>▫ A cause-effect relationship between the claim and the evidence</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>▫ Discussion of what formative assessment showed about instruction</li> <li>▫ Evidence of reflection on data for patterns and implications</li> <li>▫ Discussion of strategies used to ensure equitable participation</li> <li>▫ Information that supports the teacher's professional growth</li> <li>▫ A professional goal (in <b>bolded</b> text) based on the observation and/or conference data</li> <li>▫ Teacher and observer comments related to observed lesson and progress on SLOs</li> <li>▫ Repeated claims</li> <li>▫ The professional goal, repeated (in <b>bolded</b> text)</li> <li>▫ No new information</li> </ul>

## MCPS Teacher Performance Standards, Performance Criteria, Sample Claims

Each performance standard is clarified by performance criteria and sample claims of observable behaviors and/or observable teacher performance in other roles. The purpose of the sample claims is to provide a sample picture of what teaching 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 teacher's current level of knowledge and skills based on data collected over an entire professional growth cycle (**evaluation**).

### STANDARD I: Teachers are committed to students and their learning.

#### Performance Criteria

- A. The teacher acts on the belief that every student can learn and that all can master a challenging curriculum with appropriate accommodations.
- B. The teacher sets quantifiable learning outcomes for students and holds the students and themselves accountable for meeting those objectives.
- C. The teacher produces measurable growth in student achievement towards goals they have set on system-wide accountability measures.
- D. The teacher recognizes individual differences in their students and adjusts their practices accordingly.
- E. The teacher understands how students develop and learn.
- F. The teacher extends their mission beyond the academic growth of students.
- G. The teacher 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.

#### Evidence of beliefs, commitment, and tenacity

SAMPLE CLAIMS	
POSITIVE	NEEDS IMPROVEMENT
The teacher held all students to high expectations regardless of differences such as race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.	The teacher did not hold all students to high expectations.
The teacher clearly communicated high expectations.	The teacher sent the message that not all students were expected to be successful.
The teacher sent students the message that effective effort leads to achievement.	The teacher conveyed that only certain students were capable of being successful.
The teacher sent students the message, "You can do it."	The teacher did not convey to all students that they were expected to succeed.
The teacher used a variety of random calling strategies.	The teacher selected students to respond to questions without using any device for random calling.
The teacher stuck with students who were hesitant to participate.	The teacher moved quickly on despite students indicating a lack of understanding.
The teacher used wait time throughout the lesson.	The teacher selected students to respond to questions without giving time to think of the response.
The teacher differentiated the content of the lesson (in content, process, product) without lowering the standard.	The teacher taught a whole-group lesson that only met the needs of some students.
The teacher taught students strategies for exerting effective effort (e.g. time management, study skills, knowledge and use of resources including teacher, family, and peers).	The teacher assumed that students knew strategies for exerting effective effort and did not discuss or directly instruct students in these strategies.
The teacher did not give up on students who were having difficulty with the work.	The teacher told struggling students to figure the information out for themselves.
The teacher used equitable practices to promote equity for all students regardless of race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.	The teacher neither established nor maintained classroom practices, structures, and processes to eliminate inequities based on race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.
The teacher communicated clear standards.	The teacher did not share clear standards.

SAMPLE CLAIMS	
POSITIVE	NEEDS IMPROVEMENT
The teacher clearly communicated criteria for success and shared samples of student work representing a variety of degrees of success.	The teacher did not communicate clear criteria for success.
The teacher held all students to high standards regardless of differences such as race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.	The teacher did not hold all students to high standards.



## **STANDARD II: Teachers know the subjects they teach and how to teach those subjects to students.**

### **Performance Criteria**

- A. The teacher understands the content of their subject area(s) and how knowledge in their subject field is created, organized, and linked to other disciplines.
- B. The teacher demonstrates subject-area knowledge and conveys their knowledge clearly to students.
- C. The teacher generates multiple paths to knowledge.
- D. The teacher uses comprehensive planning skills to design effective instruction focused on student mastery of curriculum goals.

### **Evidence of knowledge, planning skills, and successful instruction**

<b>SAMPLE CLAIMS</b>	
<b>POSITIVE</b>	<b>NEEDS IMPROVEMENT</b>
The teacher repeatedly framed the learning.	The teacher provided no context for the lesson.
The teacher communicated the big picture.	The teacher began the lesson without a clear purpose.
The teacher assessed students' readiness to receive new information.	The teacher proceeded with the lesson without identifying students' prior knowledge or misconceptions.
The teacher used a variety of explanatory devices.	The teacher relied on his/her voice to communicate all information.
(No positive claims written in this area.)	The teacher spoke in mazes.
The teacher was explicit in giving directions.	The teacher's directions were unclear.
The teacher made cognitive connections for students.	The teacher taught new content without referring to prior knowledge or what the content was leading students toward.
The teacher checked for understanding.	The teacher proceeded through the lesson without questioning students on their comprehension.
The teacher repeatedly unscrambled student confusion.	The teacher did not employ varied strategies to convey content in a clearer way.
The teacher used strategies to make student thinking visible.	The teacher did not ask students to explain their thinking.
The teacher incorporated a variety of principles of learning into the lesson.	The teacher presented the lesson without relying on principles of learning to support students.
The teacher used a variety of questioning strategies.	The teacher asked a majority of yes/no questions.
The teacher provided opportunities for students to summarize what they learned throughout the lesson.	The teacher delivered a lesson without providing students with opportunities to summarize what they learned.
The teacher broke complex concepts into smaller pieces, making them more accessible.	The teacher presented large amounts of new information without breaking it into manageable parts.
The teacher used targeted strategies based on the needs of his/her SLO target students.	The teacher planned the lesson without taking the needs of his/her SLO target students into account.

## STANDARD III: Teachers are responsible for establishing and managing student learning in a positive learning environment.

### Performance Criteria

- A. The teacher creates a classroom climate that promotes openness, mutual respect, support, and inquiry.
- B. The teacher creates an organized classroom that maximizes engaged student learning time.
- C. The teacher establishes and maintains respectful, productive partnerships with families in support of student learning and well-being.
- D. The teacher orchestrates learning in a variety of settings.
- E. The teacher involves all students in meaningful learning activities.

### Evidence of positive climate, management, and family partnerships

SAMPLE CLAIMS	
<p><i>Note: Positive claims are not typically written for experienced teachers 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.</i></p>	
POSITIVE	NEEDS IMPROVEMENT
The teacher worked to build personal relationships with students.	The teacher presented the lesson without personal interactions with students.
The teacher worked to build personal relationships with students, regardless of differences such as race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.	The teacher made connections with some students, but did not reach out to all. (If there is a pattern based on one of the groups to the left, call it out specifically, e.g. "The teacher focused all interpersonal conversations with students of his/her own gender.")
The teacher used humor throughout the lesson.	The teacher progressed rigidly through the lesson, not taking advantage of humorous moments.
The teacher built students' interests into the lesson.	The teacher did not make connections to pertinent student interests.
The teacher communicated respect for all students.	The teacher communicated respect only to certain students.
The teacher created a climate of openness.	The teacher created a climate in which students feared risk-taking.
The teacher created a climate in which students had influence and control.	The teacher made all lesson-related decisions, despite opportunities to involve students.
The teacher worked toward a class climate of community and mutual support.	The teacher created a negatively competitive class climate.
The teacher used a variety of strategies to gain and regain student attention.	The teacher struggled to gain and maintain student attention.
The teacher maintained momentum throughout the lesson.	The teacher did not have materials prepared, leading to a loss of momentum.
The teacher expertly managed instructional time.	The teacher's pacing of the lesson did not allow students sufficient time for learning.
The teacher arranged classroom space to maximize learning.	The teacher arranged the classroom space in such a way that students were not able to easily access materials or one another.
The teacher maintained discipline throughout the lesson.	The teacher did not maintain discipline throughout the lesson.
The teacher employed routines for regularly recurring procedures.	The teacher did not employ routines for regularly recurring procedures.
The teacher provided culturally relevant instruction.	The teacher delivered a lesson that included artifacts and references that reflected only a Eurocentric culture.
The teacher encouraged varied student perspectives and viewpoints.	The teacher discouraged varied student perspectives and viewpoints.

**STANDARD IV: Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.**

**Performance Criteria**

- A. The teacher uses a variety of formal and informal assessment techniques.
- B. The teacher analyzes student information and results and plans instruction accordingly.

**Evidence of assessment, analysis, and adaptation of instruction**

SAMPLE CLAIMS	
POSITIVE	NEEDS IMPROVEMENT
The teacher checked for understanding throughout the lesson.	The teacher did not check for understanding.
The teacher used a variety of formative assessments throughout the lesson.	The teacher used no formative assessment during the lesson.
The teacher provided assessments in accordance with students’ learning needs.	The teacher did not provide assessments in accordance with students’ learning needs.
The teacher worked with students to establish shared criteria for success.	The teacher distributed criteria for success, and would take no discussion on them.
The teacher adapted the lesson as a result of formative assessment during the lesson.	The teacher proceeded with the lesson as planned despite evidence of a lack of student understanding.
The teacher established a pattern of checking with students as they worked, then stopping the class to identify what he/she had learned.	The teacher did not support students’ independent work.
The teacher gave feedback based on criteria for success.	The teacher returned student work without feedback based on criteria for success.
The teacher involved students in the assessment process so students could set their own goals for improvement.	The teacher used assessment processes that did not provide students with the information needed to adjust their current learning tactics.
The teacher used assessment techniques to inform next instructional steps with an SLO student group.	The teacher did not provide assessments in accordance with the learning needs of students in an SLO student group.

## STANDARD V: Teachers are committed to continuous improvement and professional development.

### Performance Criteria

- A. The teacher continually reflects upon their practice in promoting student learning and adjusts instruction accordingly.
- B. The teacher draws upon educational research and research-based strategies in planning instructional content and delivery.
- C. The teacher is an active member of professional learning communities.

### Evidence of reflection and collaboration for personal growth

SAMPLE CLAIMS	
<p><i>Note: These sample claims are intended to represent only some of the many ways that a teacher can demonstrate skill, or lack of skill, in the PGS standards and can be used to document a teacher's current level of knowledge and skills based on data collected over an entire professional growth cycle (evaluation).</i></p>	
POSITIVE	NEEDS IMPROVEMENT
The teacher reflects on own strengths and weaknesses and modifies instruction after reflection.	The teacher does not reflect on own strengths and weaknesses and/or does not modify instruction after reflection.
The teacher uses the evaluation year to analyze the success of efforts undertaken during the professional growth years of the cycle.	The teacher does not use the evaluation year to analyze the success of efforts undertaken during the professional growth years of the cycle.
The teacher initiates reflective conversations with peers, the staff development teacher (SDT), and supervisory staff.	The teacher does not initiate reflective conversations with peers, the staff development teacher (SDT), and supervisory staff.
The teacher participates in workshops, conferences, activities sponsored by professional organizations, etc.; brings ideas back to the school and tries them in own instructional practice.	The teacher participates in few or no workshops, conferences, activities sponsored by professional organization; does not bring ideas back to the school and/or try them in own instructional practice.
The teacher reviews current research; uses current research as a foundation for planning instructional content and delivery.	The teacher does not review current research; does not use current research for planning instructional content and delivery.
The teacher appropriately modifies instruction based on solicited and unsolicited feedback from students and parents/guardians.	The teacher does not solicit feedback from parents/guardians; does not act on any feedback, whether solicited or unsolicited.
The teacher appropriately modifies instruction based on feedback from formal and informal observations.	The teacher does not modify instruction based on feedback from formal and informal observations.
The teacher engages in peer visits with reflection.	The teacher does not engage in peer visits with reflection.
The teacher examines student work with colleagues to analyze and adjust instruction.	The teacher does not examine student work with colleagues to analyze and adjust instruction.
The teacher supports vertical teaming efforts.	The teacher does not support vertical teaming efforts.
The teacher shares materials and experiences with colleagues; plans, evaluates, and reflects with colleagues on lessons.	The teacher does not share materials and experiences with colleagues; does not plan, evaluate, or reflect with colleagues on lessons.
The teacher actively participates in own informal and formal feedback conversations by analyzing teacher and student behaviors and making appropriate comments, questions, and suggestions for improvement.	The teacher participates passively or defensively in own informal and formal feedback conversations; makes few or no comments or suggestions related to improving instruction.
The teacher seeks the support of colleagues and is open to applying advice or suggestions.	The teacher does not seek the support of colleagues and/or will not accept advice or suggestions.
The teacher participates in professional development that promotes practices, structures, and processes that eliminate inequities based on race and ethnicity.	The teacher does not participate in professional development that promotes practices, structures, and processes that eliminate inequities based on race and ethnicity.

## STANDARD VI: Teachers exhibit a high degree of professionalism.

### Performance Criteria

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

### Evidence of leadership, business, and routines

SAMPLE CLAIMS	
POSITIVE	NEEDS IMPROVEMENT
The teacher complies with MCPS policies and regulations and uses practices, policies, and procedures that are aligned with school system vision and goals.	The teacher does not comply with MCPS policies and regulations; uses practices, policies, and procedures that do not align with school system vision and goals.
The teacher participates in school improvement planning and implementation.	The teacher does not participate in school improvement planning and implementation.
The teacher 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 teacher does not participate in professional development activities within or beyond the school.
The teacher serves as a formal or informal mentor to others.	The teacher does not formally or informally mentor others.
The teacher represents the school in a positive manner when dealing with students, parents, and other members of the community.	The teacher does not consistently represent the school in a positive manner when dealing with students, parents, and other members of the community.
The teacher interacts in a respectful manner with all members of the school community.	The teacher shows little or no respect for some members of the school community.
The teacher develops and teaches objectives that reflect local school improvement goals.	The teacher does not develop and/or teach objectives that reflect local school improvement goals.
The teacher establishes classroom standards and policies that are consistent with school-wide policies.	The teacher establishes classroom standards and policies that are inconsistent with school-wide policies.
The teacher participates in setting goals and implementing school-wide plans for student behavior management.	The teacher does not participate in setting goals and implementing school-wide plans for student behavior management.
The teacher sponsors, actively participates in and/or supports student extracurricular and/or co-curricular activities such as clubs, teams, cultural productions, etc.	The teacher does not sponsor, actively participate in, and/or support student extracurricular and/or co-curricular activities such as clubs, teams, cultural productions, etc.
The teacher actively participates in staff, team, committee, Educational Management (EMT), and annual review, and/or department meetings.	The teacher frequently misses or arrives late to meetings; does not participate in staff, team, committee, EMT, annual review, and/or department meetings.
The teacher performs non-classroom school duties such as hall monitoring, bus monitoring, chaperoning.	The teacher does not perform non-classroom school duties such as hall monitoring, bus monitoring, chaperoning.
The teacher regularly monitors student behavior beyond the classroom and reinforces appropriate student behavior.	The teacher does not address student behavior beyond the classroom or reinforce appropriate student behavior.
The teacher involves administration or other staff in problematic classroom situations for significant reasons and in a timely manner.	The teacher frequently refers students for disciplinary action without adequate cause and/or appropriate documentation; does not take responsibility for first attempting to solve problems independently.
The teacher meets professional obligations in a timely fashion (e.g., submits paperwork, reports, and responses to requests for information on time).	The teacher 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 teacher attends work regularly; arrives at work on time and does not leave before the end of the defined work day.	The teacher is frequently absent; arrives at work late and/or leaves before the end of the defined work day.
The teacher starts and ends class on time.	The teacher does not start and/or end class on time.
The teacher leaves well-planned lessons when absent.	The teacher leaves poor or no lesson plans when absent.
The teacher provides data and feedback about student progress for course placement, parent conferences, Educational Management Team (EMT) meetings, annual reviews, etc. as requested and in a timely manner.	The teacher provides little or no data and feedback about student progress for course placement, parent conferences, Educational Management Team (EMT) meetings, annual reviews, etc. and/or does not provide data and feedback in a timely manner.

## **STANDARD VII: Resource teachers are committed to students and staff through effective school and department leadership.**

### **Performance Criteria**

- A. The resource teacher assists and supports classroom teachers in all aspects of the instructional program and serves as an instructional role model.
  - Assists teachers in new instructional strategies, classroom organization and management
  - Apprises teachers of curriculum changes and requirements
  - Provides strategies and implements programs and practices for improving student achievement and school climate
  - Works with the administration and the department to prepare students for exams and standardized tests
  - Supervises implementation of approved and new MCPS curriculum
- B. The resource teacher supports the development of a professional learning community within the department and school.
  - Arranges for collaboration between grade level and/or same-subject teachers
  - Facilitates intra-departmental discussions on student achievement, curriculum etc.
  - Helps foster cohesive, cooperative interpersonal relationships with the department
  - Participates in the planning of school staff development activities and promotes such activities in the department
- C. The resource teacher observes and analyzes instruction and related data to support the professional growth of teachers.
  - Observes instruction both formally and informally
  - Writes observations according to MCPS standards
  - Meets with teachers to discuss observations and offers suggestions as needed
  - Analyzes data to help teachers improve areas of instruction as needed
  - Focuses on the instructional needs of new teachers
- D. The resource teacher collaborates with colleagues, administrators, and others on instructional issues.
  - Helps to design and implement the Local School Improvement Plan
  - Serves as an active participant in leadership team meetings and implementation of goals throughout the school year
  - Dialogues with consulting teachers and mentors assigned to teachers within the department
- E. The resource teacher takes a leadership role in the identification, acquisition, and distribution of instructional resources.
  - Works with the financial office to order textbooks and other instructional materials for designated subjects
  - Manages departmental budget
  - Develops a system for distributing books and materials and maintains an inventory
  - Solicits suggestions from department members for text and material orders
- F. The resource teacher works with administrators and school staff to create the master schedule to meet instructional program and needs of all students
  - Develops master schedule for assigned courses
  - Ensures that a challenging curriculum and proper courses are being offered in the school
  - Works with the administrative scheduler and department members to determine teachers' individual course and room assignments
  - Helps resolve scheduling conflicts that arise
  - Assists counselors, students, and teachers in determining the most appropriate placement for students
  - Assists with new hiring for teachers, instructional assistants and long-term substitutes
- G. Assists school secretarial staff for classroom coverage in emergency situations
  - The resource teacher serves as a liaison to gather and disseminate information.
  - Attends all appropriate county and school meetings, and shares information from the meetings with the department
  - Works with subject coordinators/supervisors to keep current
  - Holds department meetings as needed
  - Meets frequently with administrators to discuss instructional issues
  - As needed in student/teacher, parent/teacher conferences

# MCPS SCHOOL COUNSELOR PERFORMANCE STANDARDS, PERFORMANCE CRITERIA, SAMPLE CLAIMS

Each performance standard is clarified by performance criteria and sample claims of observable behaviors and/or observable counselor performance in other roles. The purpose of the sample claims is to provide a sample picture of what counseling 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 counselor's current level of knowledge and skills based on data collected over an entire professional growth cycle (*evaluation*). NOTE: The Performance Criteria and Sample Claims are in alignment with and inspired by the American School Counseling Association (ASCA) School Counselor Performance Appraisal.

## STANDARD I: Counselors are committed to students' social, emotional, academic, and postsecondary development.

### Performance Criteria

- A. The counselor demonstrates the belief that through a comprehensive school counseling program all students have equal access and opportunity to a high-quality education.
- B. The counselor demonstrates the belief that each student can succeed and graduate prepared for post-secondary opportunities with strategic planning and appropriate support.
- C. The counselor recognizes individual differences and shares responsibility for students' academic, career, personal/interpersonal, and health development.
- D. The counselor acts to end the predictability of achievement/performance among racial and ethnic groups by implementing practices, structures, and processes in schools and worksites that eliminate inequities based on race and ethnicity.

SAMPLE CLAIMS	
POSITIVE	NEEDS IMPROVEMENT
The counselor held all students to high expectations regardless of differences such as race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.	The counselor did not hold all students to high expectations regardless of differences such as race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.
The counselor clearly communicated high expectations.	The counselor did not clearly communicate high expectations.
The counselor sent students the message that effective effort leads to achievement.	The counselor sent students the message that effective effort leads to achievement for select populations.
The counselor promoted and encouraged a growth and resilient mindset by sending students the message, "You can do it."	The counselor promoted and encouraged a fixed mindset by not sending students the message, "You can do it.".
The counselor explained the benefits and rationale for the school counseling program to students and all stakeholders.	The counselor's explanation was vague and a minimal number of students and/or stakeholders received the explanation.
The counselor acted on behalf of students by advocating for equity, confronting biases and addressing barriers to access and opportunity.	The counselor did not readily or consistently confront biases that create or serve as barriers and interfere with equitable access to opportunities.
The counselor used data to demonstrate the value the school counseling program adds to student achievement.	The counselor presented insufficient data to demonstrate the added value of the school counseling program to student achievement.
The counselor utilized a variety of information sources to help students determine an appropriately rigorous academic program.	The counselor relied on a very limited number of information sources to help students determine an appropriately rigorous academic program.
The counselor helped students understand the importance of postsecondary education and/or training as a pathway to a career.	The counselor provided disjointed and/or limited information, resources and support to help students understand the importance of postsecondary education and/or training as a pathway to a career.
The counselor provided guidance and focused support to students in planning educational experiences which can support their needs and develop their potential.	The counselor provided very limited guidance and generalized support to students in planning educational experiences that could support their needs and develop their potential.
The counselor assisted students in developing their self-awareness and agency to plan their educational experience.	The counselor provided very limited assistance to students in developing their self-awareness and agency to plan their educational experiences.



## **STANDARD II: Counselors know and practice techniques to support students in their social, emotional, academic, and post-secondary development.**

### **Performance Criteria**

- A. The counselor demonstrates application of counseling theories, pedagogical methods and approaches to individualized learning.
- B. The counselor demonstrates understanding of educational systems, legal issues, policies, research, and educational trends.
- C. The counselor utilizes professional counseling resources to inform the implementation of the school counseling program.
- D. The counselor applies appropriate skills and techniques in a variety of settings to support student learning.
- E. The counselor applies knowledge and understanding through an anti-racist/anti-bias lens to support students based on the intersection of students' cultural, learning, and social needs.

<b>SAMPLE CLAIMS</b>	
<b>POSITIVE</b>	<b>NEEDS IMPROVEMENT</b>
The counselor demonstrated the use of effective counseling skills such as rapport building, reflective listening, open-ended questioning, use of silence, prompts, and summarizing.	The counselor demonstrated challenges with employing counseling skills such as rapport building, reflective listening, open-ended questioning, use of silence, prompts, and summarizing.
The counselor effectively used techniques with students who were resistant and/or hesitant to engage with the counselor.	The counselor ineffectively used or selected inappropriate techniques to use with students who were resistant and/or hesitant to engage with the counselor.
The counselor differentiated techniques, such as expressive and play techniques, modeling, role play, behavior rehearsal, cognitive restructuring, mindfulness, based on unique needs of individual students.	The counselor demonstrated challenges with differentiating techniques, such as expressive and play techniques, modeling, role play, behavior rehearsal, cognitive restructuring, mindfulness, based on unique needs of individual students.
The counselor used culturally-responsive practices of multi-tiered systems of support within a school counseling program such as proximity control, use of appropriate pronouns, inclusiveness in recognizing family, school and community resources.	The counselor inadequately, insufficiently or failed to use culturally-responsive principles of a multi-tiered system of support within the school counseling program.
The counselor explained educational systems, philosophies and theories and current trends in education, including federal and state legislation.	The counselor demonstrated limited knowledge, understanding and/or abilities in explaining educational systems, philosophies and theories and current trends in education, including federal and state legislation.
The counselor explained processes for implementation of policy and procedures at the building, district, and state levels.	The counselor demonstrated limited knowledge, understanding and/or abilities in explaining processes for implementation of policy and procedures at the building, district, and state levels.
The counselor applied their knowledge of career development theories for post-secondary planning.	The counselor struggled with applying their knowledge of career development theories for post-secondary planning.
The counselor demonstrated pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction.	The counselor demonstrated challenges with pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction.
The counselor researched and assessed cultural and social trends when developing and choosing curricula.	The counselor conducted limited research and/or assessment of cultural and social trends when developing and choosing curricula.
The counselor created standards-aligned lesson and/or small group counseling plans that included assessment of impact and appropriate use of technology.	The counselor lesson and/or small group counseling plans were misaligned or not aligned to standards, and/or did not include a plan to assess impact and/or misused technology.
The counselor differentiated the content of the lesson (in content, process, product) without lowering the standard.	The counselor did not differentiate the content of the lesson (in content, process, product) without lowering the standard.
The counselor effectively framed the learning.	The counselor ineffectively framed the learning.
The counselor used a variety of culturally-responsive and developmentally appropriate strategies to support student growth.	The counselor used very limited culturally-responsive and developmentally appropriate strategies to support student growth.
The counselor worked with students in a variety of settings (classroom, small group or individual) to provide prevention, intervention, and crisis support as appropriate.	The counselor worked with students in limited settings (classroom, small group or individual) to provide prevention, intervention, and crisis support as appropriate.
The counselor employed a variety of strategies to encourage students to utilize the counselor to address issues that have an impact on learning, achievement, personal/interpersonal, and social-emotional needs.	The counselor employed a limited number of strategies to encourage students to utilize the counselor to address issues that have an impact on learning, achievement, personal/interpersonal, and social-emotional needs.



## STANDARD III: Counselors collaborate with stakeholders in creating and maintaining a positive and equitable learning environment for all students.

### Performance Criteria

- A. The counselor demonstrates understanding of the impact of cultural, social, and environmental influences on student success and opportunities.
- B. The counselor employs a team approach in the design and implementation of structures, processes, and plans for student achievement and success.
- C. The counselor promotes and fosters a positive learning environment where students can develop skills and demonstrate success.
- D. The counselor collaborates, communicates, and coordinates with staff to involve students in meaningful learning opportunities.
- E. The counselor establishes and maintains respectful partnerships with families in support of a positive school environment.
- F. The counselor utilizes community resources to support and enhance a trauma-informed and culturally-responsive, positive learning environment.
- G. The counselor collaborates in the facilitation of continuous improvement of the learning environment.

SAMPLE CLAIMS	
POSITIVE	NEEDS IMPROVEMENT
The counselor worked to build personal and positive relationships with students, regardless of differences such as race, ethnicity, gender, socioeconomic status, region, religion, language, age, and ability.	The counselor made connections with some students, but did not reach out to all. <i>(If there is a pattern based on one of the groups to the left, call it out specifically, e.g. "The counselor focused all interpersonal conversations with students of his/her own gender.")</i>
The counselor created a welcoming and safe climate that fostered openness.	The counselor created a climate in which students, families, and school staff feared risk-taking.
The counselor expertly managed their time with stakeholders.	The counselor struggled with pacing and management of time with stakeholders.
The counselor collaborates with all student service providers; such as school social worker, pupil personnel worker, school psychologist, school nurse, and other stakeholders.	The counselor did not delineate the roles of student service providers, such as school social worker, school psychologist or school nurse, and/or struggled to identify ways to collaborate.
The counselor explained how the intersection of students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school.	The counselor struggled with explaining how the intersection of students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school.
The counselor understood the dynamics of cross-cultural communications and demonstrated the ability to communicate with persons of other cultures effectively.	The counselor struggled with understanding the dynamics of cross-cultural communications and/or demonstrated challenges with communicating with persons of other cultures effectively.
The counselor collaborated with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction was available and accessible.	The counselor missed opportunities to collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction was available and accessible.
The counselor defined the role of the school counselor and the school counseling program in the district and school crisis plan.	The counselor vaguely defined the role of the school counselor and the school counseling program in the district and school crisis plan.
The counselor participated in the school improvement process to bring the school counseling perspective into the development of school goals.	The counselor missed the opportunity to participate in the school improvement process to bring the school counseling perspective into the development of school goals.
The counselor served as a leader in the school and community to promote and support student success.	The counselor served in a limited or unobservable capacity as a leader in the school and community to promote and support student success.
The counselor engaged with school administrators, teachers and other staff to ensure the effective implementation of instruction and student interventions.	The counselor rarely or inconsistently engaged with school administrators, teachers and other staff to ensure the effective implementation of instruction and student interventions.

SAMPLE CLAIMS	
POSITIVE	NEEDS IMPROVEMENT
The counselor helped students and families navigate postsecondary awareness, exploration, admissions and financial aid processes.	The counselor provided limited and/or generalized help to students and families navigate postsecondary awareness, exploration, admissions and financial aid processes
The counselor made referrals to appropriate school and community resources based on student and/or family needs.	The counselor did not make referrals or did not make referrals in a timely manner to appropriate school and community resources based on student and/or family needs.
The counselor communicated, collaborated and coordinated with appropriate school and community professionals to team with the family in a crisis situation.	The counselor did not effectively communicate, collaborate, and/or coordinate with appropriate school and community professionals to work with the family in a crisis situation.
The counselor facilitated in-service training or workshops for families, administrators, support professionals, teachers or other stakeholders to share school counseling expertise.	The counselor missed opportunities to facilitate in-service training or workshops for families, administrators, support professionals, teachers or other stakeholders to share school counseling expertise.

## **STANDARD IV: Counselors continually assess and analyze student needs in order to design and implement a comprehensive school counseling program.**

### **Performance Criteria**

- A. The counselor designs and implements instruction and action plans aligned to counseling standards, and school and/or district initiatives in classroom/large-group, small-group, and individual settings.
- B. The counselor provides appraisal and advice in classroom/large-group, small-group and individual settings.
- C. The counselor makes referrals to appropriate school and community resources.
- D. The counselor consults with stakeholders to support student achievement and success.
- E. The counselor collaborates through a team approach with families, administrators, support professionals, and other stakeholders for student achievement and success.
- F. The counselor assesses and reports program results to the school community.
- G. The counselor uses a variety of formal and informal techniques to assess student needs.
- H. The counselor implements, monitors, and evaluates impact and effectiveness of counseling interventions/programs based on the analysis of data.

### **Evidence of assessment, analysis, and adaptation of instruction**

<b>SAMPLE CLAIMS</b>	
<b>POSITIVE</b>	<b>NEEDS IMPROVEMENT</b>
The counselors demonstrated skills with accessing, extracting and using data platforms.	The counselors demonstrated limited or lack of skills with accessing, extracting and using data platforms.
The counselor gathered information on student needs from families, teachers, administrators, support professionals, and community organizations to inform the selection of strategies for student success.	The counselor gathered limited, inadequate or insufficient information on student needs from families, teachers, administrators, support professionals, and community organizations to inform the selection of strategies for student success.
The counselor prepared and implemented activities and programs to aid students with transitions.	The counselor was unprepared and struggled with implementing activities and programs to aid students with transitions.
The counselor analyzed data from lessons and activities to determine impact on student outcomes and inform programming.	The counselor missed an opportunity to analyze data to determine impact on student outcomes or to inform programming.
The counselor assisted students with reviewing, analyzing, and using data to develop objectives and strategies in setting and achieving goals.	The counselor experienced challenges in assisting students with reviewing, analyzing, and using data to develop objectives and strategies in setting and achieving goals.
The counselor assisted students with making connections between educational experiences and the world of work to deepen understanding and explore career interests.	The counselor made limited connections between educational experiences and the world of work, thus not deepening the understanding and not encouraging the exploration of career interests by students.
The counselor consulted with and used feedback from families and staff to appraise student needs and interests to identify and determine appropriate recommendations for educational programming options.	The counselor consulted with, but did not use feedback from families and staff to appraise student needs and interests to identify and determine appropriate recommendations for educational programming options.
The counselor collected, analyzed, and shared data that identified areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities.	The counselor collected data, but struggled with analyzing and sharing the data that identified areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities.
The counselor created goals, action plans and programs based on student, community, school and/or district data to close the achievement, opportunity and/or information gaps.	The counselor created goals, action plans and programs not based on student, community, school and/or district data to close the achievement, opportunity and/or information gaps.
The counselor routinely used data to inform intervention and program planning.	The counselor inconsistently used data to inform intervention and program planning.
The counselor assessed and reported school counseling program results to the school community.	The counselor assessed, but did not report school counseling program results to the school community.

**STANDARD V: Counselors are committed to continuous improvement and professional development.**

**Performance Criteria**

- A. The counselor applies school counseling professional standards and competencies.
- B. The counselor appropriately uses the school counselor performance appraisal process.
- C. The counselor functions as a reflective practitioner in promoting and implementing programs for student achievement, growth, and development.
- D. The counselor maintains awareness of current, effective counseling trends, practices, and materials.
- E. The counselor participates as a member of learning communities.

SAMPLE CLAIMS	
<i>Note: These sample claims are intended to represent only some of the many ways that a counselor can demonstrate skill, or lack of skill, in the PGS standards and can be used to document a counselor’s current level of knowledge and skills based on data collected over an entire professional growth cycle (evaluation).</i>	
POSITIVE	NEEDS IMPROVEMENT
The counselor accepts and incorporates feedback from teachers, parents, students, and administrators when determining counselor impact and effectiveness.	The counselor accepts, but does not incorporate feedback from teachers, parents, students, and administrators when determining counselor impact and effectiveness.
The counselor engages in self-assessment activities and seeks consultation support when necessary.	The counselor engages in self-assessment activities, but does not seek consultation support when necessary.
The counselor demonstrates thorough integration of knowledge and skills gained through reading professional literature and/or professional development experiences into counseling practice.	The counselor struggles to demonstrate integration of knowledge and skills gained through reading professional literature and/or professional development experiences into counseling practice.
The counselor collaborates with other professionals in the field.	The counselor missed opportunities to collaborate with other professionals in the field.
The counselor actively participates in school and/or district-wide committees or work groups.	The counselor does not actively participate in school and/or district-wide committees or work groups.
The counselor participates in school counseling and education-related professional organizations.	The counselor participation in school counseling and education-related professional organizations is limited.

## STANDARD VI: Counselors exhibit a high degree of professionalism.

### Performance Criteria

- A. The counselor upholds the vision and mission of the Montgomery County Public Schools.
- B. The counselor uses time appropriately to maximize impact on the school and counseling programs.
- C. The counselor establishes agreement with the principal and other administrators about the school counseling program.
- D. The counselor demonstrates advocacy and leadership through the development and implementation of the school counseling program.
- E. The counselor applies legal and ethical principles of the school counseling profession.
- F. The counselor shares responsibility for the total school program and supports school-wide goals.
- G. The counselor demonstrates knowledge of and respect for diverse cultural backgrounds of all individuals.
- H. The counselor conducts themselves in such a manner that aligns with, reflects, and upholds the ethical standards of the profession and field of education
- I. The counselor is responsive and completes tasks and requests for information from all stakeholders in a timely manner.

SAMPLE CLAIMS	
POSITIVE	NEEDS IMPROVEMENT
The counselor is knowledgeable about and adheres to the Board of Education goals and priorities , and MCPS policies and procedures.	The counselor needs to increase their knowledge about the Board of Education goals and priorities , and MCPS policies and procedures so they can adhere to them.
The counselor uses national recommendations and data to articulate the best use of a school counselor's time when providing direct and indirect student services.	The counselor inadequately uses national recommendations and data to articulate the best use of a school counselor's time when providing direct and indirect student services.
The counselor effectively communicates the vision, mission and comprehensive counseling program goals to administration, school staff and other stakeholders..	The counselor does not effectively communicate the vision, mission and comprehensive counseling program goals to administration, school staff and other stakeholders.
The counselor establishes and convenes a stakeholder group to periodically review implementation, needs, and progress of the school counseling program.	The counselor convenes random stakeholder groups to periodically review implementation, needs, and progress of the school counseling program.
The counselor is proactive and assists students, parents and staff in understanding relevant policies and procedures.	The counselor is reactive and provides limited assistance to students, parents and staff in understanding relevant policies and procedures.
The counselor identifies, evaluates and participates in fair-share responsibilities.	The counselor experiences challenges with identifying, evaluating and participating in fair-share responsibilities.
The counselor actively participates in the implementation of school-wide goals.	The counselor passively participates in the implementation of school-wide goals.
The counselor supports the total school program by: <ul style="list-style-type: none"> <li>• serving on committees</li> <li>• helping to plan and implement meetings and staff development opportunities</li> <li>• sharing knowledge and expertise with colleagues</li> <li>• utilizing facilitative skills when collaborating</li> </ul>	The counselor supports some parts of the school program by: <ul style="list-style-type: none"> <li>• serving on committees</li> <li>• helping to plan and implement meetings and staff development opportunities</li> <li>• sharing knowledge and expertise with colleagues</li> <li>• utilizing facilitative skills when collaborating</li> </ul>
The counselor engages in interdisciplinary collaborative problem-solving.	The counselor limits their engagement in interdisciplinary collaborative problem-solving.
The counselor demonstrates basic knowledge and respect of differences within and across diverse populations when interacting with, planning for and responding to students and the community.	The counselor demonstrates challenges with basic knowledge and respect of differences within and across diverse populations when interacting with, planning for and responding to students and the community.
The counselor adheres to the ethical standards of the American Counseling Association (ACA) and the American School Counselor Association (ASCA).	The counselor demonstrates challenges with adhering to the ethical standards of the American Counseling Association (ACA) and the American School Counselor Association (ASCA).
The counselor follows federal, state, and local policies, procedures and protocols regarding professional issues and responsibilities.	The counselor experiences challenges with following federal, state, and local policies, procedures and protocols regarding professional issues and responsibilities.
The counselor respects and upholds the confidentiality policy in the school counseling relationship, maintenance of privacy of student records, and recognizes the duty to warn/inform when a student is in danger of harming self and/or others.	The counselor demonstrates challenges with respecting and upholding the confidentiality policy in the school counseling relationship, maintenance of privacy of student records, and in recognizing the duty to warn/inform when a student is in danger of harming self and/or others.

## RESOURCE COUNSELORS ONLY

### **STANDARD VII: Resource counselors are committed to students and staff through effective school and department leadership.**

#### **Performance Criteria**

- A. The resource counselor assists and supports counselors in all aspects of the counseling program and serves as a counseling program role model.
  - Assists counselors with their growth and development and with implementing a comprehensive school counseling program
  - Apprises counselors of program changes and requirements
  - Provides strategies and implements programs and practices for improving student achievement and school climate
  - Supervises implementation of approved counseling lessons
- B. The resource counselor supports the development of a professional learning community within the department and school.
  - Arranges for collaboration between the counseling department and other departments within the school
  - Facilitates intra-departmental discussions on the three domains: Social/Emotional, Academic, and College & Career Readiness.
  - Helps foster cohesive, cooperative interpersonal relationships with the department
  - Participates in the planning of school staff development activities and promotes such activities in the department
- C. The resource counselor observes and analyzes instruction and related data to support the professional growth of counselors.
  - Observes instruction both formally and informally
  - Writes observations according to MCPS standards
  - Meets with counselors to discuss observations and offers suggestions as needed
  - Analyzes data to help counselors improve areas of instruction as needed
  - Identifies and supports the instructional needs of new counselors
  - Elevates best instructional practices within the department
- D. The resource counselor collaborates with colleagues, administrators, and others on instructional issues.
  - Helps to design and implement the Local School Improvement Plan
  - Serves as an active participant in leadership team meetings and implementation of goals throughout the school year
  - Dialogues with consulting teachers and mentors assigned to counselors within the department
- E. The resource counselor takes a leadership role in the identification, acquisition, and distribution of instructional resources.
  - Works with the financial office to order office and instructional materials as needed
  - Manages departmental budget
  - Solicits suggestions from department members for material orders
- F. The resource counselor serves as a liaison to gather and disseminate information.
  - Attends all appropriate county and school meetings, and shares information from the meetings with the department
  - Works with subject coordinators/supervisors to keep current
  - Holds department meetings as needed
  - Meets frequently with administrators to discuss instructional issues

## MCPS SCHOOL INSTRUCTIONAL SPECIALISTS PERFORMANCE STANDARDS, PERFORMANCE CRITERIA, SAMPLE CLAIMS

### **STANDARD I: Instructional specialists show their commitment to students and student learning through their work with teachers, administrators, support staff, and the broader educational community.**

#### **Performance Criteria**

1. The instructional specialist acts on the belief that all professional/instructional staff can master and use exemplary practices.
2. The instructional specialist supports professional/instructional staff in the goal of producing measurable growth in student achievement.
3. The instructional specialist recognizes individual differences in professional/instructional staff and differentiates practices accordingly.
4. The instructional specialist works as an advocate for students, parents, and staff.

*The instructional specialist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
<ul style="list-style-type: none"> <li>Communicates the core belief that all students can learn at high standards</li> <li>Sets high expectations within the implementation of best practices delivered during professional development sessions</li> <li>Offers and uses a repertoire of strategies that address the goal that all students can achieve at high levels, regardless of race/ethnicity, gender, socioeconomic status, or other factors of diversity</li> <li>Delivers the message that each member of the educational community is capable of implementing strategies to enable students to achieve at a high level</li> <li>Assists professional/instructional staff in building a repertoire of strategies that send messages of high expectations for all students</li> <li>Supports school improvement plans to maximize student achievement</li> <li>Encourages and supports professional/instructional staff in setting goals and evaluating their progress</li> <li>Provides customized training and skill-building opportunities</li> <li>Differentiates learning and assessment activities and experiences to promote instruction that meets the wide range of learning styles, needs, and strengths of students</li> <li>Provides prompt and specific feedback</li> <li>Advocates for students with special needs (i.e., GT, ELL, ESOL, special education) to ensure that the instructional program meets their needs</li> </ul>	<ul style="list-style-type: none"> <li>Accepts and/or reinforces low expectations for some students and staff</li> <li>Demonstrates inconsistent expectations of staff and students</li> <li>Does not offer or use a repertoire of strategies that address the goal that all students can achieve at high levels, regardless of race/ethnicity, gender, socioeconomic status, or other factors of diversity</li> <li>Shows little or no evidence of the repertoire of strategies to build the commitment to improving student achievement</li> <li>Promotes the use of educational strategies without monitoring the impact on student achievement or adjusting support as needed</li> <li>Fails to maintain contact for the purpose of ongoing support</li> <li>Gives little or no opportunity for stakeholder input/feedback</li> <li>Does not consider stakeholder needs or feedback</li> <li>Gives untimely and vague feedback</li> <li>Does not promote interpersonal skills</li> <li>Fails to advocate for students with special needs (i.e., GT, ELL, ESOL, special education) to ensure that the instructional program meets their needs</li> </ul>



**STANDARD I: Instructional specialists are knowledgeable in their field, and use their expertise to promote systemwide goals by communicating their knowledge to teachers, administrators, support staff, and the broader educational community.**

**Performance Criteria**

1. The instructional specialist demonstrates rich knowledge of job-specific content.
2. Instructional specialist understands how his/her field of expertise connects to system initiatives.
3. The instructional specialist demonstrates understanding of curriculum, assessment, and instruction and clearly conveys this knowledge to the educational community.
4. The instructional specialist shares responsibility for developing and/or supporting the implementation of curriculum, instruction, and assessment.
5. The instructional specialist understands and applies learning theories to offer multiple paths to knowledge.
6. The instructional specialist accesses current research and incorporates the findings into his/her work.

*The instructional specialist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
<ul style="list-style-type: none"> <li>• Is knowledgeable about system initiatives and priorities</li> <li>• Continually critiques and upgrades professional development opportunities to ensure most current thinking/research</li> <li>• Provides clear information and explanations about curriculum, assessment, and instruction to a wide range of stakeholders</li> <li>• Differentiates practices based on the knowledge of the culture of the educational community</li> <li>• Participates in the design and implementation of professional development and/or training to meet stakeholders needs and MCPS goals</li> <li>• Uses knowledge and skills to develop exemplary curricular documents, assessment tools, and/or instructional approaches that promote student mastery of local, state, and national learning standards</li> <li>• Develops curriculum that meets or exceeds MSDE standards providing guidelines for enrichment and differentiation of instruction</li> <li>• Stays abreast of the latest research, best practices and systemwide data in order to provide support for the development of high-quality curriculum, assessments, and instructional innovations and practices</li> <li>• Coaches and mentors members of the educational community</li> <li>• Provides practical application of theory to the instructional setting</li> <li>• Uses latest research on student and/or adult learner in designing professional development sessions</li> <li>• Recognizes and communicates the connections between adult learning and student achievement</li> <li>• Informs stakeholders of available resources and supports</li> <li>• Discusses with colleagues how to clearly convey content</li> <li>• Demonstrates effective written and oral communication skills</li> <li>• Applies knowledge of current research to practice</li> <li>• Models a variety of research-based best practices</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates lack of knowledge of systemwide goals, initiatives, and priorities</li> <li>• Presents content without linking it to student achievement or to the priorities of MCPS</li> <li>• Develops curricular documents and materials that are not aligned with established learning outcomes for all students</li> <li>• Does not show others the relevance of the information disseminated</li> <li>• Gives incorrect or insufficient information</li> <li>• Fails to share the benefit of scientifically based research with stakeholders</li> <li>• Strays from or omits critical topics in curriculum, assessments, and instruction</li> <li>• Provides explanations that are limited, vague, or lack coherence</li> <li>• Develops learning and assessment activities and experiences that do not address the diverse strengths and needs of students</li> <li>• Relies on single or limited models of staff development and support to assist schools and staff to improve student achievement</li> <li>• Demonstrates little or no knowledge of current research</li> </ul>

**STANDARD III: Instructional specialists are responsible for establishing and managing positive learning environments.**

**Performance Criteria**

1. The instructional specialist fosters a professional climate by modeling openness, support, mutual respect, reflection, and inquiry.
2. The instructional specialist establishes and maintains respectful, productive relationships with members of the educational community.
3. The instructional specialist communicates the impact of teacher and student beliefs on student achievement.

*The instructional specialist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
<ul style="list-style-type: none"><li>• Shares ideas, materials, and experiences with colleagues</li><li>• Purposely uses strategies to create a climate of mutual respect</li><li>• Uses a repertoire of strategies to maintain attention and momentum when delivering information or instruction</li><li>• Acknowledges and engages members of the diverse socioeconomic educational community</li><li>• Recognizes and celebrates successes of all members of the educational community</li><li>• Facilitates the formation of study groups and action research</li><li>• Facilitates team-building activities for school staff</li><li>• Exhibits a respect for the knowledge and wisdom that resides in schools among teachers, administrators, and support staff</li></ul>	<ul style="list-style-type: none"><li>• Shows insensitivity to the importance of collegiality</li><li>• Does not use purposeful strategies to foster a climate of mutual respect</li><li>• Demonstrates a limited repertoire of motivational strategies</li><li>• Produces written documents that are neither engaging, relevant, nor useful</li><li>• Offers staff few or inappropriate strategies to help establish a positive</li></ul>

**STANDARD IV: Instructional specialists use data to support the educational community’s efforts to improve student achievement.**

**Performance Criteria**

1. The instructional specialist analyzes relevant data for continuous improvement of services.
2. The instructional specialist assists the educational community in identifying, collecting, and analyzing appropriate data and planning accordingly.

*The instructional specialist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
<ul style="list-style-type: none"><li>• Differentiates support to school staff based on student data and knowledge of research and best practices</li><li>• Uses systemwide and school data to plan and implement focused programs and projects that promote achievement of MCPS goals</li><li>• Works with leadership teams to develop and monitor school improvement plans</li><li>• Utilizes feedback to support continuous improvement</li><li>• Obtains data from appropriate sources</li><li>• Uses multiple sources of data and information, considering all levels of the school system</li><li>• Facilitates the process of looking at student work</li><li>• Evaluates the effectiveness of new and existing programs or curriculum</li><li>• Communicates results to all members of the educational community</li><li>• Provides a variety of assessment tools (e.g., rubrics, focus groups, surveys) that encourage participants to evaluate their own work</li></ul>	<ul style="list-style-type: none"><li>• Does not monitor the effectiveness of the implementation of new programs and curricula</li><li>• Does not appropriately use systemwide data to inform their work</li><li>• Fails to use available monitoring tools and/or evaluation plan for determining the effectiveness of instructional practices</li><li>• Does not communicate or poorly communicates the rationale used in making and justifying data-based decisions</li><li>• Relies on one data source or limited data to make decisions</li></ul>

**STANDARD V: Instructional specialists are committed to continuous improvement and professional development.**

**Performance Criteria**

1. The instructional specialist continually reflects upon the alignment of his/her practices with systemwide goals.
2. The instructional specialist draws upon educational and professional development research and seeks the advice of others as they reflect on their practice.
3. The instructional specialist is a member and facilitator of learning communities.

*The instructional specialist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
<ul style="list-style-type: none"><li>• Maintains professional portfolios or other means of assembling evidence of meeting evaluation standards.</li><li>• Reflects, self-evaluates, and adjusts work to improve efficiency and productivity</li><li>• Models continuous improvement and experimentation</li><li>• Debriefs with colleagues to improve</li><li>• Seeks and reflects upon feedback from colleagues, supervisors, stakeholders, and/or outside consultants</li><li>• Stays current by reading professional journals and participating in professional development experiences</li><li>• Participates in and/or facilitates study groups</li><li>• Seeks out opportunities to enhance professional development through workshops, professional organizations, and conferences</li><li>• Actively participates in systemwide and departmental committees and functions</li></ul>	<ul style="list-style-type: none"><li>• Assembles little or no evidence of meeting evaluation standards</li><li>• Fails to acknowledge stakeholder feedback</li><li>• Does not act on any feedback, whether solicited or unsolicited</li><li>• Does not reflect on own strengths and weaknesses and/or does not modify practice after reflection</li><li>• Interacts rarely with colleagues to reflect on practices</li><li>• Participates rarely in professional groups and activities</li><li>• Shows little or no interest in local, state, or national professional organizations</li></ul>

**STANDARD VI: Instructional specialist exhibit a high degree of professionalism.**

**Performance Criteria**

1. The instructional specialist understands and supports the vision of the school system.
2. The instructional specialist participates as a leader in the educational community.
3. The instructional specialist works collaboratively with educational community to support MCPS goals and priorities.
4. The instructional specialist shares responsibility for program goals and objectives in his/her respective office, department, or division.

*The instructional specialist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
<ul style="list-style-type: none"><li>• Serves on committees</li><li>• Helps to plan and/or facilitate meetings or workshops</li><li>• Helps members of the educational community make the connection between their role and systemwide priorities</li><li>• Meets professional obligations in a timely fashion</li><li>• Assists in setting and implementing office, department, or division goals</li></ul>	<ul style="list-style-type: none"><li>• Demonstrates little or no evidence of interest in or support of systemwide goals</li><li>• Fails to align professional tasks and responsibilities with systemwide goals</li><li>• Works exclusively in isolation, instead of collaboratively with members of the educational community</li><li>• Misses deadlines</li></ul>

# MCPS SCHOOL MEDIA SPECIALISTS PERFORMANCE STANDARDS, PERFORMANCE CRITERIA, SAMPLE CLAIMS

## STANDARD I: Media specialists are committed to the learning community and its success.

### Performance Criteria

1. The media specialist acts on the belief that students can learn and master media center outcomes with appropriate accommodations.
2. The media specialist consults with teachers, counselors, administrators, and specialists to appraise student interests, learning levels, and needs.
3. The media specialist adjusts his/her practices to individual differences of students.
4. The media specialist understands how students develop and learn.
5. The media specialist provides leadership and training in the development of information skills, including the abilities to access, evaluate, and use information.
6. The media specialist supports staff and students in developing an appreciation of literature and reading to access information.

*The media specialist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Promotes reading for personal and academic success and provides appropriate materials in a variety of formats	Little or no evidence of promoting reading
Consults and collaborates with teachers, counselors, administrators, other specialists, or resource teachers to appraise student interests, learning levels, and needs	Little or no evidence of consulting or collaborating to assess student needs
Enables students to access resources and services to support school's instructional program and the students' individual information needs	Access is less than adequate to support the school's instructional program; students' individual access is limited
Attends local, state, and national training to stay current with advances in the information field	Attends little or no training
Provides leadership and training to staff in information literacy skills	Little or no evidence of dissemination of information literacy skills
Recognizes that appropriate methods of instruction result in student success	If students do not achieve the objectives, they are "on their own" or made to feel inadequate
Uses instruction and lesson plans that consistently reflect overarching curriculum goals and state and local media learning objectives	Little or no evidence of attention to overarching goals and state or local media learning goals in instruction and lesson plans
Holds all students to high standards and expectations using data sources such as lesson plans, examples of student work, and differentiated assignments	Little or no attention to high standards and expectations for some individuals/groups; student work products suggest low expectations for certain students/groups
Provides prompt and specific feedback to learners	Little or no evidence of appropriate feedback to learners
Uses student academic achievement data (proficiency, productivity, equity, quality) to design instructional activities that support academic growth and achievement for all students, regardless of racial/ethnic group, gender, or prior educational background and achievement; reflects attention to achievement needs of all students in lesson plans and instruction	Little or no evidence of consideration of students' differentiated achievement needs in lesson plans or classroom instruction; little or no evidence that student achievement data (proficiency, productivity, equity, and quality) is used to design appropriate instruction
Motivates all learners, instills willingness to learn, to try, to preserves; conveys belief that all students can succeed	Inconsistent patterns of performance among groups of learners; little or no evidence of attention to learners' differentiated needs
Enables students to identify their own information needs and select and evaluate relevant materials	Students have little awareness of the information-seeking process
Supports learners as they grow and develop educationally and emotionally; answers questions sensitively; and presents a variety of materials that emphasizes the commonality of all people and values different heritages	Little or no evidence of sensitivity in relating to learners with different needs or those who come from different cultures
Communicates these messages: "This is important." "You can do it." "I won't give up on you." "Effective effort leads to achievement."	Little or no evidence of key messages communicated to learners

## **STANDARD II: Media specialists know the components of the MCPS curriculum and how to teach students to choose and integrate appropriate instructional resources.**

### **Performance Criteria**

1. The media specialist understands the content and organization of the curriculum and recognizes relationships among subject fields.
2. The media specialist uses flexible scheduling to maximize opportunities for collaboration with staff to make connections to the instructional program.
3. The media specialist supports staff and students in developing an appreciation of literature and reading to access information.
4. The media specialist demonstrates the role of information literacy in the context of subject area knowledge and conveys his/her knowledge clearly to students.

*The media specialist...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
Develops a media center collection of print, nonprint, and electronic resources that supports school programs and builds on multiple learning modalities	Little or no evidence of developing an appropriate media center collection
Helps learners form links between prior understanding and new knowledge	Little or no evidence of helping learners form links between prior knowledge and new knowledge
Checks for learner understanding in a variety of ways, and modifies instruction to meet learner needs. Provides opportunities for learners to summarize and reflect on what they have learned, articulate why it is important, and extend their thinking	Little or no evidence of checking for learner understanding
Demonstrates working knowledge of curriculum content; continues to pursue knowledge of information literacy, new technologies, and new topics in curriculum development as demonstrated by participation in courses, workshops, and reading and discussions with colleagues	Little or no evidence of pursuing or sharing knowledge of the curriculum or new technologies
Provides clear explanations; encourages students to formulate their own explanations using a variety of strategies	Explanations are limited, vague, or lack coherence; students have limited opportunities to formulate and express ideas and explanations
Provides challenging questions; has learners develop and pursue challenging questions	Learners respond to or develop low-level/recall questions
Relates learning activities to instructional goals; reflects overarching curriculum goals in lessons	Little or no relationship between learning activities and important instructional goals
Models how to use and organize ideas from multiple sources of information about a subject	Provides limited modeling of strategies for organizing information
Models use of organizational schemes such as graphic organizers or other strategies to link ideas and develop understanding	Little or no evidence of student use of organizational schemes or other strategies to link ideas and develop understanding
Encourages all learners to use what they have learned in stating hypotheses and conducting research; structures research activities to build on what students have already learned	Little or no evidence of using prior learning in design of instruction
Incorporates a variety of instructional materials (including technology) in lessons that build on multiple learning modalities, e.g., visual, auditory, and tactile	Lessons incorporate a limited repertoire of instructional materials that do not address multiple learning modalities
Works with colleagues to develop interdisciplinary lessons or link learning to real-life applications	No evidence of working with colleagues to develop interdisciplinary lessons or link learning to real-life applications



# STANDARD III: Media specialists are responsible for establishing and managing a comprehensive media program that promotes staff/student learning in a positive environment.

## Performance Criteria

1. The media specialist directs, organizes, and supervises the personnel and services essential to a comprehensive school library media program.
2. The media specialist directs, organizes, and supervises resources and facilities essential to a comprehensive school library media program.
3. The media specialist consults with staff and uses multiple selection and evaluation tools to improve the school's print, nonprint, and electronic resources.
4. The media specialist establishes and maintains a school library media center environment that motivates and enables timely student access to the facilities and resources to attain instructional and personal objectives.
5. The media specialist integrates information literacy skills, technology, and research into the teaching and learning process of staff and students.
6. The media specialist involves students in meaningful learning activities.

*The media specialist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Organizes library media center facilities to provide appropriate work areas for a variety of activities	Media center is not organized to support a variety of activities
Organizes materials and equipment through a system of cataloging, classifying, and indexing that will facilitate accessibility for the user	User has to search multiple locations to access resources within the building
Adjusts physical arrangements and/or modifies noise levels in order to provide for a variety of learning styles and activities	Little or no allocation of space to support a variety of learning styles and activities
Provides evidence of collection improvement based on current best practices, in collaboration with staff, students, community members, and other media specialists	Little or no evidence of collaboration with stakeholders as related to collection development
Deals promptly with behavior that may be detrimental to the health or physical safety of others	Indecisive in taking action to deal with potential health and safety issues
Defines, assigns, and supervises the duties of library media center staff and volunteers	Provides little or no supervision of staff or volunteers
Participates in the evaluation of media support staff (media assistants and media services technicians)	Provides no input in the evaluation process of media support staff
Communicates with stakeholders about the library media center's guidelines and procedures, services, and new materials	Limited or no communication with stakeholders
Manages expenditures from the library media center account and follows the MCPS ordering cycles for materials and supplies	Inconsistent accounting records and missed deadlines
Coordinates maintenance and repair of library media center materials and equipment to ensure maximum utilization by and safety of students and staff	Limited or no evidence of work orders having been filed for needed repairs
Prepares and submits local, state, and federal reports as required	Does not submit appropriate reports and/or misses deadlines
Maintains an open, inviting environment in the media center throughout the day	Little or no evidence of an open inviting environment
Communicates positive expectations and high standards for all students; varies routines to match group or individual needs	Climate communicates low standards and/or low expectations for some/many students; routines inflexible
Manages student behavior positively using a wide repertoire of strategies, such as proximity and alerting to anticipate and prevent potential behavior problems	Little or no evidence of repertoire of positive behavior management strategies; inappropriate use of punitive actions or language such as sarcasm
Communicates these messages: "This is important." "You can do it." "I won't give up on you." "Effective effort leads to achievement."	Little or no evidence of key messages communicated to learners

**STANDARD IV: Media specialists collaborate, plan, and utilize evaluation techniques that measure the effectiveness of the comprehensive school library media program for staff and students.**

**Performance Criteria**

1. The media specialist plans and utilizes a variety of evaluation techniques that measure the effectiveness of the school library media program in the context of teaching and learning.
2. The media specialist adjusts components of the program to meet identified needs.
3. School library media programs support relevant elements of the school improvement plan.
4. The media specialist evaluates, selects, and acquires materials and equipment to support the instructional program and meet the varied interests, abilities, and maturity levels of the learners.

*The media specialist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Evaluates instruction jointly with the classroom teacher through planning ongoing assessment and reflection	Little or no evidence of evaluating instruction with the classroom teacher through planning ongoing assessment and reflection
Surveys the staff concerning their needs for technology training, software, online, and other electronic resources	Little or no evidence of surveying the staff concerning their needs for technology training, software, and online and other electronic resources
Uses formal and informal measures to assess circulation patterns, collection statistics, and library media center usage	Little or no evidence of using formal and informal measures to assess circulation patterns, collection statistics, and library media center usage
Regularly evaluates the collection, online resources, and new services to support the curriculum	Little or no evidence of evaluating the collection, online resources, and new services
Provides opportunity for administration, staff, students, and the community to evaluate aspects of the media center program	Little or no evidence of providing opportunity for administration, staff, students, and the community to evaluate aspects of the media center program
Follows MCPS policies and procedures (MCPS regulation EDB-RA) for evaluating, selecting, and ordering materials and equipment; and regularly communicates these policies and procedures to students, staff, and the community as needed	Little or no evidence of following MCPS policies and procedures and/or regularly communicating them to others as needed
Utilizes professional reviewing media selection tools (periodicals and journals), courses of study, curriculum guides, and subject bibliographies to select instructional materials	Little or no evidence of utilizing professional reviewing media selection tools
Attends Evaluation and Selection meetings to examine new materials	Little or no evidence of attending Evaluation and Selection meetings
Develops cooperatively with students and staff procedures for the evaluation and selection of materials and equipment in the local school	Little or no evidence of cooperatively developing procedures for the evaluation and selection of materials and equipment
Assesses the collection with the assistance of the students and staff to identify areas that need development and items that need to be replaced, duplicated, or withdrawn	Little or no evidence of assessing the collection with others
Uses a variety of formal and informal assessment formats	Little or no evidence of using a variety of formal and informal assessment formats. (For example, assessment formats usually paper/pencil, based on short answer or recall questions).
Makes accommodations to meet the needs of multiple learning styles or special needs; continually seeks new methods to meet students' needs	Little or no accommodations made to meet the needs of multiple learning styles or special needs of students
Incorporates the use of rubrics for assessment	Little or no evidence in incorporating rubrics
Articulates clear expectations for learners' performance	Expectations for learners' performance unclear or not specified

**STANDARD V: Media specialists are committed to continuous improvement and professional development.**

**Performance Criteria**

1. The media specialist continually reflects and appraises the effectiveness of his/her teaching practices, managerial practices, and instructional program, not only in terms of achieving personal objectives but also in the context of the total school instructional program.
2. The media specialist draws upon educational research, resources, and the advice of others whenever possible, as he/she reflects on his/her practices.
3. The media specialist is a member and facilitator of a learning community.

*The media specialist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Enhances instructional practice through workshops, collection development, professional organizations, in-service training, information from curriculum specialists, conferences, and professional study; tries ideas in own instructional practice at school	Little or no evidence of enhancing instructional practice
Solicits and uses feedback from students and modifies instruction accordingly	Little or no use of feedback from students; may attribute negative feedback to student background characteristics
Solicits and uses feedback from post-observation conference; reflects on feedback and makes appropriate modifications to lessons	Little or no use of feedback from post-observation conference; offers excuses rather than acting on changes that could be made
Keeps up to date on current research; modifies instruction based on current research	Little or no evidence of use of current research in modifying instruction
Shares with colleagues ways in which instruction could be improved to enhance student learning; observes others' classes; invites others to observe his/her classes; participates in planning and sharing with colleagues	Little or no interest in collegial interactions; resistant to peer observation, co-teaching, and/or planning activities
Actively participates in school- or system-wide committees and functions such as curriculum development workshops; instructional materials adoption committees; local, state, or national organizations; conferences; or committees	Little or no evidence of participation in professional committees, groups, or activities

## **STANDARD VI: Media specialists exhibit a high degree of professional ethics:**

### **Performance Criteria**

1. The media specialist understands and supports the vision of the school system.
2. The media specialist participates as a leader in the educational community.
3. The media specialist fosters constructive attitudes associated with the ethical use of information by members of the school community.
4. The media specialist understands and communicates to learners the concept of copyright infringement and the ethical issues involved in copyright protection.

*The media specialist...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
Has knowledge of and communicates to school community the regulations, policies, and other pertinent laws on copyright	Little or no knowledge of regulations, policies, and other pertinent laws on copyright; does not communicate that information to the school community
Acts in accordance with current regulations, policies, and other pertinent information on copyright laws	Little or no evidence of acting in accordance with current regulations, policies, and other pertinent information on copyright laws
Is proactive in providing equitable access to resources and services in the media center; promotes the acceptance and inclusion of everyone in the learning community	Little or no evidence of providing equitable access to resources and services in the media center; does not promote the acceptance and inclusion of everyone in the learning community
Upholds current laws and regulations on rights to free-choice reading and use of resources	Little or no evidence of upholding current laws and regulations on rights to free-choice reading and use of resources
Keeps the learning community informed of educational trends and developments	Little or no evidence of keeping the learning community informed of educational trends and developments
Works with colleagues to analyze and identify ways to achieve school goals and support the mission of the school system	Little or no evidence of support of school goals and system mission
Actively participates in development and implementation of local school improvement goals; objectives for student learning reflect local school improvement goals	Objectives for student learning do not reflect local school improvement goals; little or no evidence of relationship of objectives for student learning to school improvement goals
Participates or leads in local, state, or national professional organizations; regularly attends meetings as participant	Little or no participation in local, state, or national organizations and meetings

# MCPS SCHOOL OCCUPATIONAL AND PHYSICAL THERAPISTS PERFORMANCE STANDARDS, PERFORMANCE CRITERIA, SAMPLE CLAIMS

## STANDARD I: Occupational and physical therapists are committed to students and their learning.

### Performance Criteria

1. The occupational and physical therapist acts on the belief that every student can learn and that all can master a challenging curriculum with appropriate accommodations/adaptations.
2. The occupational and physical therapist sets quantifiable learning outcomes for students and holds students and self accountable for meeting those objectives.
3. The occupational and physical therapist produces measurable growth in student achievement toward goals he/she has set.
4. The occupational and physical therapist recognizes individual differences in their students and adjusts his/her practices accordingly.
5. The occupational and physical therapist understand how students develop and learn.
6. The occupational and physical therapist extends his/her mission beyond the sensory-motor growth of students.

*The occupational and physical therapist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Provides challenging activities that motivate students about learning without overwhelming them	Presents activities with little or no evidence of clear mastery objectives
Encourages all students by giving them the message that they are capable of achieving a challenging goal/skill	Expresses belief that tasks/skills are too difficult for some/many students
Recognizes that a lack of mastery by students means that the appropriate method of intervention has not been used	Believes students do not achieve the objectives are on their own; makes no adjustment in intervention
Therapy plans are consistently supportive of overarching curriculum goals and student learning objectives	Little or no evidence of attention to overarching goals and student learning objectives in therapy plans
Therapy plans, activities, and examples of student performance indicate that all students are held to high standards and expectations; differentiated tasks incorporate high standards for each group	Little or no attention to high standards and expectations for some individuals/groups; student performance suggests low expectations for certain students/groups
Provides prompt and specific feedback to students on their performance and progress toward goals	Feedback on student performance is often delayed, missing, and/or nonspecific
Encourages students to set and self-evaluate their progress toward IEP goals	Students show little or no evidence of goal-setting or self-evaluation
Over a period of several years, goals consistently produce measurable growth and achievement of students as measured by progress on IEP goals and other systemwide or state measures that are relevant	Growth and achievement of IEP goals is minimal or inconsistent from year to year; some students/groups consistently perform better or make greater gains toward IEP goals than others
Uses student performance to design therapeutic activities that support academic growth and achievement for all students, regardless of racial/ethnic group, gender, or prior educational background and achievement; therapy plans and classroom adaptations/strategies reflect attention to achievement needs of all students	Little or no evidence of consideration of students' differentiated achievement needs in therapy plans or classroom adaptations and strategies; little or no evidence of use of student achievement data to design appropriate intervention

MEETS STANDARDS	DOES NOT MEET STANDARD
<p>Encourages students to participate in academic, vocational, recreational, and art areas not monitored by state or systemwide measures-</p> <ul style="list-style-type: none"> <li>• Academic acceleration into and satisfactory completion of higher-level courses</li> <li>• Demonstrated proficiency in vocational/trade skills</li> <li>• Sustained interest and demonstrated proficiency in academic clubs and events such as debating club, math/science competitions, literary publications, musical and dramatic performances, athletic teams, special events, and school or countywide leadership/government activities</li> </ul>	<p>Little or no encouragement to some students/groups to participate in areas not monitored by state or systemwide measures; some students/groups participate and persist more than others; does not identify adaptations and accommodations that address students; differentiated needs nor facilitate participation</p>
<p>Motivates all students; instills willingness to learn, to try, to persevere; conveys belief that all students can succeed; students' behavior in the following areas exemplify their motivation and willingness to learn:</p> <ul style="list-style-type: none"> <li>• Successful and timely completion of</li> <li>• Task/activity</li> <li>• Good behavior in class</li> <li>• Course grades</li> <li>• Attendance and punctuality</li> <li>• Progress on IEP objectives</li> <li>• Few/no suspensions/disciplinary actions</li> <li>• Few/no loss of credit</li> </ul>	<p>Inconsistent patterns of performance among some students/groups; little or no evidence of attention to the differentiated needs of students</p>
<p>Uses latest research on child and adolescent development and therapeutic strategies in planning intervention for individuals and groups</p>	<p>Most students are given the same task or activity with little or no individualization to meet their developmental needs</p>
<p>Uses task analysis in designing activities that provide for the varying needs of individual students</p>	<p>Little or no evidence of task analysis or provision for differentiation</p>
<p>Supports total growth of students-physically, emotionally, and cognitively; helps students to develop acceptance of differences by demonstrating the value of each person; answers questions sensitively; presents a variety of materials emphasizing the commonality of all people and values different heritages</p>	<p>Little or no sensitivity in relating to students with different needs or who come from different cultures</p>

## **STANDARD II: Occupational and physical therapists have an in-depth knowledge of their respective fields and know how to implement appropriate programs.**

### **Performance Criteria**

1. The occupational and physical therapist understands the content of occupational/physical therapy and how that content is lined to other disciplines.
2. The occupational and physical therapist demonstrates knowledge of a variety of methodologies and strategies and uses that knowledge to implement appropriate intervention.
3. The occupational and physical therapist modifies intervention strategies to meet the individual needs of students.

*The occupational and physical therapist...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
Displays extensive content knowledge; continues to pursue such knowledge through courses, workshops, and reading; discusses with colleagues and team members how to achieve student outcomes	Gives incorrect or insufficient information; does not correct student errors; strays from identified goals and objectives; does not discuss outcomes with colleagues and team
Provides clear explanations; encourages students to formulate their own explanations and problem-solving strategies using a variety of techniques and appropriate modalities	Explanations are incomplete, vague, or lack coherence; students have limited opportunities to express ideas and use problem-solving strategies and information to increase independence
Students respond to a variety of challenging tasks and questions with evidence and justification for their responses; students develop and pursue challenging tasks, activities, and questions	Students respond to recall questions and tasks/activities with little challenge
Therapy activities are highly relevant to IEP goals and supportive of classroom curriculum goals	Little or no relationship between therapeutic activities and important IEP and instructional goals
Models how to use intervention strategies to accomplish a skill/tasks and to organize multi-faceted plans/thinking	Provides limited modeling of strategies
Encourages student inquiries and responds clearly with appropriate depth and breadth	Does not respond to or clarify students' basic content questions
Encourages all students to use what they have learned in other settings; structures new learning to build on what students already have learned	Does not use prior student learning in design of instruction for new learning; does not provide opportunities for generalization of skills
Clearly identifies the purpose of an activity	Students do not understand or cannot state the purpose of an activity
Activities allow students to form links between prior understanding/foundation skills and new knowledge/skills; anticipates students' misconceptions and challenges; questioning and motor probes establish extent to which students have mastered prerequisite skills and intervention, and are modified accordingly	Little or not attempt to find out what students know or where students misconceptions lie
Checks for student understanding/skill proficiency in a variety of ways and modifies instruction to meet student needs; provides opportunities for students to summarize/demonstrate what they have learned, identify why it is important, and extend their thinking/skills	Limited or no attempt to check on student understanding/skill proficiency; students do not summarize or demonstrate what they have learned
Creates an atmosphere that encourages students to explore a variety of solutions to problems; students demonstrate their understanding and skills in a variety of ways and/or situations; students can justify their solutions	Few opportunities for students to demonstrate their understanding; therapist questioning/responses to student answers/performance suggest there is only one right method of solving problems; therapist has a limited repertoire of strategies and accommodations
Therapeutic interventions incorporate a variety of instructional materials (including technology) and equipment from multiple learning modalities (e.g., visual, auditory, tactile, kinesthetic; intervention is rich in resources and opportunities for exploration)	Intervention incorporates a limited repertoire of instructional materials



MEETS STANDARDS	DOES NOT MEET STANDARD
Provides therapeutic activities that relate to daily life and are relevant to students; works with colleagues to develop interdisciplinary lessons and link learning to real-life applications	Skills are taught in isolation and are not relevant to the student's educational program
Uses latest research, as appropriate, on the developmental stages of learning and motor in planning interventions that match the learning needs of the student	Instruction does not match students' developmental stages or show evidence of application of latest research on motor and thinking skills
Intervention provides for differentiation to meet the varying learning/motor needs of individual students or groups	Intervention does not provide for differentiation
Students are able to complete session tasks competently	Students cannot complete tasks and are confused about activities
Students are appropriately grouped for intervention and work on activities designed to address their developmental needs specified in IEPs	Students are not appropriately grouped for intervention; all students work on the same tasks

## **STANDARD III: Occupational and physical therapists are responsible for establishing and managing student learning in a positive learning environment.**

### **Performance Criteria**

1. The occupational and physical therapist creates a learning climate that promotes openness, mutual respect, support, and inquiry.
2. The occupational and physical therapist establishes and maintains respectful, productive partnerships with families and school staff in support of student learning and well-being.
3. The occupational and physical therapist facilitates learning in a variety of settings.
4. The occupational and physical therapist integrates technology and research into planning and implementing interventions.
5. The occupational and physical therapist involves all students in meaningful learning activities that facilitate mastery of IEP objectives.

*The occupational and physical therapist...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
Therapy environment fosters interaction among students; students listen carefully to other students' rationales and participate in discussions; students show respect for other students' ideas and self-advocacy	Little or no evidence of students recognizing each other as sources of knowledge; students interrupt activities or are off-task when other contribute
Works with classroom teachers and other specialists to obtain and incorporate multicultural resources into activities; therapy sessions reflect respect for multiple cultures and are sensitive to cultural diversity	Little or no evidence of use of materials representing other cultures in activities
Climate of therapeutic setting communicates positive expectancy and high standards for all students; routines are varied to match group or individual needs and facilitate attainment of IEP objectives	Climate of therapeutic setting communicates low standards and/or low expectations for some/many students; routines are inflexible
Uses wide repertoire of moves (behavioral strategies) such as proximity and alerting to anticipate and avoid potential behavioral problems; students respond positively to therapist moves	Little or not evidence of repertoire of positive moves to modify or anticipate student behavior; inappropriate use of punitive language such as sarcasm
Provides an atmosphere for children and families in which all are welcomed and valued	Little or no evidence of outreach to children and families
Regularly and effectively communicates with families in a variety of mutually agreed upon ways (phone, e-mail, progress reports, meetings/conferences with family members); communicates with families before problems become overwhelming	Minimal interaction with families, except at scheduled times for conferences; problems often become serious before families are made aware of them; little or no accommodations made for family schedules
Communicates both positive and constructive feedback to families and students	Feedback typically is negative
Solicits input from families regarding their child's learning style, strengths, and needs	Little or no acceptance of family input; does not seek information from family
Students take part in a variety of therapeutic activities designed to address individual student needs and learning styles; activities based on latest research regarding best practices	Instruction is based primarily on paper/pencil and textbooks or worksheets
When appropriate, provides opportunities for students to work productively in cooperative groups, plan group projects, identify and assume active roles in group functioning; group members work together to support each other's roles	Little or no evidence of cooperative groups in therapeutic activities
Grouping of students is appropriately matched to learning situation and IEP objectives; students with special needs are able to use accommodations	Intervention is usually pull out and individual; little or no evidence of students with special needs using accommodations across settings; ineffective grouping of students for learning situation

MEETS STANDARDS	DOES NOT MEET STANDARD
Maintains momentum in therapy activities; transitions between activities are seamless; maximizes time for learning	Little or no evidence of ability to maintain momentum; therapy time is not fully utilized for learning
Arranges space flexibly to match intervention	Space arrangement does not lend itself to implementation of interventions
Provides home programs and staff/parent training as meaningful extensions of therapy	Little or no evidence of extension of therapy
Students use a variety of technology tools and applications, as appropriate, in addressing IEP objectives	Little or no evidence of student use of technology when indicated
Encourages students to participate in therapy and take risks; students participate even when they are unsure about their knowledge and skills	Little or no encouragement of student risk-taking; students are reluctant to participate in therapeutic activities unless they think they can do it
Communicates these messages: "This is important." "You can do it." "I won't give up on you." "effective effort leads to achievement."	Little or no evidence of key messages communicated to students; repeatedly calls upon the same students; individuals or groups of students appear discouraged or give up

## **STANDARD IV: Occupational and physical therapists continually assess student progress, analyze the results and adapt intervention to improve student achievement.**

### **Performance Criteria**

1. The occupational and physical therapist uses a variety of formal and informal assessment techniques.
2. The occupational and physical therapist analyzes student results and plans intervention accordingly.

*The occupational and physical therapist...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
Uses a variety of formal and informal assessment formats to evaluate student needs	Uses inappropriate or insufficient assessment tools/formats to evaluate student needs
Assessment takes place before, during, and after intervention	Assessments are infrequent and only summative
Makes adjustments to assessment to meet the needs of students with differing learning styles or special needs; continually seeks new methods to meet students' needs	Little or no accommodations made to assessments; all students assessed in the same way, regardless of needs
Develops criteria/rubrics for students to evaluate their work; students apply these rubrics to self-evaluation and evaluation of others, as appropriate; students create rubrics for evaluating their own and others' work	Limited or inappropriate use of rubrics for evaluation of student work; students are not involved in self-evaluation or evaluation of others' work
Expectations for student performance are clearly articulated' communication with home and follow-up activities convey important learning goals to families; students and families understand expectations and how to improve performance	Expectations for student performance are unclear or unspecified
Maintains records of student performance according to division procedures; informs students and families of performance on a regular basis	Record-keeping is not maintained consistently or accurately; students and families are not informed of status; quarterly progress is not recorded on IEPs
Regularly uses multiple sources of assessment data to plan and modify intervention; uses assessment data to ensure that all students are progressing appropriately on educational goals; completes special education reevaluations within timelines to determine progress and modify service if needed	Little or no evidence of use of assessment results in planning, intervening and evaluating progress; reevaluations are not completed within timelines
When planning therapeutic goals, considers past intervention, current needs, and long-term outcomes	Little or no evidence of awareness of prior or future outcomes
Uses prior year's IEP data and other relevant information in designing each student's current year's goals to improve achievement	Little or no acknowledgement of each student's educational history in planning current year's goals
Monitors student performance in later years to assess relevance/effectiveness of therapeutic goals and interventions in achieving long-term outcomes	Limited or no evidence of follow-up of students performance
Convenes/participates in meetings to evaluate student needs; solicits and shares information with other school staff to maintain continuity of programming	Limited or no participation in meetings to evaluate student needs; limited or no evidence of sharing information

## STANDARD VI: Occupational and physical therapists exhibit a high degree of professionalism.

### Performance Criteria

1. The occupational and physical therapist understands and supports the vision of the school system.
2. The occupational and physical therapist views him-/herself as a leader in the educational community.
3. The occupational and physical therapist contributes to the smooth functioning of the school environment.

*The occupational and physical therapist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Works with colleagues to analyze and identify ways to achieve division and schoolwide goals and support the mission of the school system	Little or no evidence of interest in or support of division and schoolwide goals
Participates in the development and/or implementation of local school improvement goals, as appropriate; objectives for student learning reflect local school improvement goals, as appropriate	Objectives for student learning are poorly articulated; little or no evidence of relationship of objectives for student learning to school improvement goals
Actively participates in local, state, or national professional organizations; regularly attends meetings	Little or no participation/interest in local, state, or national organizations and meetings
Participates in educational activities by serving on committees, helping to plan staff meetings and workshops, or taking initiative to share knowledge and expertise with colleagues and team members	Little or no participation or interest in committee work, professional staff meetings, and workshops; reluctant to take part in opportunities to share expertise
Meets professional obligations in a timely manner; gets paperwork (including service records, IEPs, IFSPs, progress notes, pay vouchers) and reports completed on time and in compliance with division and legal requirements; completes IEPs in time for meetings; independently sets up and adheres to schedule; reports to work on time; starts therapy sessions on time; infrequent absences; conscientiously attends to school/program and division duties such as hall monitoring, bus monitoring lunch/recess monitoring, and chaperoning, as appropriate	Misses deadlines; often is late in beginning sessions or leaves early; frequently absent; does not notify school/program when absent or needs to modify schedule; often does not attend to school/program duties or professional responsibilities
Willing to mentor and/or supervise therapy interns	Unwilling to mentor interns or new staff
Participates in and contributes to faculty, team, program/division, and IEP/IFSP meetings	Frequently misses or arrive late to meetings; participates in meetings based on own agenda and does not further the attainment of school/program, team, or division goals
Is knowledgeable of school policy/rules regarding student behavior; consults with team members in setting goals and implements schoolwide plans for student behavior; helps formulate and implement proactive discipline plans consistent with school goals for suspension and referral, as appropriate; implements behavior management techniques/plan for his/her own students	Little or no evidence of involvement in schoolwide goals for student behavior; does not have a behavior management plan or use management techniques for his/her own students
Encourages and reinforces student involvement in setting schoolwide, classroom, and session goals for discipline and behavior; encourages students to mentor/coach others in discipline/behavior, as appropriate	Takes limited or no responsibility for student behavior and discipline
Monitors student behavior in halls and reinforces appropriate behavior, as necessary	Reluctant to intervene in student behavior issues or disputes
Refers students for disciplinary action and review in timely manner and for appropriate reasons	Refers students for disciplinary action without clearly articulated support or documentation
Serves as a formal or informal mentor to other professional staff	Does not reach out to support other professional staff
Meets professional obligations in a timely fashion (e.g., submits paperwork, reports, and responses to requests for information on time)	Does not meet professional obligations in a timely fashion; does not submit paperwork
Attends work regularly, arrives at work on time, and does not leave before the end of the defined work day	Is frequently absent, arrives at work late, and/or leaves before the end of the defined work day
Monitors student behavior and reinforces appropriate behavior	Ignores inappropriate student behavior

# MCPS READING SPECIALISTS PERFORMANCE STANDARDS, PERFORMANCE CRITERIA, SAMPLE CLAIMS

## STANDARD I: Reading specialists show their commitment to student and staff learning through work with students, staff, and families.

### Performance Criteria

1. The reading specialist acts on the belief that all professional staff can use a variety of instructional strategies and approaches that engage and motivate students in the reading process.
2. The reading specialist acts on the belief that every student can learn and master a challenging curriculum with appropriate accommodations.
3. The reading specialist adjusts for individual differences of professional staff as he/she collaborates, plans, and implements training.
4. The reading specialist recognizes individual differences in students and recommends and supports differentiated instruction.
5. The reading specialist creates opportunities for families and community members to support students' reading growth.

*The reading specialist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Works with staff in a way that communicates high standards and high expectations for all staff and students	Acts in a way that communicates the belief that some staff are not capable of providing effective reading instruction to all students
Communicates high standards and high expectations for all students	Acts in a way that communicates the belief that some students are not capable of learning a challenging curriculum
Encourages staff to use a variety of instructional strategies and approaches that engage and motivate students in the reading process	Fails to encourage staff to use a variety of instructional strategies, regardless of student engagement
Differentiates professional development opportunities to match the individual needs of professional staff	Rarely generates and models strategic instructional and behavioral interventions
Differentiates professional development opportunities to match the individual needs of professional staff	Fails to take into consideration the unique teaching assignment, strengths, and weaknesses of each teacher when interacting with the teacher regarding professional development needs in reading
Works with teachers to recommend and support differentiated instructional strategies	Provides minimal support for differentiated reading instructional strategies
Offers support to all students and staff members as appropriate	Limits or denies support to individuals
Provides opportunities and options for staff to challenge themselves for professional growth	Provides few opportunities for professional growth; seldom helps meet teachers' needs to expand their reading skills
Provides opportunities and options for family and community members to learn about and support the reading curriculum	Fails to invite family and community members to participate in the reading program
Provides information to families on strategies that they can use to support their child's growth in reading	Provides little or no information to families on strategies that they can use to support their child's growth in reading
Convenes/participates in meetings to evaluate student needs; solicits and shares information with other school staff to maintain continuity of programming	Limited or no participation in meetings to evaluate student needs; limited or no evidence of sharing information

## **STANDARD II: Reading specialists are knowledgeable in their field and use their expertise to promote student and staff learning.**

### **Performance Criteria**

1. The reading specialist understands the reading curriculum and how it connects to system goals.
2. The reading specialist facilitates the implementation of reading curriculum, assessment, and instruction.
3. The reading specialist demonstrates comprehensive knowledge of the reading process.
4. The reading specialist disseminates current research and best practices to the professional staff.
5. The reading specialist offers staff multiple paths to knowledge.
6. The reading specialist supports staff in creating differentiated pathways to learning for students.
7. The reading specialist demonstrates knowledge of reading strategies and skills in working with students.

*The reading specialist...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
Demonstrates knowledge of the reading process	Fails to demonstrate knowledge of the reading process
Demonstrates knowledge of the MCPS reading curriculum and how it connects to Maryland standards	Fails to demonstrate knowledge of MCPS reading curriculum and how it connects to Maryland state standards
Facilitates the instruction of reading across the content areas	Focuses support for reading instruction within a limited number of content areas
Provides clear explanations of a variety of strategies for differentiation; supports staff as they develop and use strategies	Provides minimal or confusing explanations of strategies for differentiation; limits support to presentation of strategies with little or no follow-up
Disseminates current research and best practices in reading to professional staff	Is not up to date on current research and best practices in reading; knows current research and best practices but does not share with staff
Uses and teaches effective communication strategies (e.g., sets and follows agendas with clear outcomes, gathers input and acts on that input, uses active listening strategies)	Communicates in a disorganized and/or unclear fashion; sets no agendas or outcomes for meetings and training
Differentiates instruction as appropriate when working with students	Delivers instruction in the same way to all students
Plans and delivers instruction in a variety of reading skills and strategies and requires student use of those skills	Teaches a limited number of reading skills and strategies; does not require independent student use of skills
Plans and delivers instruction based on identified student needs	Does not pre-assess to identify student needs; plans and delivers instruction regardless of student needs
Provides information to families on strategies that they can use to support their child's growth in reading	Provides little or no information to families on strategies that they can use to support their child's growth in reading
Convenes/participates in meetings to evaluate student needs; solicits and shares information with other school staff to maintain continuity of programming	Limited or no participation in meetings to evaluate student needs; limited or no evidence of sharing information



**STANDARD III: Reading specialists are responsible for supporting a comprehensive reading program that promotes staff and student learning in the positive environment of a learning community.**

**Performance Criteria**

1. The reading specialist fosters a school-wide community that embraces an appreciation of reading.
2. The reading specialist fosters a professional climate that promotes openness, mutual respect, and collaboration in promoting student learning.
3. The reading specialist facilitates student learning in a variety of settings.
4. The reading specialist collaborates with staff to use resources to meet students' individual reading needs.
5. The reading specialist organizes and manages resources essential to a comprehensive reading program.

*The reading specialist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Provides research-based reading strategies to promote staff members' professional growth	Fails to share reading strategies with staff
Models reading strategies for staff; invites staff to observe reading strategies being modeled	Fails to model reading strategies for staff; avoids inviting staff to observe reading strategies being modeled
Promotes school-wide reading incentive programs	Is not involved in school-wide reading programs
Maintains a reading resource library for staff use	Limits staff access to reading resources
Coordinates the delivery of reading instruction in a variety of settings	Delivers reading instruction in a limited number of settings
Seeks the support of colleagues and is open to applying advice or suggestions	Is not receptive or open to advice, suggestions, or support from colleagues
Collaborates with the staff development teacher(s) to support staff learning	Works independently from the staff development teacher
Uses reading specialist colleagues as critical friends to discuss ways to promote collegiality among staff members	Does not seek input or advice from reading specialist colleagues about establishing collegial relationships among staff members
Shares with reading specialist colleagues ways in which instruction can be improved to enhance student learning; participates in planning and sharing with other reading specialists	Fails to share information about ways in which instruction can be improved to enhance student learning; does not participate in planning and sharing with other reading specialists
Seeks opportunities to enhance professional development through training sessions, conferences, professional organizations, etc; brings ideas back to school and models the use of these strategies in his/her own practice	Rarely seeks opportunities to enhance professional development or bring ideas back to school; attends professional development but does not share information at school
Convenes/participates in meetings to evaluate student needs; solicits and shares information with other school staff to maintain continuity of programming	Limited or no participation in meetings to evaluate student needs; limited or no evidence of sharing information

**STANDARD IV: Reading specialists collaborate with administrators and staff to collect, analyze, and use reading data from formal and informal sources to improve reading achievement.**

**Performance Criteria**

1. The reading specialist provides assessment expertise to support quality instruction in order to improve student achievement.
2. The reading specialist provides professional development opportunities to help staff adapt instruction as indicated by the data.
3. The reading specialist administers both formal and informal reading assessments.
4. The reading specialist supports professional staff in the goal of promoting measurable growth in reading achievement using data from on-going assessment to inform instruction.

*The reading specialist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Supports staff in using assessment data appropriately to ensure that every student is progressing toward national, state, and MCPS standards	Does not refer to student data when working with staff; neglects to inform staff of standards, or inappropriately focuses on standardized test scores as the only measure of student progress
Works with staff to provide support for students who have not passed standardized reading tests	Provides little or no support to staff to help students pass standardized reading tests
Assists staff in using multiple measures of student learning to plan and modify instruction	Fails to assist staff in using multiple measures of student learning; assesses without subsequent modification of instruction
Assists staff in developing and using rubrics / scoring tools to evaluate student work	Neglects to help staff develop and use rubrics / scoring tools
Assists staff in using a variety of formal and informal assessment formats	Fails to advocate the use of a variety of assessment formats; emphasizes summative assessment
Assists staff in making accommodations to assessments to meet the needs of students with differing learning styles or special needs	Provides little in the way of resources or insight with respect to how best to provide assessment accommodations
Assists staff in using student performance data and other relevant information from prior grade or school to plan for appropriate instruction and/or placement	Plays little or no role in facilitating communication between teachers of different grades or disciplines for planning instruction or placement
Assists staff in using student achievement data to design instruction that supports academic growth and achievement for all students	Trains staff to design instruction without reference to student achievement data; does not support staff use of data to plan instruction
Designs support for staff based on school and student data	Plans support regardless of school and student data
Assesses students' achievement and growth over time	Provides little or no evaluation to check student achievement or growth
Works with teachers to recommend and support the use of differentiated instructional strategies	Advocates the strategy of whole-group instruction over differentiation
Analyzes data and provides input to guidance counselors to select students for appropriate placement in reading classes and programs (MS)	Has limited involvement in placement of students in special reading classes and programs (MS)

**STANDARD V: Reading specialists collaborate with administrators and staff to collect, analyze, and use reading data from formal and informal sources to improve reading achievement.**

**Performance Criteria**

1. The reading specialist continually reflects and appraises the effectiveness of his/her practice in working with professional staff to promote reading achievement.
2. The reading specialist continually reflects upon his/her practice in promoting student learning and adjusts instruction accordingly.
3. The reading specialist accesses professional resources and reading research and consults with colleagues to promote their own professional growth.
4. The reading specialist is an active member of professional learning communities.

*The reading specialist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Analyzes the success of efforts taken during the professional growth year of the cycle; initiates reflective conversations with PDP support team, other peers, staff development teachers, or supervisory staff	Does not use the evaluation year to analyze the success of efforts undertaken during professional growth years of the cycle; does not initiate reflective conversations with PDP support team, other peers, staff development teachers, or supervisory staff
Develops and maintains a portfolio or other means of assembling evidence of meeting evaluation standards	Assembles little or no evidence of meeting evaluation standard
Keeps up to date on current educational research and successful research-based practices as they relate to reading	Does not explore current educational research and successful research-based practices as they relate to reading
Seeks opportunities to enhance professional development through training sessions, information from specialists, conferences, professional organizations, etc; brings ideas back to school and models use of these in his/her own practice	Rarely seeks opportunities to enhance professional development to bring ideas back to school
Solicits and uses feedback from staff and school administrators; reflects on feedback and makes appropriate modifications to practices	Does not solicit feedback or make appropriate modifications to practices based on feedback
Creates a professional development plan (PDP); implements strategies that support PDP courses	Does not develop a PDP; does not implement strategies that support PDP outcomes
Examines student work with colleagues to analyze and adjust instruction	Does not work with colleagues to analyze student work
Engages in peer visits with reflection	Completes a full multi-year evaluation cycle without engaging in peer visits with reflection
Reflects on own strengths and weaknesses in working with students and modifies instruction accordingly	Delivers instruction without reflection on own strengths and weaknesses
Reflects on own strengths and weaknesses and modifies professional activities accordingly	Does not reflect on the effectiveness of his/her support to professional colleagues
Works with teachers to recommend and support the use of differentiated instructional strategies	Advocates the strategy of whole-group instruction over differentiation
Analyzes data and provides input to guidance counselors to select students for appropriate placement in reading classes and programs (MS)	Has limited involvement in placement of students in special reading classes and programs (MS)

## STANDARD VI: Reading specialists exhibit a high degree of professionalism.

### Performance Criteria

1. The reading specialist understands and supports the vision of the school system.
2. The reading specialist demonstrates leadership in the educational community.
3. The reading specialist works collaboratively with all members of the school community.
4. The reading specialist contributes to the smooth functioning of the school environment.

*The reading specialist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Implements MCPS reading curriculum	Does not implement MCPS reading curriculum
Evaluates the alignment of the school's reading program with system-wide standards	Maintains the status quo of the school reading program despite changes in system-wide standards
Uses practices and procedures that align with MCPS vision, goals, policies, and regulations	Uses practices and procedures that are inconsistent with MCPS vision, goals, policies, and regulations
Participates in system-based representative structures such as district-wide work groups and professional organizations	Does not use appropriate avenues for expressing professional concerns
Participates in and/or takes a leadership role in professional development activities, committees, or school-level decision making (e.g., leadership team, grade-level/department meeting.)	Does not participate in required professional development or leadership activities within the school; contributes little to school-level decision making
Informs school leadership team of reading initiatives and priorities	Fails to inform school leadership team of MCPS reading initiatives and priorities
Responds clearly to professional staff inquiries concerning reading curriculum and reading strategies	Avoids communication with staff about reading issues
Works effectively with other professionals to support teachers in reading (staff development teacher(s), consulting teachers, mentors, specialists, resource teachers, administrators)	Plans support to teachers regardless of the priorities and activities of other professionals
Works to promote vertical articulation	Works in isolation regardless of cluster reading initiatives
Solicits input from colleagues and works with school leadership to create and implement the school improvement plan (SIP) regarding reading	Creates the leadership plan in isolation, or with contributions only from leadership team members, does not contribute to the reading goals in the SIP
Represents the school professionally when dealing with students, parents, and other members of the community	Does not represent the school professionally when dealing with students, parents, and other members of the community
Serves as a formal or informal mentor to other professional staff on content area reading	Does not reach out to support other professional staff on content area reading
Meets professional obligations in a timely fashion (e.g., submits paperwork, reports, analyze data, and responses to requests for information on time)	Does not meet professional obligations in a timely fashion; does not submit paperwork
Attends work regularly, arrives at work on times, and does not leave before the end of the defined work day	Is frequently absent, arrives at work late, and/or leaves before the end of the defined work day
Monitors student behavior and reinforces appropriate behavior	Ignores inappropriate student behavior
Demonstrates commitment to MCPS initiatives for staff development by providing appropriate training opportunities aimed at improving student achievement	Plans and delivers training opportunities for professional staff which consistently disregard MCPS initiatives in reading

## **STANDARD VII: Resource teachers are committed to students and staff through effective school and department leadership.**

### **Performance Criteria**

- A. The resource teacher assists and supports classroom teachers in all aspects of the instructional program and serves as an instructional role model.
  - Assists teachers in new instructional strategies, classroom organization and management
  - Apprises teachers of curriculum changes and requirements
  - Provides strategies and implements programs and practices for improving student achievement and school climate
  - Works with the administration and the department to prepare students for exams and standardized tests
  - Supervises implementation of approved and new MCPS curriculum
- B. The resource teacher supports the development of a professional learning community within the department and school.
  - Arranges for collaboration between grade level and/or same-subject teachers
  - Facilitates intra-departmental discussions on student achievement, curriculum etc.
  - Helps foster cohesive, cooperative interpersonal relationships with the department
  - Participates in the planning of school staff development activities and promotes such activities in the department
- C. The resource teacher observes and analyzes instruction and related data to support the professional growth of teachers.
  - Observes instruction both formally and informally
  - Writes observations according to MCPS standards
  - Meets with teachers to discuss observations and offers suggestions as needed
  - Analyzes data to help teachers improve areas of instruction as needed
  - Focuses on the instructional needs of new teachers
- D. The resource teacher collaborates with colleagues, administrators, and others on instructional issues.
  - Helps to design and implement the Local School Improvement Plan
  - Serves as an active participant in leadership team meetings and implementation of goals throughout the school year
  - Dialogues with consulting teachers and mentors assigned to teachers within the department
- E. The resource teacher takes a leadership role in the identification, acquisition, and distribution of instructional resources.
  - Works with the financial office to order textbooks and other instructional materials for designated subjects
  - Manages departmental budget
  - Develops a system for distributing books and materials and maintains an inventory
  - Solicits suggestions from department members for text and material orders
- F. The resource teacher works with administrators and school staff to create the master schedule to meet instructional program and needs of all students
  - Develops master schedule for assigned courses
  - Ensures that a challenging curriculum and proper courses are being offered in the school
  - Works with the administrative scheduler and department members to determine teachers' individual course and room assignments
  - Helps resolve scheduling conflicts that arise
  - Assists counselors, students, and teachers in determining the most appropriate placement for students
  - Assists with new hiring for teachers, instructional assistants and long-term substitutes
  - Assists school secretarial staff for classroom coverage in emergency situations
- G. The resource teacher serves as a liaison to gather and disseminate information.
  - Attends all appropriate county and school meetings, and shares information from the meetings with the department
  - Works with subject coordinators/supervisors to keep current
  - Holds department meetings as needed
  - Meets frequently with administrators to discuss instructional issues
  - As needed in student/teacher, parent/teacher conferences

# MCPS SCHOOL PSYCHOLOGISTS PERFORMANCE STANDARDS, PERFORMANCE CRITERIA, SAMPLE CLAIMS

## STANDARD I: School psychologists are committed to students and their learning.

### Performance Criteria

- A. The school psychologist identifies factors that positively influence student achievement and mental health.
- B. The school psychologist, in collaboration with others, identifies why students are not being academically or socially successful.
- C. The school psychologist uses data-driven processes that provide meaningful information to staff and families about how students learn.
- D. The school psychologist helps develop strategic instructional, behavioral, or motivational interventions that strengthen the learning process.
- E. The school psychologist participates in the review, monitoring, and evaluation of interventions.
- F. The school psychologist actively participates in school-wide committees, system-wide committees, or system initiatives such as crisis management teams and school Positive Behavioral Supports (PBS) teams.

### ***Examples of evidence of beliefs and commitment to students and their learning.***

The school psychologist...

MEETS STANDARDS	DOES NOT MEET STANDARD
Actively participates in formal and informal school- based meetings	Fails to actively participate in school-based meetings
Generates, models, and helps implement strategic instructional and behavioral interventions	No evidence of strategic instructional and behavioral interventions
Uses objective data-driven processes that provide meaningful information to teachers about how students learn	Does not use objective data-driven processes that provide meaningful information to teachers about how students learn
Engages in consultation and assessment practices that contribute to student improvement either academically or socially	Fails to use consultation and assessment practices that contribute to student improvement either academically or socially
Actively participates in the creation, review, monitoring, and evaluation of classroom interventions	Does not participate in the creation, review, monitoring, and evaluation of classroom interventions.
Volunteers for or participates in school, program, or system-wide initiatives that promote students' social and emotional development.	No evidence of volunteering for or assisting school, program, or system-wide initiatives that promotes students' social and emotional development.
Helps teachers develop student strategies for time management, study skills, social skills, and organization	Assumes that students and teacher know strategies and does not discuss or directly support teachers in their development
In collaboration with others, motivates and inspires in all students the willingness to learn, be self-confident, and/or persevere	Shows little or no concern for and/or discourages students' willingness to learn, exhibit self-confidence, or perseverance
Promotes students' social and emotional development	No evidence of active support of students' social and emotional skill development

**STANDARD II: School psychologists have knowledge and apply educational and psychological theories and practices that are evidence supported and know how to deliver these services to schools.**

**Performance Criteria**

- A. ?
- B. ?
- C. ?
- D. ?

<b><i>Examples of evidence of beliefs and commitment to students and their learning.</i></b>
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*The school psychologist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Demonstrates flexibility in making decisions about interventions based on a sound integration of theory, practice, and information about the student	Demonstrates inflexibility in service delivery. Models a “one-size-fits-all” approach
Conducts professional development activities formally and informally for school staff, program and/or central office staff	No evidence of providing professional development activities
Delivers a variety of resources to staff, students, and parents that reflects strong knowledge of psychological theories, principles, and practices	Is unable to demonstrate knowledge and/or delivery of psychological theories, principles, and practices
Shares effective instructional, behavioral, and social/emotional prevention and intervention strategies that promote positive outcomes for children	Is unable to demonstrate knowledge of effective instructional, behavioral, and social/emotional prevention and intervention strategies that promote positive outcomes for children
Shares research and other information on students’ developmental stages and how students think and learn	Does not share research or other information on students’ developmental stages and how students think and learn
Assists school and program teams in promoting diversity in development and learning	Is unable to assist school teams to promote diversity in development and learning
Helps teams focus on modern learning theories that emphasize the range of student diversity in instruction and social-emotional learning	Does not help teams focus on learning theory that reflects student diversity in instruction or social-emotional learning
Helps teachers design classrooms rich in multicultural resources; creates lessons that incorporate these resources; works with media specialist and other resources/experts to obtain multicultural resources	Uses few multicultural resources; makes no effort to obtain multicultural resources



## **STANDARD III: School psychologists demonstrate skills in consulting, collaborating, and communicating effectively with others.**

### **Performance Criteria**

- A. School psychologists effectively communicate, consult, and share information to diverse audiences including: families, teachers, and other school personnel, policy makers, community leaders, elected officials, and others.
- B. School psychologists facilitate communication and collaboration among varied school personnel, families, community professionals, and others.
- C. The school psychologist establishes and maintains productive partnerships with families and staff by promoting and modeling openness and mutual respect.
- D. The school psychologist acts as a resource for colleagues, parents, and students in the application of psychology to effective schooling.

<b><i>Examples of evidence of beliefs and commitment to students and their learning.</i></b>
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*The school psychologist...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
Communicates instructional, behavioral, or social/emotional expectations or objectives that are clear, observable and measurable, and attainable	Communicates vague and unsubstantiated instructional, behavioral, or social/emotional expectations or objectives
Writes reports that include instructional and/or behavioral recommendations that answer referral questions and communicates results	Reports lack instructional and/or behavioral recommendations and does not answer referral questions
Writes reports that are easily understood by parents and staff	Writes reports that contain jargon and are difficult for staff and parents to understand
Demonstrates collaborative communication with colleagues, students, and parents	No evidence of collaborative communication
In collaboration with staff, supports educational, career and personal development of all students	Rarely collaborates with staff, typically making unilateral decisions concerning students' educational, career, and personal development
Collaborates with staff to develop strategies that assist in meeting the needs of diverse populations	Does not consider the needs of diverse populations when collaborating with staff
Regularly collaborates with community and public agencies and private partners regarding the needs of students and families	Does not engage with community and public agencies and private partners regarding the needs of students and families
Establishes and maintains positive and productive relationships with families and staff	Does not demonstrate or maintain positive or productive relationships with families and staff
Communicates with families in a proactive approach using a variety of communication approaches	Little evidence of communication with families
Identifies appropriate programs and resources to meet the needs of all students in partnership with families	Limited awareness of programs and resources to meet the needs of all students and families
Assists families in accessing resources	Little evidence of assisting families in accessing resources

**STANDARD IV: School psychologists utilize varied models and methods of authentic assessment and data collection/analysis to identify academic, social/emotional and mental health strengths and needs; develop effective services and programs and measure progress toward targeted outcomes.**

**Performance Criteria**

- A. The school psychologist, in collaboration with others, uses comprehensive (multi-source and multi-method), reliable and valid techniques to assess and then implement counseling and behavioral interventions.
- B. The school psychologist assists with design and implementation of procedures to determine the degree to which recommended interventions have been applied (i.e., treatment fidelity) and uses systematic, reliable, and valid reliable data-collection procedures for evaluating the effectiveness of and/or need for modification of school-based interventions and programs.
- C. The school psychologist uses information and technology resources to enhance data collection and decision making.

***Examples of evidence of beliefs and commitment to students and their learning.***

*The school psychologist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Regularly uses reliable and valid multi-source and multi-method techniques to assist school teams in making data-based decisions	Does not demonstrate knowledge or ability to implement comprehensive, reliable, and valid assessment techniques
Assists school teams in gathering a variety of data about student performance and other relevant information from multiple sources	Uses the same sources of information repeatedly regardless of the referral question
Uses a variety of formal and informal assessment tools and techniques to address individual needs	Does not adapt formal and informal assessment tools and techniques to address individual needs
Chooses assessment techniques that answer referral questions and meet the needs of students with differing learning styles or special needs	Rarely makes adjustments in assessments to reflect diverse student needs
Assists school teams in designing effective interventions (behavior and instructional supports and/or counseling) that are based on reason for referral and analysis of data collected	Does not use a clearly defined method for assisting school teams to design interventions, implement, analyze and monitor services provided
Uses psychological counseling skills such as rapport building, reflective listening, open-ended questioning, use of silence, prompts, and summarizing	Fails to demonstrate the use of effective counseling skills
Collaborates with staff members to identify strategies and selection of appropriate tools to gather and monitor student data	Does not work with colleagues to develop tools to analyze and monitor student data
Facilitates, contributes, and supports school teams in the development of Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) to current county expectations	Does not participate with school teams in the development of FBA and BIP to current county expectations

## **STANDARD V: School psychologists actively participate in activities designed to continue, enhance, and upgrade their professional skills to ensure high-quality service provision.**

### **Performance Criteria**

- A. The school psychologist maintains awareness of effective current psychological practices and materials and uses newly acquired knowledge and skills in professional practice.
- B. The school psychologist continues to seek continuous improvement opportunities that enhance and expand their professional practice.
- C. The school psychologist seeks out opportunities to enhance instructional practice through workshops, professional organizations, conferences, and graduate-level courses.
- D. The school psychologist collaborates with other disciplines in consultative or referral roles in providing services, as appropriate.
- E. The school psychologist, in service to the MCPS Strategic Planning Framework and effective practices supported by NASP, actively participates in school or systemwide committees or system initiatives that enable student outcomes.
- F. The school psychologist mentors, coaches, and supervises the development of school psychology interns and practicum students.

<b><i>Examples of evidence of beliefs and commitment to students and their learning.</i></b>
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*The school psychologist...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
Reflects on own strengths and weaknesses and modifies school psychological practice accordingly	Does not reflect on the effectiveness of their school psychological practice
Develops a professional development plan (PDP); implements strategies that support PDP outcomes	Does not develop a professional development plan (PDP); does not implement strategies that support PDP outcomes
Develops and maintains a portfolio or other means of assembling evidence of meeting evaluation standards	Assembles little or no evidence of meeting evaluation standards
Analyzes the success of efforts undertaken during the professional growth years of the cycle; initiates reflective conversations with PDP support team, other peers, or supervisory staff	Does not use the evaluation year to analyze the success of efforts undertaken during the professional growth years of the cycle; does not initiate reflective conversations with PDP support team, other peers, or supervisory staff
Attends workshops, seminars, in-service trainings and conferences related to the profession of school psychology	Rarely attends workshops, seminars, in-service trainings or conferences related to the profession of school psychology
Participates in local, state, or national school psychologists association, results in high-quality service provision	No evidence of participation in the local, state, or national school psychologists association
Participates actively in MCPS school or system-wide committees, work groups, and professional learning communities (PLC)	Participates infrequently in MCPS school or system-wide committees or work groups
Formally and informally mentors psychologists new to MCPS or new to the profession, and/or assumes responsibility for supervising interns and/or practicum students	Does not participate in supervising interns and/or practicum students and/or the mentoring of psychologists new to MCPS
Stays abreast of current practices and applies innovative evidence-based strategies and practices based on the reading	Does not read about or apply new techniques or practices as a way to improve or enhance skills
Teaches college and/or graduate-level courses results in high-quality service provision	Does not teach graduate-level courses
Writes articles for publication about issues relevant to the field of school psychology results in high-quality service provision	Does not write articles for publication about issues relevant to the field of school psychology
Makes workshop presentations to staff, parents, students and/or colleagues	Does not make workshop presentations to staff, parents, and/or students

## **STANDARD VI: School psychologists exhibit a high degree of professionalism.**

### **Performance Criteria**

- A. The school psychologist meets professional obligations in a timely manner (including all reports and data collection), participates in meetings, and is willing to serve as a facilitator/mentor to others.
- B. The school psychologist conducts him/herself in a professional manner when collaborating with colleagues, community and public agencies, and private partners on behalf of students' families.
- C. School psychologists are knowledgeable and respectful of diverse cultural backgrounds of all individuals.
- D. The school psychologist takes a leadership role on committees, helps to plan staff meetings or workshops, and shares knowledge or expertise with colleagues
- E. The school psychologist follows federal, state, and local policies and procedures and adheres to the NASP Code of Conduct.

### ***Examples of evidence of beliefs and commitment to students and their learning.***

*The school psychologist...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
Engages in practices and procedures that align with MCPS vision, goals, policies, and regulations	Uses practices and procedures that are inconsistent with MCPS vision, goals, policies, and regulations
Works with colleagues to analyze school needs and identify and implement strategies for school improvement and to support the mission of the school system	Does not participate in school improvement planning and implementation
Participates in and/or takes a leadership role in professional development activities, committees, or division/school-level decision making (i.e., collaboration committees, or professional learning communities)	Does not participate in required professional development or leadership activities within the department or school
Completes professional obligations in a timely manner, including regular attendance and participation in meetings	Is often late in completing professional obligations, does not keep a consistent attendance pattern, and only intermittently participates in meetings
Completes psychological assessment and consultation reports in a timely manner and monitors written material to be sure it is error free (specifically with regard to punctuation, grammar, and usage)	Fails to complete reports in a timely manner, written material needs to be edited (specifically with regard to punctuation, grammar, and usage)
Demonstrates sensitivity to individual differences without exception	Is insensitive to individual differences
Demonstrates awareness of the demographics of Montgomery County, school cluster, and of assigned school	Demonstrates little awareness of county, cluster, or school demographics
Is aware of personal biases and the impact these have on school psychology practices	Is unaware of personal biases or displays inappropriate biases in school psychology practice
Demonstrates clear oral and written communication skills	Demonstrates poor communication skills orally and/or in writing
Demonstrates interpersonal skills which contribute to positive relationship building	Fails to develop positive relationships; frequent assignment changes are necessary
Assists school staff and parents in understanding and adhering to legislation and regulations relevant to both general education and special education	Fails to communicate or adhere to legislation and regulations relevant to both general education and special education

# FORMAL EVALUATION SCHEDULE

School psychologists follow the recognized MCPS Professional Growth System cycle. The psychologist is expected to consult the most recent MCPS PGS documentation and adhere to the evaluation cycle schedule.

## Supervision and Evaluation of School Psychologists—Sample of Suggested Practices

Due to the variance among school psychologist assignments, formative and summative conferencing, formal observation, and analysis of work products (e.g., psychological reports, student outcome data, student or group counseling data, behavior and/or instructional intervention plans, consultation data) form the foundation for the evaluation process and consist of but are not limited to:

### Formative and summative conferences that serve to—

- Set the stage for observations;
- Gain agreement of expectations and outcomes;
- Set expectations for positive growth and improvement;
- Align what is being observed with the standard that it represents;
- Allow for collaborative work: co-counseling, collaborative assessment, collaborative consultation;
- Determine the observation method, and
- Gain agreement on evaluation criteria, recording of meetings, and maintenance of records of the meetings.

### Observations that may occur during—

- Team activities such as grade-level, CPS, EMT, Section 504, IEP, or PBIS team meetings;
- Development of functional assessment and behavior improvement plans;
- Instructional or behavioral consultation activities;
- Parent feedback conferences;
- Psychological assessment (when approved by the child’s parent and observed by a certified school psychologist only);
- Counseling or skill-building activities (when approved by the child’s parent and observed by a certified school psychologist only);
- Group presentations or workshops;
- 504 activities;
- Manifestation or causation meetings;
- Mediation or due process or hearings;
- Professional development or presentations at psychologist meetings;
- Professional development activities; and
- Peer coaching, mentoring, or review activities.

### Analysis of work products including, among others—

- Reading, editing, and evaluating formal psychological evaluations, including formal review of the tests and measures used;
- Reviewing counseling case notes;
- Reviewing functional assessment and behavior improvement plans;
- Reviewing case logs or assignment logs; and
- Reviewing other collaborative activities.

## Definition of Formal Observation

During the formal evaluation year for school psychologists (probationary and tenured), at least two observations per calendar year must occur for a minimum of 30 minutes each. Due to the many activities that the school psychologist is engaged in, it is suggested that different activities be observed in different settings. The director or coordinator of the Division of Psychological Services typically conducts at least one of these observations for probationary school psychologists.

The director of the Division of Psychological Services may be consulted and asked to conduct observations of tenured school psychologists by principals, program managers, or supervisors.

Several activities of a school psychologist may require confidentiality. Permission to observe these confidential activities may be obtained verbally from the student’s parents during a pre-observation conference.

Summative conferences must be held within three school days after the observation. That time frame can be extended after mutual agreement.

School psychologists may respond to observation report summaries by submitting a written response to their file.

Written observation reports are to be reviewed and signed by the program manager, or supervisor, and the director of Psychological Services. Final evaluations are completed and signed by the director or coordinator of the Division of Psychological Services.

*Observations for the purpose of evaluation of school psychologists should be conducted and/or contributed to by staff knowledgeable about the practice of school psychology and the psychologist's performance, such as:*

- MCPS Director of the Division of Psychological Services
- Director of Student Services or Special Education
- School Principal and/or Assistant Principal at assigned location
- Psychological Services Specialist
- Special Education program managers, supervisors, or coordinators at assigned location
- Other "Organization and Analysis of Teaching—1" (OAT 1) trained administrators, as needed

**Additional Data Sources**

In addition to observations, other data sources must be included during a formal evaluation of school psychologists. School psychologists are strongly encouraged to assemble a portfolio of documents and artifacts that demonstrate that the professional standards for school psychologists have been met.

Additional factual information may include—

- School psychologist logs;
- Evidence of work on PDP;
- School schedules;
- Caseload records;
- Functional assessments and behavior improvement plans;
- Counseling notes;
- Behavioral charts;
- Informational publications generated by the school psychologist such as newsletters, PowerPoint presentations, and brochures;
- Articles submitted or accepted for publication;
- Surveys or other evidence of feedback from administrators, teachers, parents, and/or students;
- Student work samples that resulted from direct instructional or behavioral consultation;
- Meeting agendas, presentations, workshops, or staff development activities;
- Written communication with administrators, parents, students, and/or staff;
- Evidence of continuing professional development by way of online or university course completion; and
- Evidence of attendance at local, state, or national professional meetings and subsequent integration of that which was learned into practice.

# MCPS SPEECH-LANGUAGE PATHOLOGISTS PERFORMANCE STANDARDS, PERFORMANCE CRITERIA, SAMPLE CLAIMS

## STANDARD I: Speech-language pathologists are committed to students and their learning.

### Performance Criteria

1. Speech-language pathologists' actions convey the belief that every student can develop optimal communication skills with appropriate supports.
2. Speech-language pathologists actively engage students to use listening and speaking skills, or alternative communication, during group and/or individual instruction.
3. Speech-language pathologists set measurable outcomes for the development of students' communication skills and share accountability with students for the achievement of those outcomes.
4. Speech-language pathologists recognize individual differences in students and adjust their practices accordingly.
5. Speech-language pathologists identify students eligible for speech-language programming necessary to facilitate success with the curriculum.
6. Speech-language pathologists develop and implement Individualized Education Plans, which reflect analysis of assessment data and prioritized goals and objectives.

*The speech-language pathologist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Conveys the importance of optimal communication skills to staff, parents, and students	Does not represent or advocate students' use of optimal communication skills as required for school learning
Focuses student attention on the importance of using optimal communication skills	Does not expect students to use optimal communication skills during instruction; accepts minimal/inaccurate responses from students during instruction
Maintains focus on developing optimal communication skills as the outcome of therapy services	Focuses on isolated skill development regardless of functional communication needs of individual students
Helps students take responsibility for learning and using optimal communication skills	Does not discuss, reinforce, and/or promote independent use of communication skills
Writes communication outcomes that can be accomplished by completion of the IEP	Writes IEPs with inappropriate expectations for students (e.g., outcomes that are too basic or too challenging or unrelated to student needs)
Clearly states expectations for student performance	Does not clearly state expectations for student performance
Gives students immediate feedback regarding performance to improve learning	Provides feedback on students' work that is often inaccurate, nonspecific, or delayed
Employs practices that take into account individual differences in students to improve communication skills	Does not differentiate instruction with students who have individual differences by nature of their culture, learning style, or disability when facilitating communication skill development
Demonstrates/models sensitivity to all students; treats all students respectfully and equitably	Does not demonstrate/model sensitivity to all students; does not treat all students respectfully and equitably
Assesses students' communication skills using appropriate formal and informal measures when determining eligibility for service; addresses concerns presented for assessment	Writes assessments that are not comprehensive, do not include appropriate formal and informal measures, and/or do not address communication concerns presented for assessment
Uses MCPS Speech and Language Programs guidelines to establish rational for service eligibility	Makes recommendations for service eligibility/ineligibility with little or no regard for the MCPS Speech and Language Programs guidelines
Writes assessment reports following MCPS Speech and Language Programs guidelines	Writes assessment reports that do not follow MCPS Speech and Language Program guidelines
Addresses student communication needs by ensuring that IEPs contain current assessment information documenting present levels of performance and the manner in which the speech-language impairment affects progress in the general curriculum (or appropriate preschool activities)	Writes IEPs that do not reflect present level of performance or how the student's speech-language impairment affects progress in the general curriculum (or appropriate preschool activities)



MEETS STANDARDS	DOES NOT MEET STANDARD
Develops IEPs that contain measurable goals and objectives related to meeting educational needs resulting from the disability; IEP objectives lead to meaningful communication outcomes for students	Develops IEP goals and objectives that do not address specific needs; objectives are not educationally relevant
Develops IEPs that state the manner in which student's progress will be measured and how often the measurements will occur; clearly states criterion for achievement	Identifies evaluation criteria that are incomplete or unclear; IEP objectives do not reflect appropriate expectations for student progress

## **STANDARD II: Speech-language pathologists know about communication theories and therapeutic techniques, and apply them to facilitate student learning.**

### **Performance Criteria**

1. The speech-language pathologist is knowledgeable about communication development and disabilities.
2. The speech-language pathologist understands how communication skills are linked to broader educational goals, including curricular outcomes.
3. The speech-language pathologist uses appropriate skills/techniques in a variety of settings to support student learning.
4. The speech-language pathologist uses a broad range of therapeutic techniques and strategies.
5. The speech-language pathologist plans therapy lessons that meet the individualized needs of students.
6. The speech-language pathologist integrates technology and research into planning and implementing services to improve student communication skills.

*The speech-language pathologist...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
Uses knowledge of communication development to plan and implement appropriate intervention	Plans lessons that do not reflect an understanding of communication development
Is able to explain how MCPS Speech and Language Programs guidelines incorporate current research and best practices	Is unable to explain a rationale for MCPS guidelines in relationship to current research and best practices
Instructs students in a variety of settings/models, (e.g., individual, small group, large group, classroom) when appropriate, to improve communication skills	Uses a specific service delivery model to instruct students, regardless of its effectiveness in promoting the development of optimal communication skills
Plans lessons with content that supports learning school curriculum material	Plan lessons that reflect little or no relationship to curriculum expectations for students
Implements a breadth of techniques and strategies for improving communication skills of students in a range of school settings	Does not use new or different techniques or strategies with students; utilizes specific and/or familiar techniques or strategies, regardless of their effectiveness in promoting the development of optimal communication skills
Designs lessons/activities that address the specific needs of each student within a group setting	Uses generic lessons/activities for all students in a group session without regard for the specific needs of individual students or the appropriateness of working on the same skills with all students
Uses strategies to facilitate carry-over of optimal communication skills (e.g., gives suggestions and demonstrates strategies to other school personnel and families to stimulate carry-over)	Rarely communicates with teachers or families regarding carry-over strategies
Uses available technology when appropriate to develop optimal communication skills in students	Avoids and/or is resistant to using available technology that can be effective in developing optimal communication skills in students
Shows willingness to apply information from research in the field of speech-language pathology to lessons	Avoids and/or is resistant to using information from research in the field of speech-language pathology to lessons

**STANDARD III: Speech-language pathologists contribute to the establishment and maintenance of a positive environment in which students can develop their communication skills.**

**Performance Criteria**

1. The speech-language pathologist promotes a positive learning environment in which students can develop communication skills.
2. The speech-language pathologist establishes and maintains respectful partnerships with families to support the development of communication skills.
3. The speech-language pathologist consults with staff regarding student communication needs within the learning environment.
4. The speech-language pathologist facilitates the use of communication skills in a variety of school settings.

*The speech-language pathologist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Demonstrates acceptance, openness, support, responsiveness, courtesy, and consideration for all students	Rarely demonstrates acceptance, openness, support, responsiveness, courtesy, and consideration
Provides a welcoming therapy environment that is safe, nurturing, and confidential	Does not provide an environment that is conducive to therapy
Creates an atmosphere that fosters communicative interaction among students	Does not provide a therapy setting that facilitates peer interaction
Uses a repertoire of strategies matched to student needs to avoid and/or address behavior problems	Fails to anticipate and/or appropriately address behavior problems
Clearly explains development of communication skills to families, staff members, and students	Provides incomplete or nonspecific information, or uses jargon, when explaining development of communication skills to families, staff members, and students
Convey importance of communication goals to families through conferences, notes and/or homework assignments	Does not convey importance of communication goals to families
Regularly communicates with families in a variety of ways (telephone, quarterly reports, notes, conferences with family members); communicates with families before problems become insurmountable	Interacts minimally with families except at scheduled times for conferences; allows problems to become serious before making families aware of them; makes little or not accommodation for family schedules
Communicates both positive and negative feedback	Typically communicates negative feedback to families
Solicits information from families about their children's communication skills, strengths, and constraints	Disregards input from families
Helps staff and families use appropriate supports to effect optimal communication skills	Does not provide suggestions or ideas to staff and families that promote the use of appropriate supports to effect optimal communication skills (e.g., staff/adult consistency, peer modeling, use of augmentative communication, and the like)

**STANDARD IV: Speech-language pathologists continually assess student progress, analyze the data, and develop intervention strategies to improve student communication skills.**

**Performance Criteria**

1. The speech-language pathologist uses a variety of assessment techniques to evaluate student progress on communication skills.
2. The speech-language pathologist modifies speech--language interventions based on on-going data collection.
3. The speech-language pathologist conducts IEP reviews and reevaluations of students in accordance with federal, state, and local regulations.

*The speech-language pathologist...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Uses a variety of formats (e.g., performance tasks, portfolios, checklists, observations of student work in class, teacher feedback) to collect data on student progress	Does not collect sufficient data to gauge progress
Develops strategies for students to evaluate their own and other's work (e.g., rubrics, self charting)	Does not involve students in self-evaluation
Maintains therapy logs reflecting student attendance, goals, strategies, and progress	Does not consistently maintain therapy logs; maintains logs that are incomplete
Uses information gained from on-going data collection to plan and modify instruction; modifies IEPs when needed to ensure that students are progressing appropriately to the goal of generalization of skills	Does not use on-going data collection in lesson planning or in IEP development
Follows MCPS guidelines to conduct quarterly and annual IEP reviews	Does not follow MCPS guidelines to complete reviews for students on caseload
Conducts re-evaluations by completing formal and/or informal assessments based on diagnostic questions proposed by the IEP team	Does not complete re-evaluation procedures for individual students in accordance with IEP team recommendations

## **STANDARD V: Speech-language pathologists are committed to continuous improvement and professional development.**

### **Performance Criteria**

1. The speech-language pathologist continually reflects upon his/her practices in promoting student communication skills.
2. The speech-language pathologist draws upon educational and clinical research and seeks the advice of others whenever possible to inform and modify his/her practices.
3. The speech-language pathologist is a member of learning communities.

*The speech-language pathologist...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
Reflects on own strengths and weaknesses and modifies clinical practices accordingly	Does not reflect on own strengths and weaknesses and/or does not modify clinical practices after reflection
Develops a professional development plan (PDP); implements strategies that support PDP outcomes	Does not develop a professional development plan (PDP); does not implement strategies that support PDP outcomes
Develops and maintains a portfolio or other means of assembling evidence of meeting evaluation standards	Assembles little or no evidence of meeting evaluation standards
Uses the evaluation year to analyze the success of efforts undertaken during the professional growth years of the cycle; initiates reflective conversations with PDP support team, other peers, staff development teacher (SDT), and supervisory staff	Does not use the evaluation year to analyze the success of efforts undertaken during the professional growth years of the cycle; does not initiate reflective conversations with PDP support team, other peers, staff development teacher (SDT), and supervisory staff
Appropriately modifies intervention based on solicited and unsolicited feedback from staff, students, and parents/guardians	Does not solicit feedback from students, staff, or parents/guardians; does not act on any feedback, whether solicited or unsolicited
Keeps up to date on current research; modified assessment and intervention strategies based on current research	Demonstrates limited awareness of current research trends; little or no evidence of application of current research in modifying assessment or intervention approaches
Acquires knowledge and skills in best practices through professional activities such as – <ul style="list-style-type: none"> <li>• Attending workshops and conferences</li> <li>• Participating in seminars, study groups, and in-service trainings</li> <li>• Reading professional literature</li> <li>• Affiliating with professional organizations (integrates knowledge and skills gained into clinical practices)</li> </ul>	Does not pursue knowledge about speech-language best practices through a variety of professional growth activities; little or no change in assessment of intervention strategies from year to year
Appropriately modifies clinical practices based on feedback from formal and informal observations	Does not modify clinical practices based on feedback from formal and informal observations
Engages in peer visits and reflection	Does not engage in peer visits and reflection
Interacts with colleagues to share ways in which assessment and intervention can be improved to enhance communication skills	Shows little or no evidence of interaction with colleagues to exchange professional ideas
Seeks the support of colleagues and is open to applying advice or suggestions to improve clinical practices	Does not seek the support of colleagues and/or will not accept advice or suggestions to improve practices

## **STANDARD VI: Speech-language pathologists exhibit a high degree of professionalism.**

### **Performance Criteria**

1. The speech-language pathologist understands and supports the vision of the school system.
2. The speech-language pathologist shares responsibility for the total school program and supports schoolwide goals.
3. The speech-language pathologist demonstrates the ethical standards of his/her profession and conducts him-/herself in a professional manner.
4. The speech-language pathologist follows mandated procedures and completes required documentation for students with disabilities.

*The speech-language pathologist...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
Complies with MCPS policies and regulations; aligns practices, policies, and procedures with school system vision and goals	Does not comply with MCPS policies and regulations; uses practices, policies, and procedures that do not align with school system vision and goals
Participates in implementation of local school improvement goals and schoolwide plans for student behavior management	Does not participate in implementation of local school improvement goals and schoolwide plans for student behavior management
Actively participates in school teams and/or systemwide committees and work groups	Participates infrequently in school teams and/or systemwide committees or work groups
Represents the school in a positive manner when dealing with students, parents, and/or other members of the community	Does not represent the school in a positive manner when dealing with students, parents, and/or other members of the community
Interacts in a respectful manner with all members of the school community	Shows little or no respect for some members of the school community
Adheres to the ethical standards of the American Speech-Language-Hearing Association	Is unaware of, or fails to adhere to, the ethical standards of the American Speech-Language-Hearing Association
Meets professional obligations in a timely manner; completes paperwork and reports on time; submits SEDS and Medicaid information; follows updated building and student schedules; adheres to therapy schedule; follows school operating procedures	Misses deadlines; does not complete required paperwork in a timely manner; does not consistently follow therapy schedule
Maintains student speech files following program guidelines; keeps a record of parent contacts; places required information in student confidential files	Does not maintain speech and confidential files according to guidelines; does not document parent contacts
Implements required IEP team procedures for students with disabilities; implements IEPs as written	Lacks awareness of required procedures; does not implement mandated procedures; does not consistently complete required paperwork and follow-up; does not implement IEPs as written

## MCPS STAFF DEVELOPMENT TEACHERS PERFORMANCE STANDARDS, PERFORMANCE CRITERIA, SAMPLE CLAIMS

### **STANDARD I: Staff development teachers, through their work with professional staff, show their commitment to teacher learning in order to support student achievement.**

#### **Performance Criteria**

1. The staff development teacher acts on the belief that every professional staff member can build on his/her existing skills and knowledge.
2. The staff development teacher supports the work of professional staff in producing measurable growth in student learning.
3. The staff development teacher recognizes individual differences and different needs of professional staff and adjusts his/her practices accordingly.

*The staff development teacher...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Works with staff in a way that communicates high standards and high expectations for all professional staff, signaling that they are either engaging in or are capable of effective instruction for all students	Acts on the belief that some staff are not capable of providing effective instruction to all students
Provides multiple opportunities and options for professional staff to challenge themselves for professional growth	Provides few opportunities for professional growth; seldom helps meet teachers' need to expand their repertoires and improve their teaching skills
Demonstrates strategies that inspire confidence in the belief that all students are capable of meeting high standards and high expectations, regardless of differences such as racial/ethnic group membership, gender, disabilities, socioeconomic background, or prior educational background and achievement	Does not help the teaching staff develop successful strategies and the confidence that they can make a difference in the lives of students who may not have a history of academic success
Demonstrates commitment to MCPS priorities for staff development by providing appropriate training opportunities for professional staff aimed at improving student achievement	Plans and delivers training opportunities for professional staff which consistently disregard MCPS priorities
Helps professional staff understand the importance of the choices they make regarding the curriculum, formative assessments, and planning for instruction establishing appropriately high standards and expectations	Fails to focus on the MCPS curriculum, planning, or instruction, or the implications of choices made for expectations and beliefs about student achievement
Differentiates professional development opportunities to match the individual needs of professional staff	Fails to take into consideration the unique teaching assignment, strengths, and weaknesses of each teacher when interacting with the teacher regarding professional development needs



**STANDARD II: Staff development teachers use a variety of strategies to communicate about successful research-based practices to professional staff.**

**Performance Criteria**

1. The staff development teacher uses and teaches effective communication strategies to encourage professional dialogue.
2. The staff development teacher uses comprehensive planning skills to design professional development opportunities.
3. The staff development teacher shares research-based instructional strategies with professional staff.
4. The staff development teacher offers multiple paths to knowledge.

*The staff development teacher...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Uses and teaches effective communication strategies (e.g., sets and follows agendas, gathers input and acts on the input, uses active listening strategies, and the like	Communicates in a disorganized and unclear fashion
Models, supports, and creates a high degree of comfort with and receptivity to peer visits with reflection as a professional development plan (PDP) requirement	Fails to support the PDP requirement of peer visits with reflection, or takes a mechanical, unsupportive, or unrealistic approach to implementation
Creates staff development opportunities for individual, small groups, or large groups that model the use of effective planning and instructional techniques	Creates staff development opportunities that do not reflect the use of effective planning
Provides clear explanations of instructional strategies; supports professional staff as they develop and use a variety of strategies	Provides minimal or confusing explanations of instructional strategies
Uses and shares a wide variety of resources (e.g., other school system personnel, consultants, technology-based information sources, periodicals) both within and beyond the school to enhance the learning of professional staff	Does not use or share a variety of instructional materials or other resources
Assists professional staff in the development and implementation of a meaningful PDP	Does not work collaboratively with professional staff on developing PDPs that are meaningful and useful to the teacher
Plans with professional staff to ensure that classroom instruction and lesson plans reflect the curriculum for the subject area(s) and grade level(s), as defined by Maryland and MCPS curriculum standards	Does not work collaboratively with professional staff on developing PDPs that are meaningful and useful to the teacher
Plans with professional staff to ensure that classroom instruction and lesson plans reflect the curriculum for the subject area(s) and grade level(s) as defined by Maryland and MCPS curriculum standards	Does not reference the curriculum for the subject area(s) and grade level(s), as defined by Maryland and MCPS curriculum standards in planning classroom instruction and lessons with professional staff
Supports the goals of the school improvement plan with staff development	Plans staff development opportunities inconsistent with the school improvement plan
Models effective teaching strategies in teachers' classes	Does not model effective teaching strategies in teachers' classes
Creates opportunities for professional staff to make connections between prior understanding and new knowledge	Presents new knowledge without connection to prior learning
Matches staff development opportunities to staff's professional development needs; adapts professional development in response to staff input	Plans staff development opportunities without considering staff needs and failing to take advantage of opportunities for staff input
Provides opportunities for professional staff to reflect on what they have learned, articulate why it is important, and extend their thinking	Does not provide meaningful opportunities and time for reflection
Applies research in the field of staff development when planning professional development opportunities and training utilizing job-embedded, individualized professional development	Plans staff development opportunities and training that rely on "sit-and-get" whole staff training without considering research-based or classroom-tested strategies
Checks for understanding in a variety of ways, and modifies staff development opportunities or training in response	Presses on during training without checking for understanding; checks for understanding but does not modify training in response

## **STANDARD III: Staff development teachers support the establishment and facilitation of a professional learning community.**

### **Performance Criteria**

1. The staff development teacher fosters a professional climate that promotes openness, mutual respect, support, and inquiry in support of student learning and well-being.
2. The staff development teacher advocates for the individual professional development needs of staff.
3. The staff development teacher seeks, analyzes, and uses input from staff and administration to determine professional development.
4. The staff development teacher facilitates learning in a variety of settings.
5. The staff development teacher facilitates conversations between teachers that focus on teaching and learning.
6. The staff development teacher manages the professional learning community by effectively organizing available resources.

*The staff development teacher...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
Works collaboratively with the faculty and staff, soliciting input so that a learning community is established with a sense of teacher ownership	Ignores feedback data and other input from faculty and staff as it relates to the school's professional learning community
Encourages all professional staff to be active participants in the professional learning community	Does not use different strategies and flexible approaches to create a climate of commitment involving all professional staff
Promotes a non-threatening environment in which professional staff feel comfortable taking intellectual risks	Creates an environment in which risk-taking is discouraged and errors are viewed as failures
Solicits input and uses feedback from professional staff (including but not limited to staff survey) in planning staff development opportunities	Plans staff development opportunities regardless of staff needs or input
Encourages and provides opportunities for professional staff to provide input into the development and implementation of the school improvement plan	Helps create the school improvement plan in collaboration only with the school administrative team
Works with staff to foster a culture of collegiality in which teachers learn from one another	Does not value or make known the strengths, skills, and knowledge of the school staff as resources for each other
Provides learning opportunities for professional staff in a variety of settings (e.g., whole staff, departments, teams, small groups, special interest groups, partners, and the like)	Routinely delivers staff development opportunities in a whole staff setting or only in a limited number of ways
Models and teaches the use of a variety of professional growth strategies (e.g., peer visits with reflection, peer reflective conversations, study groups, action research, collaborative planning, team teaching, and the like)	Presents professional staff with limited variety of professional growth strategies
Uses coaching techniques to provide instructional support to professional staff	Uses a directive approach in providing instructional support
Supports vertical articulation efforts	Does not encourage dialogue on teaching and learning beyond the local school
Manages his/her own schedule both proactively and in response to the needs of professional staff	Does not demonstrate effective time effective time management skills
Clarifies and emphasizes the value using the staff development substitute teacher (SDST)	Neglects to motivate teachers to use the SDST
Coordinates and manages the effective use of SDSTs to the best advantage of the staff	Organizes the use of the SDSTs without consideration of staff requests and staff needs

**STANDARD IV: Staff development teachers continually assess student progress, analyze the results, and adapt staff development to improve student achievement.**

**Performance Criteria**

1. The staff development teacher works with professional staff to analyze student performance data and adapt instruction based on data.
2. The staff development teacher gathers and uses data from a variety of formal and informal sources.
3. The staff development teacher analyzes data and plans staff development opportunities accordingly.

*The staff development teacher...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Supports professional staff in using assessment data appropriately to ensure that every student is progressing toward national, state, and MCPS standards	Does not refer to student data when working with staff; neglects to inform staff of standards, or inappropriately focuses on standardized test scores as the only measure
Assists professional staff in using formal and informal data to establish PDP outcomes and to monitor progress toward those outcomes	Does not promote the use of multiple sources of data for staff members who are creating PDP outcomes and monitoring progress
Assists professional staff in using multiple measures of student learning regularly to plan and modify instruction	Does not assist staff in using data to plan instruction or fails to use multiple measures of student learning
Assists professional staff in developing and using rubrics/scoring tools to evaluate student work	Does not help staff to understand and use tools to better evaluate student work
Assists professional staff in using a variety of formal and informal assessment formats, before instruction (pre-assessment), during instruction (formative assessment), and after instruction (summative assessment)	Does not provide help to professional staff in developing and using pre-assessment and formative assessment instruments
Assists professional staff in making accommodations to assessments to meet the needs of students with differing learning styles or special needs	Provides little in the way of resources or insight with respect to how best to provide assessment accommodations
Assists professional staff in using student performance data and other relevant information from prior grade or school to plan for appropriate instruction and/or placement	Plays no role in facilitating communication between teachers of different grades or disciplines for planning instruction or placement
Assists professional staff in using student achievement data to design instructional activities that support academic growth and achievement for all students	Trains staff to design instructional activities without reference to student achievement data
Regularly monitors the staff development needs of professional staff and plans multiple opportunities and options to meet these needs	Limits opportunities to receive input from professional staff in regard to training needs; plans limited opportunities to meet these needs
Plans and conducts meetings/training to share information and successful research-based practices and classroom-tested strategies as indicated by formal and informal data	Seldom enables staff to learn from successful research-based practices and classroom-tested strategies as indicated by formal or informal data

## **STANDARD V: Staff development teachers are committed to their own continuous improvement and professional development.**

### **Performance Criteria**

1. The staff development teacher continually reflects upon the impact of his/her practice in working with professional staff to promote student learning
2. The staff development teacher draws upon educational research and successful research-based practices as he/she reflects upon his/her work.
3. The staff development teacher engages faculty and staff representatives in soliciting and interpreting that feedback and uses that input to inform his/her own professional development choices.

*The staff development teacher...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
Reflects on own strengths and weaknesses and modifies professional activities accordingly	Does not reflect on the effectiveness of his/her support to professional colleagues
Seeks the support of colleagues and is open to applying advice or suggestions	Is not receptive or open to advice, suggestions, or support from colleagues
Solicits and uses feedback from the Staff Development Teacher Survey and from the school administration; reflects on feedback and makes appropriate modifications	Neglects to solicit feedback or to make appropriate modifications to practice based on feedback
Creates a professional development plan (PDP); implements strategies that support PDP outcomes	Does not develop a professional development plan (PDP); does not implement strategies that support PDP outcomes
Analyzes the success of efforts taken during the professional growth years of the cycle; initiates reflective conversations with PDP support team, other peers, staff development teachers, or supervisory staff	Does not use the evaluation year to analyze the success of efforts undertaken during the professional growth years of the cycle; does not initiate reflective conversations with PDP support team, other peers, staff development teachers, or supervisory staff
Develops and maintains a portfolio or other means of assembling evidence of meeting evaluation standards	Assembles little or no evidence of meeting evaluation standards
Uses SDT colleagues as critical friends to discuss ways to promote collegiality among staff members	Does not seek input or advice from SDT colleagues about establishing collegial relationships among staff members
Shares with SDT colleagues ways in which instruction can be improved to enhance student learning; participates in planning and sharing with other SDTs	Keeps information about ways in which instruction can be improved to enhance student learning to him/herself; does not participate in planning and sharing with other SDTs
Keeps up to date on current educational research and successful research-based practices	Does not explore current educational research and successful research-based practices
Seeks opportunities to enhance professional development through training sessions, information from specialists, conferences, professional organizations, etc.; brings ideas back to the school and models the use of these strategies in his/her own practice	Rarely seeks opportunities to enhance professional development or bring ideas back to the school
Engages teaching staff representatives, selected by the staff, in review and discussion of the results of the Staff Development Teacher Survey and plans for continuous improvement	Fails to engage members of the teaching staff in meaningful reflection on staff survey feedback as evidence of commitment to continuous improvement

## STANDARD VI: Staff development teachers exhibit a high degree of professionalism.

### Performance Criteria

1. The staff development teacher understands and supports the vision of the school system.
2. The staff development teacher views him/herself as a leader in the educational community.
3. The staff development teacher contributes to the smooth functioning of the school environment.

*The staff development teacher...*

MEETS STANDARDS	DOES NOT MEET STANDARD
Uses practices and procedures that align with MCPS vision, goals, policies, and regulations	Uses practices and procedures that are inconsistent with MCPS vision, goals, policies, and regulations
Participates in system-based representative structures (Council on Teaching and Learning, Council on Instruction, or districtwide work groups) and professional organizations	Does not use appropriate avenues for expressing professional concerns
Participates in and/or takes a leadership role in professional development activities, committees, or school-level decision making (e.g., Leadership Team, grade-level/department meetings, Faculty/Administration Collaboration Committees)	Does not participate in required professional development or leadership activities within the school; contributes little to school-level decision making
Informs school leadership team of staff development initiatives and priorities	Fails to inform school leadership team of MCPS staff development initiatives and priorities
Encourages professional staff inquiries and responds clearly	Avoids communication with staff
Works effectively with other professionals to support teachers (consulting teachers, mentors, specialists, resource teachers, etc.)	Plans supports to teachers, regardless of the priorities and activities of other professionals
Works with staff development teacher colleagues to analyze and identify ways to achieve school and MCPS goals	Plans school staff development in isolation from his/her staff development teacher colleagues
Works with staff development teacher colleagues and specialists to promote vertical articulation	Focuses work on the teachers with his/her building, regardless of initiatives and priorities with the cluster
Solicits input from colleagues and works with school leadership to create and implement the school improvement plan	Creates the leadership plan in isolation, or with contributions only from leadership team members
Represents the school professionally when dealing with students, parents, and other members of the community	Does not represent the school professionally when dealing with students, parents, and other members of the community
Interacts in a respectful manner with all members of the school community	Shows a lack of respect of professional courtesy to some members of the school community
Serves as a formal or informal mentor to other professional staff	Does not reach out to support other professional staff
Meets professional obligations in a timely fashion (e.g., submits paperwork, reports, and responses to requests for information on time)	Does not meet professional obligations in a timely fashion; does not submit paperwork
Attends work regularly, arrives at work on time, and does not leave before the end of the defined work day	Is frequently absent, arrives at work late, and/or leaves before the end of the defined work day
Monitors student behavior and reinforces appropriate behavior	Ignores inappropriate student behavior

# **MCPS PARENT EDUCATORS PERFORMANCE STANDARDS, PERFORMANCE CRITERIA, SAMPLE CLAIMS**

## **STANDARD I: Parent Educators are committed to students and their learning.**

### Performance Criteria

1. The Parent Educator acts on the belief that every student can learn and that all can master a challenging curriculum with appropriate supports and accommodations.
2. The Parent Educator recognizes individual differences in students and families, advocates for equitable educational opportunities for all students, and enhances family skills to support the academic, behavioral, and social-emotional learning of each student.
3. The Parent Educator understands theories of child development and their implications for student learning.
4. The Parent Educator provides information and support to families that will assist them in developing an appreciation of child development, their child's strengths and needs, and capacity for educational success, and uses knowledge of successful techniques, including group work, home visits, outreach, resource development, advocacy, and support to encourage families to participate in their child's successful learning.
5. The Parent Educator demonstrates knowledge of a variety of educational services, including individual and group education programs, development and dissemination of materials and research of relevant topics designed to promote family learning.
6. The Parent Educator participates in the review, monitoring, and evaluation of classroom interventions.
7. The Parent Educator assists in attendance issues to ensure maximum opportunities for learning.

## **STANDARD II: As advocates for all students, Parent Educators demonstrate the knowledge and skills to develop interventions and access resources.**

### Performance Criteria

1. The Parent Educator communicates instructional objectives, and pre-K and Kindergarten curricula to families, and supports school staff in the implementation of instruction and appropriate accommodations.
2. The Parent Educator demonstrates extensive knowledge and training in child development and disabilities, the IEP process, Montgomery County Public Schools educational programs, individual, group and family dynamics, cultural diversity, and community resources.
3. The Parent Educator exhibits knowledge of the development and special needs of children by planning family education programs that reflect appropriate activities for the developmental and learning needs of the Preschool Education Program population, and assists staff and parents in understanding the implication of child development in the learning process.
4. The Parent Educator maintains current knowledge base through workshops, and in-service training, and uses this knowledge to plan programs, and provide information to families to enhance knowledge of the IEP and transition processes.
5. The Parent Educator maintains current knowledge base of program options by conferencing with Special Education Supervisors and staff, and visiting programs, provides information to parents through individual conferences, group presentations, and site visits to Montgomery County Public Schools programs, and develops educational materials related to knowledge of programs and the transition process.
6. The Parent Educator uses a variety of communication modalities to communicate with families in a proactive manner, and considers the unique needs of each family when planning activities.
7. The Parent Educator demonstrates sensitivity to individual and family differences, and collaborates with staff to develop strategies to meet the needs of a diverse population.
8. The Parent Educator uses comprehensive planning skills to design effective interventions focused on student mastery of curriculum goals.
9. The Parent Educator has knowledge of community resources and agencies, serves as a liaison to the home, school, and community, and provides information to families and staff about programs and resources to support student success.
10. The Parent Educator provides school teams and families with information about laws and regulations pertaining to the rights and responsibilities of parents and students.
11. The Parent Educator assists with articulation between the Preschool Education Program and Kindergarten.



**STANDARD III. Parent Educators collaborate in establishing and facilitating a positive learning to environment to enhance student growth and achievement.**

Performance Criteria

1. The Parent Educator establishes and maintains respectful and productive partnerships with families, communities, and staff in the support of student learning and wellbeing, and fosters a school and class climate that promotes openness, mutual respect, support, and inquiry.
2. The Parent Educator shows evidence of communication with families through school conferences, home visits, telephone contacts, and group meetings that contribute to the positive exchange of information between the Preschool Education Program team, parents, and, when appropriate, community agencies.
3. The Parent Educator provides information to the school team pertaining to a family's or child's special needs, environmental circumstances, health status, family dynamics, and cultural traditions to enhance the team's ability to work effectively with the child and family.
4. The Parent Educator establishes and maintains respectful, productive partnerships with families in support of student learning and a positive school environment.
5. The Parent Educator participates in collaborative decision making to address individual, group, and classroom concerns that have an impact on the positive learning environment.

**STANDARD IV. Parent Educators continually review and analyze student performance, and assist in the design and implementation of interventions to address students' needs.**

Performance Criteria

1. The Parent Educator compiles data to identify the needs of families and the Preschool Education Program team, shows evidence of the implementation of services, programs, and activities designed to address these needs, and considers parent feedback relevant to the efficacy of these programs and interventions.
2. The Parent Educator uses a variety of formal and informal student data to assist the Preschool Education Program team in designing early intervention strategies to address individual student learning needs.
3. The Parent Educator participates in school-based problem-solving meetings in an effort to identify the factors that positively influence student achievement and development, and assists in the development of strategic instructional, behavioral, or motivational interventions that strengthen the learning process.
4. The Parent Educator is knowledgeable about advances in curriculum, instruction, and mental health, and shares this knowledge with parents, staff, and the community at large to promote improvement in instruction, student achievement, and healthy lifestyles.
5. The Parent Educator assists Preschool Education Program staff and parents in accessing Montgomery County Public Schools and community services to address individual student learning needs.
6. The Parent Educator assists in defining problems in ways that identify desired goals (e.g., academic, social, emotional, behavioral), are measurable, and are functionally linked to assessment strategies.
7. The Parent Educator assists in the development of appropriate data collection methods to identify student needs, develop interventions, and monitor their efficacy.
8. The Parent Educator helps develop and implement effective interventions that are based upon the data collected and relate directly to the outcomes of those interventions, and integrates technology and research into planning and facilitating effective instructional and behavioral interventions.
9. The Parent Educator provides training and workshop activities to parents and staff that are based on the practical and effective use of learning theories.



**STANDARD V. Parent Educators are committed to continuous improvement and professional development.**

Performance Criteria

- 1. The Parent Educator continually reflects upon his/her practices in promoting student achievement, growth, and development.
- 2. The Parent Educator seeks out opportunities to enhance instructional practice through workshops, professional organizations, conferences, and graduate-level courses.
- 3. C.The Parent Educator seeks the assistance of other disciplines and specialists in consultative or referral roles in providing services, as appropriate.
- 4. The Parent Educator shares resources with the school team, and includes new information in the development of innovative strategies for working with children and families.
- 5. The Parent Educator actively participates in Preschool Education Program committees, and contributes to activities designed to improve the efficacy of the program.
- 6. The Parent Educator uses updated techniques and information to enhance the efficacy of service to the school team, students, and families.
- 7. The Parent Educator draws upon educational research and research-based strategies in planning instructional accommodations and interventions
- 8. The Parent Educator fulfills professional license requirements to keep credentials current.
- 9. The Parent Educator works with school staff to identify student services related to staff development needs, and assists in developing and conducting related training programs.

**STANDARD VI. Parent Educators exhibit a high degree of professionalism.**

Performance Criteria

- 1. The Parent Educator performs all duties in an organized, ethical, and responsible manner.
- 2. The Parent Educator understands and supports the vision of the Montgomery County Public Schools, the school site, and the Preschool Education Program.
- 3. The Parent Educator shares responsibility for the total Preschool Education Program and supports school-wide and program-wide goals.
- 4. The Parent Educator is knowledgeable and respectful of the diverse cultural backgrounds of all individuals.
- 5. The Parent Educator contributes to the smooth functioning of the classroom and school environment.
- 6. The Parent Educator provides school teams with information to enhance their collaboration with families.
- 7. The Parent Educator demonstrates evidence of participation in school team and IEP meetings.
- 8. The Parent Educator collaborates with other specialists on the Preschool Education Program team to enhance family involvement and student success.
- 9. The Parent Educator fulfills work group assignments.
- 10. The Parent Educator demonstrates evidence of upholding professional standards, and conducts him/herself in such a manner as to advance the respect for the profession.

## SOCIAL WORKER PERFORMANCE STANDARDS, PERFORMANCE CRITERIA, AND DESCRIPTIVE EXAMPLES

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 Social Worker's current level of knowledge and skills based on data collected over an entire professional growth cycle (**evaluation**).

### STANDARD I: Social workers are committed to students and their learning.

#### Performance Criteria

- The social worker participates in direct/indirect consultation regarding students' social-emotional and behavioral needs at school.
- The social worker attends meetings to provide consultation and recommendations for addressing student and staff concerns.
- The social worker monitors progress on achievement of each goal through a variety of means that include direct observation, teacher and other professional reports, parent/guardian contracts and collaboration with community partners.

*The social worker...*

MEETS STANDARDS	DOES NOT MEET STANDARD
actively participates in Individualized Education Program (IEP) meetings as well as formal and informal school-based meetings	does not actively participate in school-based meetings
generates and supports the school team's implementation of strategic social, emotional, and behavioral interventions	provides little or no evidence or support of strategic social, emotional, and behavioral interventions
engages in consultation and practices that contribute to student improvement	inconsistently uses consultation practices that contribute to student improvement
promotes students' social and emotional development	demonstrates limited evidence of active support of students' social and emotional skill development
consults with families and staff to appraise student needs and interests and to discuss appropriate recommendations for educational options	rarely consults with others to appraise student needs and recommend options

## **STANDARD II: Social workers provide social work interventions that positively impact educational outcomes.**

### **Performance Criteria**

- The social worker empowers parents/guardians to fully participate in their child's educational process including parent/guardian/student advocacy at IEP meetings, re-entry meetings, other conferences, and through informal contacts and communication.
- The social worker provides clinical expertise in assisting school administrators and staff in response to school or system wide emergencies.
- The social worker assists staff to better understand factors such as family culture, ethnicity, race, sexual orientation, gender identification, socio-economic status and how physical and mental health can affect a student's school performance.
- The social worker conducts needs assessments and in collaboration with the school team, provides feedback on the social-emotional/behavioral goals that support positive academic and developmental outcomes.
- The social worker participates in work groups and committees charged with improving best practices.
- The social worker conducts in-service training for school staff and inter-agency partners on special education issues, policies and procedures.
- The social worker collaborates with school administration and student support staff (nurse, pupil personnel workers, counselors, and psychologist) to ensure interdisciplinary input into IEPs, and other academic and behavioral interventions.

*The social worker...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
conducts professional development activities formally and informally for school staff and/or program staff	provides limited or no professional development activities for school/program staff
serves as a resource for teachers, students, and families by sharing knowledge and information	does not act as a resource for teachers, students, and families
shares effective behavioral, and social/emotional prevention and intervention strategies that promote positive outcomes for children	does not demonstrate knowledge of effective behavioral, and social/emotional prevention and intervention strategies that promote positive outcomes for children
collaborates with staff to develop strategies that assist in meeting the needs of diverse populations	does not consider the needs of diverse populations when collaborating with staff
demonstrates the ability to take the lead in emergency and crisis situations to evaluate the level of risk and making a determination about next steps	demonstrates a lack of confidence and expertise in responding, assessing and making determinations

### **STANDARD III: Social workers facilitate a positive learning environment through collaboration, consultation and case management.**

#### **Performance Criteria**

- The social worker provides case management services to students and families to ensure access to community resources, concrete services, and medical and mental health.
- The social worker engages parents/guardians in problem-solving related to student attendance, academic progress, behavioral concerns and social-emotional needs.
- The social worker promotes students' engagement in the educational process through conflict resolution support, cultural proficiency training and one-on-one problem solving.
- The social worker mediates student/staff conflict resolution.
- The social worker documents and present results of data analysis and progress monitoring.
- The social worker analyzes and uses a variety of relevant data to improve service delivery.
- The social worker acts as a liaison with parent organizations, mental health providers, and other service providers in the community to encourage collaboration.
- The social worker assists school staff in the development of student goal-directed contingency contracts.
- The social worker advocates with MCPS and county agencies for needed concrete services and mental health services for students and families.

*The social worker...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
has a working knowledge of community resources and agencies	does not demonstrate a familiarity with community resources and agencies
engages with outside providers to collaborate and address needs (student, family, community) that are impacting academic progress	does not engage with outside providers to make connections between home and school
collaborates with school staff and support staff (pupil personnel worker, nurse and/or health room technician) to identify effective strategies and interventions to address student needs and concerns	inconsistently collaborates with school staff to identify effective strategies and interventions
has knowledge of restorative practices and assists staff with incorporating these principles within the problem solving process	has limited knowledge of restorative practices and fails to incorporate the principles in the problem solving process
serves as a resource and liaison for staff, students, and families by sharing knowledge and information	infrequently serves as a resource and liaison for staff, students, and families

## **STANDARD IV: Social workers apply knowledge of social work practice and casework to integrate mental health services in support of improved student learning and development.**

### **Performance Criteria**

- The social worker provides direct services, individual and group counseling to students and/or families to promote effective coping skills, decision making, social skills and positive emotional expression.
- The social worker provides critical education, support and insight to assist staff in supporting students' social-emotional needs.
- The social worker develops and implements social skills instruction and educational/behavioral interventions to meet students' IEP goal/objectives and/or Individual Family Service Plan (IFSP) outcomes.
- The social worker makes home visits to conduct a family needs assessment and to discuss students' social-emotional and educational needs.
- The social worker conducts clinical risk assessments upon observation or notification of students' at risk of harm to self or others and makes appropriate notifications, recommendations and referrals including Emergency Evaluation Petitions (EEP's) when necessary.
- The social worker identifies and reports suspected child abuse and neglect situations and assists staff to do the same.
- The social worker makes referrals for outpatient mental health services and collaborates with assigned clinicians.

*The social worker...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
demonstrates the use of effective counseling skills such as rapport building, reflective listening, open ended questioning, use of silence, prompts and summarizing	does not demonstrate the use of effective counseling skills
has a working knowledge of community and mental health resources	lacks familiarity with community and mental health resources
works with students in classrooms, small groups, and individually to provide prevention, intervention and crisis support as appropriate	does not work with students in a variety of settings to provide prevention, intervention and crisis support
follows the policies and procedures regarding reporting abuse and neglect	does not adhere to the policies and procedures regarding reporting abuse and neglect
debriefs with staff following emergency and crisis situations	rarely debriefs with staff following emergency and crisis situations

**STANDARD V: Social workers are committed to continuous improvement and professional development.**

**Performance Criteria**

- The social worker regularly attends and/or takes a leadership role in trainings, conferences and professional meetings, to stay current on relevant social work practice.
- The social worker reviews current research and professional literature to enhance knowledge and skill.
- The social worker reflects upon practice in promoting student success through social work.
- The social worker seeks and/or provides consultation and peer review as necessary for professional growth and effective service delivery.
- The social worker honors and practices professional standards as outlined in the Social Worker Code of Ethics.

*The social worker...*

MEETS STANDARDS	DOES NOT MEET STANDARD
follows federal, state, and local policies, procedures, and protocols regarding professional issues and responsibilities	does not follow federal, state, and local policies, procedures and protocols regarding professional issues and responsibilities
adheres to the ethical standards of the National Association of Social Workers (NASW) and social work code of ethics	is unaware of or fails to adhere to the ethical standards of the NASW and social work code of ethics
stays current with licensure/certification/ trainings to provide the most current, beneficial, and culturally appropriate services to students and their families	does not engage in professional development or continued licensure/certification trainings and is not familiar on appropriate services to students and families

## **STANDARD VI: Social workers exhibit a high degree of professionalism.**

### **Performance Criteria**

- The social worker understands and supports the vision of the school system.
- The social worker completes professional obligations in a timely manner, including regular attendance and participation at meetings.
- The social worker meets all professional obligations in a timely manner, including on-time submission of paper-work, reports and response to requested information.
- The social worker demonstrates professional demeanor and actions across all venues with colleagues, students, MCPS staff, and community partners.
- The social worker views self as a leader in the educational community.
- The social worker contributes to the smooth functioning of the school environment.

*The social worker...*

<b>MEETS STANDARDS</b>	<b>DOES NOT MEET STANDARD</b>
uses practices and procedures that align with MCPS vision, goals, policies, and regulations	inconsistently uses practices and procedures that are inconsistent with MCPS vision, goals, policies, and regulations
works with colleagues to analyze school needs and identify and implement strategies for school improvement and to support the mission of the school system	does not participate in school improvement planning and implementation
participates in and or takes a leadership role in professional development activities, committees, or school-level decision making	does not participate in required professional development or leadership activities within the school
serves as a formal or informal mentor to others	seldom dialogues with colleagues about social work services
represents the school well when dealing with students, parents, and other members of the community	does not represent the school well when dealing with students, parents, and other members of the community
participates in required staff, team, committee, and department meetings	frequently misses or arrives late to meetings
meets professional obligations in a timely manner	fails to meet professional obligations in a timely manner
respects the confidentiality and understands the privacy of student records	does not respect confidentiality or understand the privacy of student records



## MCPS COMMUNITY SCHOOL 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

- The community school liaison provides families with access to community and school based resources.
- The community school liaison attends meetings to provide consultation and recommendations for addressing student and staff concerns.
- 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.
- The community school liaison supports families to have equity of voice and power in the community school's leadership and decision-making structures.
- 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.
- The community school liaison engages families and conduct outreach in the community.

#### Evidence of beliefs, commitment, and tenacity

SAMPLE CLAIMS	
POSITIVE	DOES NOT MEET STANDARD
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**

- The community school liaison understands the community school approach, and how knowledge in the field is created, organized, and linked to other disciplines
- The community school liaison knows the communities they serve and the needs of those communities.
- The community school liaison demonstrates knowledge and conveys their knowledge clearly to all stakeholders.
- The community school liaison uses resources provided by MCPS and MSDE to make decisions and develop programming.
- The community school liaison uses comprehensive planning skills to design effective programming and services focused on the community schools legislation and wrap-around services
- 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	DOES NOT MEET STANDARD
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**

- The community school liaison establishes/promotes/maintains positive relationships with stakeholders to create a positive learning community.
- 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.
- The community school liaison identifies partnership opportunities to meet the community needs
- 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.
- 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.

*Evidence of positive climate, management, and stakeholder partnerships*

SAMPLE CLAIMS	
POSITIVE	DOES NOT MEET STANDARD
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.

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

**Performance Criteria**

- The community school liaison continually assesses the needs of the school community through quantitative and qualitative data collection methods.
- The community school liaison develops the implementation plan aligned to the needs of the community
- The community school liaison utilizes the data to write, revise, and report the progress of the implementation plan.
- The community school liaison communicates with community stakeholders when the identified needs of the community.
- The community school liaison completes all reporting requirements in a timely manner.
- The community school liaison prepares all reports as required by the MCPS or the MSDE.
- 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	DOES NOT MEET STANDARD
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 not 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**

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

### *Evidence of implementation of community school management, partnerships, and outcomes*

<b>SAMPLE CLAIMS</b>	
<b>POSITIVE</b>	<b>DOES NOT MEET STANDARD</b>
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 back to the school and tries them in their own school community.	The CSL participates in few or no workshops, conferences, activities sponsored by professional organizations; does not bring 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

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

### *Evidence of implementation of community school management, partnerships, and outcomes*

SAMPLE CLAIMS	
POSITIVE	DOES NOT MEET STANDARD
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.





## APPENDIX B

### SOURCES OF DATA BEYOND CLASSROOM OBSERVATION

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PERFORMANCE  
STANDARD I:

**Teachers are committed to students and their learning.**

*Expectations*

- Parent conferences
- Student conferences (artifact examination and observation)
- Student progress reports
- Grade distributions
- Discipline referrals- quality and quantity
- Student placement referrals by teacher
- Feedback given on student work
- Re-teaching loops
- Pre- and post-observation conference data

*Standards*

- Criteria for success; exemplars
- Student and parent interviews

---

PERFORMANCE  
STANDARD II:

**Teachers know the subjects they teach and how to teach those subjects to students.**

*Clarity*

- Flip charts, graphic organizers
- Assignments, project descriptions, etc
- Tests and quizzes.

*Objectives/Planning*

- Unit or long-term lesson plans and materials designed to support those plans
- Documents distributed to students and parents, e.g., course syllabi, topic outlines, study guides
- Formative and summative assessments
- Short term lesson plans and supporting materials
- Material designed to teach thinking skills related to content concepts
- Room set-up
- Progress on SLOs

*Differentiation*

- Grouping policies and practices
- Analysis of learning experiences provided for students
- Pre- and post-observation conference data
- Cooperative learning formats

---

PERFORMANCE  
STANDARD III:

**Teachers are responsible for establishing and managing student learning in a positive learning environment.**

***Personal Relationship Building***

- Newsletters and memos sent home
- Parent feedback questionnaires
- Student feedback questionnaires
- Discipline referrals- quality and quantity
- Student/parent interviews

***Class Climate***

- Newsletters and memos sent home
- Parent feedback questionnaires
- Student feedback questionnaires
- Discipline referrals- quality and quantity
- Room tours (e.g. public messages, displays of student work)
- Student/parent interviews
- Grouping policies and practices
- Student records of goal setting and self-analysis of work

***Space***

- Room set-up

***Time***

- Time schedules
- Time audits

***Routines***

- Evidence of routines

***Discipline***

- Log entries of student academic or behavioral concerns

---

PERFORMANCE  
STANDARD IV:

**Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.**

***Assessment***

- Progress on SLOs
- Criteria for success on tasks; exemplars
- Exit cards, lesson summarizers
- Tests and quizzes
- Feedback on student work
- Group and individual teacher reports on data analysis, findings and recommendations
- Logs, minutes, records of grade level, department, curriculum meetings, etc.
- Videos of student portfolio conferences
- Grade book and other record-keeping artifacts
- Digital classrooms

***Models of Teaching***

- Interview data on teacher self-assessment and application to planning
- Unit/lesson plans

---

PERFORMANCE  
STANDARD V:

**Teachers are committed to continuous improvement and professional development.**

- Professional portfolio
- Log of professional development activities/transcripts

- Log of teacher reflection on lesson plans
- Teacher self-evaluation
- Interview and conference data
- Professional articles or presentations shared with colleagues
- Observation data gathered from meetings, hallway interactions with colleagues, interactions with curriculum support staff, etc.
- Participation in conversations regarding professional growth to improve instructional practices
- Meetings with colleagues and instructional leaders regarding supporting students

---

**PERFORMANCE  
STANDARD VI:**

**Teachers exhibit a high degree of professionalism.**

- Teacher's attendance profile
- Arrival and departure times
- Outside of classroom observation: PLC meetings, staff meetings, lunch/recess/bus duty, Back-to-School Night presentations
- Letters of thanks and commendations for participation in initiatives/activities both inside and outside of school
- List of committee participation, presentations, etc.
- Meeting agendas, minutes, notes
- Records/logs of meetings with students or staff members
- Personal calendar
- Schedule of meetings/activities of sponsored clubs
- Documentation that validates that the teacher was observed supporting school priorities outside the classroom
- Awards/certifications/publications/conference presentations

# APPENDIX C

Maryland's Largest School District

**MONTGOMERY COUNTY PUBLIC SCHOOLS**

**MCPS Form 425-39**

**June 2025**

**Page 1 of 4**



## Final Evaluation Report: Teacher

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

**INSTRUCTIONS:** Evaluators complete a description of patterns of the teacher's performance over the evaluation period, based on the *Criteria for Success*. The description includes classroom observations, analysis and review of student results as described in the shared accountability system, contributions to overall school mission and environment, review of student and parent/guardian surveys, review of Student Learning Objectives (SLO) and implementation results, and any other documents collected by the evaluator and/or the teacher during the full length of the cycle. Please see Page 2 for directions for Completion of Final Evaluation Dates.

Teacher \_\_\_\_\_

Employee Number \_\_\_\_\_ Years of MCPS Experience \_\_\_\_\_

Principal \_\_\_\_\_

School-- Choose One -- \_\_\_\_\_ Subject or Grade Level \_\_\_\_\_

Type: ☐ First-year Probationary ☐ with CT ☐ without CT  
☐ Second-year Probationary ☐ Tenured (4-year cycle) ☐ First year in a New Position  
☐ Third-year Probationary ☐ Tenured (5-year cycle) ☐ Deferred Cycle Evaluation  
☐ Tenured (3-year cycle) ☐ Special Evaluation

**Dates of Observations** (announced?) \_\_\_\_\_ ☐ Yes \_\_\_\_\_ ☐ Yes \_\_\_\_\_ ☐ Yes \_\_\_\_\_ ☐ Yes

**Date of Post-Observation Conference** \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

**Dates of Post-Observation Conference Report (POCR)** \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

**2nd Semester Short Form (Tenured Teachers ONLY)** \_\_\_\_\_ \_\_\_\_\_

**Final Rating by Principal** ☐ Meets Standard ☐ Below Standard

**Rating by PAR Panel** ☐ Emerging

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

*(Teacher's signature indicates that the teacher has seen the final evaluation summary. Teacher's signature does not signify acceptance of the rating.)*

### Performance Standards:

- I. Teachers are committed to students and their learning
- II. Teachers know the subjects they teach and how to teach those subjects to students
- III. Teachers are responsible for establishing and managing student learning in a positive learning environment
- IV. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement
- V. Teachers are committed to continuous improvement and professional development
- VI. Teachers exhibit a high degree of professionalism
- VII. Teacher Leaders (secondary) are committed to students and staff through effective school, grade, and department leadership.\*

\* Standard VII applies only to content specialists, resource teachers, and secondary team leaders.

Distribution: Copy 1—Employee Copy 2—Principal Copy 3—Office of Human Resources and Development

# APPENDIX C CONTINUED

MCPS Form 425-39  
Page 2 of 4

**Narrative Description:** Evaluators complete a narrative description containing a context paragraph, background information, and data sources used for the evaluation.

## PERFORMANCE STANDARDS

**Directions:** Write 2–3 claim statements followed by several examples of supporting evidence for each standard.

**STANDARD I:**

**STANDARD II:**

**STANDARD III:**

**STANDARD IV:**

# APPENDIX C CONTINUED

MCPS Form 425-39  
Page 3 of 4

**STANDARD V:**

**STANDARD VI:**

**STANDARD VII:**

**SUMMARY**

## APPENDIX C CONTINUED

MCPS Form 425-39  
Page 4 of 4

### **Directions for Completion of Final Evaluation Dates**

*Please see summary of minimum required formal observation chart in the [Teacher-Level Professional Growth System Handbook](#) for more information.*

#### **Dates of Observation:**

For teachers in their evaluation year, at least two formal observations by principal or qualified observer are required. For tenured teachers, second- and third-year probationary teachers, and experienced first-year teachers who are not receiving support from a consulting teacher, three observations are required if the teachers may be rated below standard. In all cases, one of the formal observations must be announced. At least one of the formal observations must be done each semester.

#### **Dates of Conferences:**

Post-observation conferences should be held within three duty days after the formal observation. Conferences may be delayed by mutual agreement, due to extenuating circumstances. For employees who are not meeting standard, it is highly advisable to maintain documentation to demonstrate the conference was delayed by mutual agreement. (This documentation may be requested by the PAR Panel to ensure the evaluation was conducted with fidelity.)

#### **Dates of POCR delivery:**

The evaluator must provide the dates on which the POCR was delivered to the employee. If the employee refuses to sign as acknowledgement of receipt of the POCR, please include the signature of a witness.

#### **2nd Semester Short Form:**

The 2nd semester Teacher Summary Report in lieu of a formal observation may only be used with tenured teachers who are meeting standards.



## APPENDIX C CONTINUED

### Montgomery County Public Schools Teacher-Level Staff Evaluation-SHORT FORM

#### *Criteria for Success*

\*\*\*THESE CRITERIA FOR SUCCESS ARE ONLY USED FOR TENURED TEACHERS RATED AS "MEETS STANDARD"\*\*\*

*The Teacher-Level Staff Evaluation-SHORT FORM must only be used for tenured teacher-level positions.*

	<b><i>The evaluation uses <a href="#">MCPS Form 425-39</a> and includes:</i></b>
<b>Context</b>	<ul style="list-style-type: none"> <li>○ A context section that presents sufficient information about the teacher's assignments and students taught</li> </ul>
<b>Claims / Judgments</b>	<ul style="list-style-type: none"> <li>○ At least three <a href="#">clear, focused claims</a> per PGS Standard</li> <li>○ At least one claim related to Student Learning Objectives in Standard II and Standard IV (use italics)</li> <li>○ Judgments within claims are supported by evidence including:               <ul style="list-style-type: none"> <li>○ formal observations,</li> <li>○ informal observation,</li> <li>○ sources beyond observation and</li> <li>○ sources shared by the teacher; extremes are avoided</li> </ul> </li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>○ Conclusions supported by evidence</li> <li>○ Impact of the teacher's skills on student achievement, including analysis of student progress taken from a variety of sources, both formal and informal</li> </ul>
<b>Professional Growth</b>	<ul style="list-style-type: none"> <li>○ An evaluation conference which includes the following topics and documented in the evaluation:               <ul style="list-style-type: none"> <li>○ The date of the evaluation conference</li> <li>○ Selected evidence with dates to support claims and their impact. If negative claims are included, they are discussed in the conference, including the supporting evidence</li> <li>○ A clear sense of the teacher's professional growth during the entire evaluation period and its impact on current practices.</li> <li>○ The teacher's self-evaluation and reflection on professional growth, including Student Learning Objectives.</li> <li>○ Goals for growth</li> </ul> </li> </ul>
<b>Final Rating</b>	<ul style="list-style-type: none"> <li>○ A final rating that is justified by the claims and impact.</li> </ul>

# APPENDIX C CONTINUED

Maryland's Largest School District

## MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-39  
June 2025  
Page 1 of 4



### Final Evaluation Report: Teacher

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

**INSTRUCTIONS:** Evaluators complete a description of patterns of the teacher's performance over the evaluation period, based on the *Criteria for Success*. The description includes classroom observations, analysis and review of student results as described in the shared accountability system, contributions to overall school mission and environment, review of student and parent/guardian surveys, review of Student Learning Objectives (SLO) and implementation results, and any other documents collected by the evaluator and/or the teacher during the full length of the cycle. Please see Page 2 for directions for Completion of Final Evaluation Dates.

Teacher Ms. Teacher  
Employee Number xxxxx Years of MCPS Experience 1  
Principal Dr. Principal  
School-- Choose One -- Subject or Grade Level First Grade

Type: ☐ First-year Probationary ☐ with CT ☐ without CT  
☐ Second-year Probationary ☐ Tenured (4-year cycle) ☐ First year in a New Position  
☐ Third-year Probationary ☐ Tenured (5-year cycle) ☐ Deferred Cycle Evaluation  
☐ Tenured (3-year cycle) ☐ Special Evaluation

Dates of Observations (announced?)	<u>10 / 15 / xx</u> <input type="checkbox"/> Yes	<u>1 / 31 / xx</u> <input type="checkbox"/> Yes	<u>   </u> / <u>   </u> / <u>   </u> <input type="checkbox"/> Yes	<u>   </u> / <u>   </u> / <u>   </u> <input type="checkbox"/> Yes
Date of Post-Observation Conference	<u>10 / 16 / xx</u>	<u>2 / 2 / xx</u>	<u>   </u> / <u>   </u> / <u>   </u>	<u>   </u> / <u>   </u> / <u>   </u>
Dates of Post-Observation Conference Report (POCR)	<u>10 / 18 / xx</u>	<u>2 / 5 / xx</u>	<u>   </u> / <u>   </u> / <u>   </u>	<u>   </u> / <u>   </u> / <u>   </u>
2nd Semester Short Form (Tenured Teachers ONLY)	<u>3 / 20 / xx</u>	<u>   </u> / <u>   </u> / <u>   </u>		

Final Rating by Principal ☐ Meets Standard ☐ Below Standard  
Rating by PAR Panel ☐ Emerging

Evaluator's Signature Dr. Principal Date 5 / 27 / xx

Principal's Signature \_\_\_\_\_ Date     /     /    

Teacher's Signature \_\_\_\_\_ Date     /     /    

(Teacher's signature indicates that the teacher has seen the final evaluation summary. Teacher's signature does not signify acceptance of the rating.)

#### Performance Standards:

- I. Teachers are committed to students and their learning
- II. Teachers know the subjects they teach and how to teach those subjects to students
- III. Teachers are responsible for establishing and managing student learning in a positive learning environment
- IV. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement
- V. Teachers are committed to continuous improvement and professional development
- VI. Teachers exhibit a high degree of professionalism
- VII. Teacher Leaders (secondary) are committed to students and staff through effective school, grade, and department leadership.\*

\* Standard VII applies only to content specialists, resource teachers, and secondary team leaders.

Distribution: Copy 1—Employee Copy 2—Principal Copy 3—Office of Human Resources and Development

# APPENDIX C CONTINUED

MCPS Form 425-39  
Page 2 of 4

**Narrative Description:** Evaluators complete a narrative description containing a context paragraph, background information, and data sources used for the evaluation.

## PERFORMANCE STANDARDS

**Directions:** Write 2–3 claim statements followed by several examples of supporting evidence for each standard.

### STANDARD I:

### STANDARD II:

### STANDARD III:

### STANDARD IV:

# APPENDIX C CONTINUED

MCPS Form 425-39  
Page 3 of 4

**STANDARD V:**

**STANDARD VI:**

**STANDARD VII:**

**SUMMARY**

## APPENDIX C CONTINUED

MCPS Form 425-39  
Page 4 of 4

### **Directions for Completion of Final Evaluation Dates**

*Please see summary of minimum required formal observation chart in the [Teacher-Level Professional Growth System Handbook](#) for more information.*

#### **Dates of Observation:**

For teachers in their evaluation year, at least two formal observations by principal or qualified observer are required. For tenured teachers, second- and third-year probationary teachers, and experienced first-year teachers who are not receiving support from a consulting teacher, three observations are required if the teachers may be rated below standard. In all cases, one of the formal observations must be announced. At least one of the formal observations must be done each semester.

#### **Dates of Conferences:**

Post-observation conferences should be held within three duty days after the formal observation. Conferences may be delayed by mutual agreement, due to extenuating circumstances. For employees who are not meeting standard, it is highly advisable to maintain documentation to demonstrate the conference was delayed by mutual agreement. (This documentation may be requested by the PAR Panel to ensure the evaluation was conducted with fidelity.)

#### **Dates of POCR delivery:**

The evaluator must provide the dates on which the POCR was delivered to the employee. If the employee refuses to sign as acknowledgement of receipt of the POCR, please include the signature of a witness.

#### **2nd Semester Short Form:**

The 2nd semester Teacher Summary Report in lieu of a formal observation may only be used with tenured teachers who are meeting standards.

## APPENDIX C CONTINUED

### **Background Information:**

Ms. Teacher is a first-year probationary teacher at Beautiful Elementary School. She teaches first grade students at Beautiful. Ms. Teacher holds a Bachelor of Science in Elementary Education from the University of Maryland. She completed her student teaching in Maryland County, Maryland at Pocomoke Elementary School in 4th grade and Patapsco Elementary School in 5th grade. Ms. Teacher is certified in Elementary Education Grades 1-6. There are twenty-three students in Ms. Teacher's class, including ten males and thirteen females. (Five Hispanic, three Asian, five African American, six White and four Multiple-Race students). Three of her students are identified as English for Speakers of other Language Students. (Two Level 4, one Level 10) One student also has an Individualized Educational Program and receives special education support. One student has a 504 plan and receives accommodations.

### **Performance Standard I: Teachers are committed to students and their learning.**

**Ms. Teacher implements the key message of *This is important* throughout lessons.** As a result, students receive the message of the importance of their work and participation in lessons.

**Ms. Teacher motivates students to persevere through challenges by sticking with students.** As a result, students know that their teacher will continue to support them in the learning process.

**Ms. Teacher utilizes equitable practices including use of wait time, student discourse, equitable calling practices, and small group instruction when working with students.** As a result, all students receive instruction and strategies that promote equity and accessibility to all.

### **Performance Standard II: Teachers know the subjects they teach and how to teach those subjects to students.**

**Ms. Teacher effectively frames aspects of the lesson for students through sharing of objectives and a daily agenda.** As a result, students understand the context for each lesson and what new learning they will be engaging in order to be successful.

***Ms. Teacher effectively sets areas of growth through the SLO process to support a targeted student group. As a result, students receive customized instruction designed to promote equity and excellence.***

**Ms. Teacher makes cognitive connections for students during lessons to help solidify learning.** As a result, students are able to connect prior learning to new content.

**Ms. Teacher implements lessons with review in small groups that are driven by data and curriculum objectives.** As a result, students receive instruction matched to their needs..

### **Performance Standard III: Teachers are responsible for establishing and managing student learning in a positive learning environment.**

## APPENDIX C CONTINUED

**Ms. Teacher builds personal relationships.** As a result, students feel welcomed in the classroom environment and that their teacher cares about them.

**Ms. Teacher uses a variety of momentum strategies including use of a timer and prewarning of transitions in order to pace lessons and move instruction forward.** As a result, students are able to transition between activities and student learning time is maximized.

**Ms. Teacher maintains discipline throughout her lessons.** As a result, students are provided with a positive learning environment and know what is expected of them in the classroom community.

### **Performance Standard IV: Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.**

**Ms. Teacher checks for understanding.** As a result, students are able to demonstrate their understanding in a variety of ways.

**Ms. Teacher adapts her lessons as a result of student responses and questions and reteaches key concepts in differentiated small groups.** As a result, students receive support matched to their needs.

*Ms. Teacher implements Student Learning Objectives to target academic support for students. As a result, students have an opportunity to practice academic skills matched to their needs.*

**Ms. Teacher collects student work samples and anecdotal records to document student growth.** As a result, student progress is assessed over time.

### **Performance Standard V: Teachers are committed to continuous improvement and professional development.**

**Ms. Teacher completes required MCPS trainings.** As a result, students receive the MCPS curriculum through intentional delivery.

**Ms. Teacher plans collaboratively with her team.** As a result, students regularly participate in lessons designed to move students forward in their learning and achievement.

**Ms. Teacher regularly participates in data chats and adjusts her instruction accordingly.** Therefore, students' academic growth is monitored regularly and appropriate enrichment and/or acceleration is provided in a timely manner.

### **Performance Standard VI: Teachers exhibit a high degree of professionalism.**



## APPENDIX C CONTINUED

**Ms. Teacher meets professional obligations in a timely fashion.** As a result, students and their families have real-time access to grade reports and other pertinent information to support their success.

**Ms. Teacher actively participates in staff, team, and committee meetings.** Therefore, students see their teacher being committed to and involved in the mission and vision of the school.

**Ms. Teacher establishes classroom standards and policies that are consistent with school-wide policies.** As a result, students and their families know what is expected of them in terms of academics and behavior.

### Professional Growth/Evaluation Conference Summary

**Evaluation Conference Date:** 5/15/xxxx

In the evaluation conference, we discussed Ms. Teacher's skills in relation to the PGS Standards. We concluded the discussion by having Ms. Teacher self-assess her growth over the evaluation period and set a goal for her professional growth over the next evaluation period.

We discussed Ms. Teacher's strengths in framing her lessons. In an informal observation on xx/xx/xxxx, Ms. Teacher shared the objective, but also made sure students knew what the objective meant. "Look up here. Here is our objective for the day. Let's read it together. What are some key words in this objective? Decomposing, that's right. Remember, decomposing is when we break down numbers into parts."

We also discussed Ms. Teacher's skills at building relationships with students. In our conference, she shared three different emails from parents which expressed appreciation of how Ms. Teacher has taken the time to get to know their child personally and how she has been able to tailor assignments/tasks to student interests.

Ms. Teacher's reflective nature and her skills at using data from student work samples to drive next instructional steps. At a post-observation conference on xx/xx/xxxx, she shared samples of student work, identified where the work had yet to meet the criteria, and used this information to provide extension and re-teaching activities.

Ms. Teacher also has participated in extensive professional development designed to increase her skill set and repertoire for teaching a diverse group of students. She reported that her participation in the *Studying Skillful Teaching* course has helped her be more intentional in sending key expectation messages to all of her students.

She has become more active in her participation in PLC meetings as the year progressed and now regularly shares plans with her first grade team. She also reported that she completed visits of two Kindergarten classrooms during their reading block and used strategies she observed with her own students.

When Ms. Teacher was asked to self-evaluate her professional growth this year, she said that she struggled to make personal connections with each of her students, given the time constraints of the curriculum. She hopes to be more purposeful and intentional with making personal connections this coming year, with the assistance of the staff development teacher.

## APPENDIX C CONTINUED

*In terms of progress on SLOs, Ms. Teacher stated that her SLO group met her target for finding the missing addend within 20. Students were able to complete the targeted problem set within two minutes without mistakes. She credits this to in-class practice during math fluency time.*

Ms. Teacher set a goal for professional growth for the next evaluation period which will focus on continuing to increase her repertoire of strategies for teaching reading with opportunities for enrichment and review.

## APPENDIX C CONTINUED

### Montgomery County Public Schools Teacher-Level Evaluation Form *Criteria for Success*

\*\*\*THESE CRITERIA FOR SUCCESS ARE USED FOR ALL PROBATIONARY TEACHERS RATED AS MEETING OR BELOW STANDARD.  
THESE CRITERIA FOR SUCCESS ARE ALSO USED FOR TENURED TEACHERS RATED AS "BELOW STANDARD"\*\*\*

	<b>The evaluation uses <u>MCPS Form 425-39</u> and includes:</b>
<b>Context</b>	<ul style="list-style-type: none"> <li>○ A context section that presents sufficient information about the teacher's assignments and students taught during the evaluation cycle.</li> </ul>
<b>Claims / Judgments</b>	<ul style="list-style-type: none"> <li>○ An understanding of the standards through <u>clear, focused claims</u>.</li> <li>○ Two or three claims for each standard.</li> <li>○ At least one claim related to Student Learning Objectives in Standard II and Standard IV.</li> <li>○ Judgments are supported by the evidence; extremes are avoided.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>○ Adequate and matched evidence cited to support the claims.</li> <li>○ Evidence from multiple sources in addition to classroom observations (participation in meetings, communication with parents or peers, samples of student work, etc.) that support specific claims.</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>○ Conclusions that are supported by the evidence.</li> <li>○ Explicit note of the impact of the teacher's skills on student achievement including analysis of student progress taken from a variety of sources, both formal and informal.</li> </ul>
<b>Professional Growth</b>	<ul style="list-style-type: none"> <li>○ A clear sense of the teacher's professional growth during the entire evaluation period and its impact on his/her current practices.</li> <li>○ The teacher's self-evaluation and reflection on professional growth, including Student Learning Objectives.</li> <li>○ Goals for growth.</li> </ul>
<b>Final Rating</b>	<ul style="list-style-type: none"> <li>○ A final rating that is justified by the claims and evidence.</li> </ul>



From the Center for Skillful Teaching and Leading  
MCPS Department of Professional Growth Systems

# APPENDIX C CONTINUED

Maryland's Largest School District

## MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-39

June 2025

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### Final Evaluation Report: Teacher

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

**INSTRUCTIONS:** Evaluators complete a description of patterns of the teacher's performance over the evaluation period, based on the *Criteria for Success*. The description includes classroom observations, analysis and review of student results as described in the shared accountability system, contributions to overall school mission and environment, review of student and parent/guardian surveys, review of Student Learning Objectives (SLO) and implementation results, and any other documents collected by the evaluator and/or the teacher during the full length of the cycle. Please see Page 2 for directions for Completion of Final Evaluation Dates.

Teacher Mrs. Teacher

Employee Number xxxxx Years of MCPS Experience 14

Principal Dr. Principal

School -- Choose One -- Subject or Grade Level Second Grade Classroom Teacher

Type: ☐ First-year Probationary ☐ with CT ☐ without CT  
☐ Second-year Probationary ☒ Tenured (4-year cycle) ☐ First year in a New Position  
☐ Third-year Probationary ☐ Tenured (5-year cycle) ☐ Deferred Cycle Evaluation  
☐ Tenured (3-year cycle) ☐ Special Evaluation

Dates of Observations (announced?) 10 / 19 / xxxx 12 / 5 / xxxx 3 / 16 / xxxx     /    /      
☐ Yes ☐ Yes ☐ Yes ☐ Yes

Date of Post-Observation Conference 10 / 20 / xxxx 12 / 7 / xxxx 3 / 17 / xxxx     /    /    

Dates of Post-Observation Conference Report (POCR) 10 / 24 / xxxx 12 / 11 / xxxx 3 / 21 / xxxx     /    /    

2nd Semester Short Form (Tenured Teachers ONLY) 3 / 30 / xxxx     /    /    

Final Rating by Principal ☐ Meets Standard ☒ Below Standard  
 Rating by PAR Panel ☐ Emerging

Evaluator's Signature Dr. Principal Date 5 / 27 / xx

Principal's Signature \_\_\_\_\_ Date     /    /    

Teacher's Signature \_\_\_\_\_ Date     /    /    

(Teacher's signature indicates that the teacher has seen the final evaluation summary. Teacher's signature does not signify acceptance of the rating.)

#### Performance Standards:

- I. Teachers are committed to students and their learning
- II. Teachers know the subjects they teach and how to teach those subjects to students
- III. Teachers are responsible for establishing and managing student learning in a positive learning environment
- IV. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement
- V. Teachers are committed to continuous improvement and professional development
- VI. Teachers exhibit a high degree of professionalism
- VII. Teacher Leaders (secondary) are committed to students and staff through effective school, grade, and department leadership.\*

\* Standard VII applies only to content specialists, resource teachers, and secondary team leaders.

Distribution: Copy 1—Employee Copy 2—Principal Copy 3—Office of Human Resources and Development

# APPENDIX C CONTINUED

MCPS Form 425-39  
Page 2 of 4

**Narrative Description:** Evaluators complete a narrative description containing a context paragraph, background information, and data sources used for the evaluation.

## PERFORMANCE STANDARDS

**Directions:** Write 2–3 claim statements followed by several examples of supporting evidence for each standard.

**STANDARD I:**

**STANDARD II:**

**STANDARD III:**

**STANDARD IV:**

# APPENDIX C CONTINUED

MCPS Form 425-39  
Page 3 of 4

**STANDARD V:**

**STANDARD VI:**

**STANDARD VII:**

**SUMMARY**

## APPENDIX C CONTINUED

MCPS Form 425-39  
Page 4 of 4

### Directions for Completion of Final Evaluation Dates

*Please see summary of minimum required formal observation chart in the [Teacher-Level Professional Growth System Handbook](#) for more information.*

#### **Dates of Observation:**

For teachers in their evaluation year, at least two formal observations by principal or qualified observer are required. For tenured teachers, second- and third-year probationary teachers, and experienced first-year teachers who are not receiving support from a consulting teacher, three observations are required if the teachers may be rated below standard. In all cases, one of the formal observations must be announced. At least one of the formal observations must be done each semester.

#### **Dates of Conferences:**

Post-observation conferences should be held within three duty days after the formal observation. Conferences may be delayed by mutual agreement, due to extenuating circumstances. For employees who are not meeting standard, it is highly advisable to maintain documentation to demonstrate the conference was delayed by mutual agreement. (This documentation may be requested by the PAR Panel to ensure the evaluation was conducted with fidelity.)

#### **Dates of POCR delivery:**

The evaluator must provide the dates on which the POCR was delivered to the employee. If the employee refuses to sign as acknowledgement of receipt of the POCR, please include the signature of a witness.

#### **2nd Semester Short Form:**

The 2nd semester Teacher Summary Report in lieu of a formal observation may only be used with tenured teachers who are meeting standards.



## APPENDIX C CONTINUED

Mrs. Teacher is in her 14th year of teaching. She is currently a second grade teacher at Montgomery Elementary School. Prior to teaching at Montgomery, Mrs. Teacher taught at Happy Elementary School for seven years. She is certified in Early Childhood Education (pre-K-3). There are 16 students in Mrs. Teacher's class this year. Seven of them are girls and nine are boys. There are eight Hispanic students, six African American and two White students in the class. Two practitioners, a focus intervention teacher and an ESOL teacher, plug into her room daily. She also has the support of a paraeducator during academic parts of her day.

### Standard I: Teachers are committed to students and their learning.

Mrs. Teacher sends the *key messages*.

- Mrs. Teacher regularly used random response strategies with students, sending the message, "You can do it." (October 19, xxx, March 16, xxxx)
- Mrs. Teacher gave *feedback* as students worked on math problems. She said, "You used what you know about place value to solve the problem. What strategy other than mental math can you use to solve this problem?" (February xxxx). This put the emphasis on the fact that *effective effort leads to achievement*.
- She sends the message, "You can do it," when she *gives help* for students building on what they already know. When a student needed help, she said, "What part don't you understand? I know you can do part of it, because you've done the first three problems correctly. The fourth problem is similar but just a little harder. You start out the same, but then you have to do one extra step." (February xxxx)

As a result students know that their teacher believes in them and will not give up on them.

Mrs. Teacher does not share clear *standards*.

- Mrs. Teacher provided verbal directions for *quality and quantity of work standards* for independent work with no visual support. (Observed during an informal observation in September and during a formal in March).
- Mrs. Teacher did not provide exemplars to support her *quality and quantity of work standards* about how to ask different types of questions. Students were confused about whether their questions were good questions or not. (Informal observation February xxxx).
- During math centers, students were playing games without understanding the directions or how to interact with one another. Mrs. Teacher did not share any standards for *work procedures* or *interpersonal behavior*. (Informal November xxxx).

As a result, students are unclear about what is required of them to be successful in class.

### Standard II: Teachers know the subjects they teach and how to teach those subjects to students.

Mrs. Teacher does not use a variety of *explanatory devices*.

- When teaching students how to write a conclusion, she didn't provide *exemplars*. She said, "What can you end with?" Students were not provided with examples of appropriate types of conclusions in order to produce conclusions that meet grade level standards (October 19, xxxx).
- During small group math instruction, Mrs. Teacher verbally encouraged students to use math strategies to solve problems but did not support verbal encouragement with *anchor charts* and/or *visuals* that students could reference. (February xxxx).
- During a writing lesson, Mrs. Teacher did not provide students with *graphic organizers* or sentence stems to support students with meeting the lesson objectives (December xxxx).

As a result, students do not have opportunities to access content through a variety of perceptual modes (auditory, visual, kinesthetic).

Mrs. Teacher effectively plans activities that directly align with her Student Learning Objectives (SLOs) in reading and math.

- In October, Mrs. Teacher identified two students who had not made significant progress in reading following fall

## APPENDIX C CONTINUED

MClass testing. In November, these students were reading more than four levels below the expected benchmark. Mrs. Teacher implemented her first SLO to address these needs, setting her goal. “The academic goal is for below grade level second grade students to achieve reading proficiency through guided reading instruction that focuses on explicit during-reading strategies.”

- During a formal observation on March 16, xxxx, Mrs. Teacher was observed providing instructional support related to her reading SLO. She provided explicit instruction of sight words during differentiated small group instruction. Mrs. Teacher also established flexible needs groups throughout the year which focused on explicit teaching of reading strategies.
- In February, Mrs. Teacher identified three students who had not demonstrated understanding of indicator 1.2.B.2: Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, students need to know from memory all sums of two one-digit numbers. As a result she created an SLO with the goal, “Students will be able to mentally add and subtract numbers within 20.”
- During the third informal observation on February 9, xxxx, Mrs. Teacher aligned her objective with her math SLO, requiring students to add and subtract within 20 using various strategies. She modeled how to use various strategies and encouraged students to share their thinking. She then provided guided and independent practice.

As a result, students are likely to master these curricular goals and meet SLO targets set for them.

### **Standard III: Teachers are responsible for establishing and managing student learning in a positive learning environment.**

The teacher struggles to maintain lesson *momentum*.

- Mrs. Teacher didn’t have materials *provisioned* for lessons. On two separate occasions, she took at least five minutes of class time to find materials needed for the lesson. (Observed at informal observations September xxxx, February xxxx)
- Mrs. Teacher didn’t provide *fillers*. At least ten students came up to Mrs. Teacher to ask what to do when their assignment was completed. (December xxxx)
- During unannounced observations, Mrs. Teacher did not *provision*. She did not have assignments for individual practice updated and posted. (September xxxx, December xxxx, March xxxx)

Therefore, students regularly experience downtime and delays in instruction.

Mrs. Teacher does not employ *routines*.

- No *housekeeping routines* for transitions were evident (i.e. what to bring to the carpet/table, where to put materials, etc). The *routines* were not modeled or visually supported for students, impacting guided reading and whole group learning time. (October xxxx, March xxxx)
- No *work habits and work procedure routines* were observed for students in guided reading. She said, “Alex, it’s your turn to read.” While she listened to the student read, other students held their books over their heads or drew on index cards. (December xxxx)
- There were no *routines for housekeeping* pertaining to assigned seats on the carpet. Six out of 12 students were asked to reposition during the 47 minute whole group portion of the lesson. (March xxxx)
- During independent work, students required verbal reminders of *housekeeping routines* for asking to go to the bathroom and where to turn in their work. (informal observations October xxxx, November xxxx)

Therefore, students are not provided with a sense of order, predictability, and efficiency.

Mrs. Teacher successfully *builds positive personal relationships*.

- She consistently *communicates value*. She is courteous and respectful to her students, using names, listening actively, asking questions and being genuinely interested in hearing what other students have to say (Observed at all observations both formal and informal).
- She showed *respect* towards students by showing interest in their success. She said to a small group of students, “You stuck with that hard one until you got it and you didn’t give up!” (March xxxx)

## APPENDIX C CONTINUED

- Mrs. Teacher *praised* students using Class Dojo while working with a small group. “Table 1 you are doing a fantastic job. I will give you all a point.” (December xxxx)

As a result, students know that Mrs. Teacher cares about their learning and about them as individuals.

### **Standard IV: Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.**

Mrs. Teacher purposefully uses student data to plan for instruction to meet Student Learning Objectives (SLOs).

- Mrs. Teacher uses assessment data regarding students’ reading levels and anecdotal data from reading lessons to form differentiated small reading groups and to inform her SLO in reading. She engages in data chats monthly to diagnose the needs of individual students and plans instruction accordingly.
- As a result of a data wall meeting in January, she formed flexible needs groups based on data. She used this data to plan a mini-intervention which occurred in the classroom four days per week to align to the diagnosed reading deficit. She also adapted the intervention to address her SLO in reading for students struggling with fluency.
- Mrs. Teacher uses a data collection tool to monitor math fluency directly related to her SLO. She consistently monitors student progress.

As a result, students in her SLO target groups make great strides in their learning and achievement in multiple subject areas.

Mrs. Teacher *uses a variety of formative assessments*.

- Mrs. Teacher uses data collection tools to provide on the spot feedback and adjust instruction. She uses these data collection tools to collaborate with colleagues to plan for instruction based on the needs of her students (observed multiple times during weekly team planning).
- She uses *direct observation of student performance* by circulating while students work in groups. (September xxxx, December xxxx, March xxxx)
- Mrs. Teacher *checked for understanding* multiple times in a math lesson. She had students hold up white boards to show their tape diagrams to represent fractional parts. She used this information to address confusions and provide re-teaching. (October xxxx)

Therefore, students receive useful information that informs their learning and achievement.

### **Standard V: Teachers are committed to continuous improvement and professional development.**

Mrs. Teacher is open to applying new learning and advice or suggestions to improve her instructional program.

- She collaborates with her team during marking period meetings and weekly collaborative team planning to share ideas and analyze data.
- She solicits teaching ideas and best practices from specialists, administration and through workshops both live and online.
- Mrs. Teacher reflects on her strengths and weaknesses during post observation conferences and check in meetings
- Mrs. Teacher modifies instruction based on feedback from formal and informal observations.

As a result, students benefit from meaningful and purposeful instruction moving them toward meeting learning goals based on a variety of effective strategies.

Mrs. Teacher engages in professional development opportunities to hone her craft.

- Mrs. Teacher plans with the Math Content Coach and Literacy Coach during coaching cycles and implements feedback. As a result of working with the Math Content Coach, Mrs. Teacher attempted to revamp her math centers to ensure that students engage in appropriate learning centers and are clear about expectations. This is an area that still needs improvement.
- She reads professional literature pertaining to maximizing student participation and has started having more success with getting shy students to participate in class.

## APPENDIX C CONTINUED

- When approached about engaging in a coaching cycle on managing student behavior, Mrs. Teacher immediately responded, “Sure!” Mrs. Teacher reports that after this coaching cycle she created a new morning routine and restructured routines for transitions in order to maximize instructional time.

Therefore, students see their teacher as a model of growth mindset in action.

### **Standard VI: Teachers exhibit a high degree of professionalism.**

Mrs. Teacher contributes to the smooth functioning of the school environment.

- Mrs. Teacher uses practices and procedures that align with MCPS vision, goals, policies, and regulations.
- Mrs. Teacher participates in required staff meetings, team meetings, committee meetings, and parent conferences.
- Mrs. Teacher supports parent pick up every day after school by safely dismissing second graders from the classrooms.

As a result, the vision and mission of the school is supported through her work.

Mrs. Teacher actively participates in meetings, committees, and school-related events.

- Mrs. Teacher develops and teaches objectives that reflect local and school improvement goals.
- She shares a team weekly newsletter with parents reminding them of upcoming classroom lessons and events.
- Mrs. Teacher ran two sessions for the school’s STEM night.

Therefore, students see their teacher as being committed to and involved in the broader school community.

### **Professional Growth:**

When asked to self assess her strengths and areas of growth, Mrs. Teacher highlighted building relationships with students as a strength. She also felt that she has made progress with putting routines in place and providing needed scaffolds, but still needs to get better in these areas. Mrs. Teacher reflected on her SLO goal. She said, “I utilized flexible needs based groups to inform my instruction. Using formative assessment and monthly data chats allowed me to plan accordingly. My team focused on specific SLO strategies during our planning sessions. With all of these supports, my students were successful.”

Despite her willingness to receive coaching and apply feedback directly related to the areas of concern, including *presenting information using explanatory devices, lesson momentum* and *routines*, she has not demonstrated sufficient and consistent improvement in order to meet Standards I, II, and III. Her professional goals for next year are to communicate clear standards, utilize a variety of explanatory devices, and employ momentum moves in order to support the needs of all students.

## APPENDIX D

### MCEA Unit Members

#### Receive CT support when newly hired or not yet meeting standard:

Teacher, Elementary	Teacher, Physical Disabilities
Teacher, Middle	Teacher, Vision
Teacher, High	Teacher, Focus
Teacher, Academic Intervention	Teacher, ESOL
Teacher, Reading Support A	Teacher, Special Education
Teacher, Reading Initiative	Teacher, Physical Education
Teacher, Infants Toddlers	Teacher, Art
Teacher, Instructional Support	Teacher, General Music
Teacher, PEP	Teacher, Instrumental Music
Teacher, Prekindergarten	Teacher, Special Education Resource Room
Teacher Alternative Programs	Teacher, Special Education Transition
Teacher, Career Support	Teacher, Auditory
Teacher, Career Preparation	Teacher, Head Start
Teacher, Special Programs	

## APPENDIX D CONTINUED

### Receive Consulting Teacher support only if not yet meeting standard:

Speech Pathologist  
Physical Therapist  
Occupational Therapist  
Counselor Other  
Counselor, Elementary  
Counselor, Secondary  
Media Specialist

### Do not receive CT Support:

Employee Assistance Specialist  
Specialist, School CounResdncy&IntlAdm  
Instructional Assessment Specialist  
Evaluation Specialist  
Specialist, Parent Involvement  
Court Liaison Specialist  
Instructional Specialist, Rotating  
Instructional Specialist  
Services Coordinator  
Elementary Integrated Curriculum Specialist  
Pre K-12 Content Specialist  
Specialist, Emotional Disabilities  
Specialist, Education Services  
Specialist, Substance Abuse Prevention  
Teacher, Exception 12-mos  
Pupil Personnel Worker  
Social Worker  
Psychologist  
Teacher, Central Office  
MCEA Specialist Assignment, 10-mos  
Teacher, Early Contract  
Teacher, Consulting

Teacher, Staff Development  
Mathematics Content Specialist  
Special Education Elementary Program Specialist  
Team Leader, Middle School  
Content Specialist  
Teacher, Reading Specialist  
Psychologist, 10-mos  
Teacher, Resource  
Counselor, Resource  
Specialist, Auditory Development  
Teacher, ESOL Resource  
Teacher, Special Education Resource  
Special Education, Secondary Program Specialist  
Senior Instructor, JROTC  
Instructor, ROTC  
Parent Educator  
Critical Need Substitute  
Staff Development Substitute  
Long-Term Substitute (Vacancy)  
Long-Term Substitute  
Short-Term Substitute Teacher

## APPENDIX E: IMPROVEMENT PLAN TEMPLATE

Improvement Plan					
<u>Team Members</u>	<u>Staff Member</u>	<u>Supervising Administrator</u>			
<u>Signature</u>					
<u>Dates</u>					
<u>Standard</u>					
<u>Problem</u>					
<u>Impact of Problem</u>					
<u>Performance Goal</u>					

	<u>Professional Development Strategies &amp; Timetable</u> →	<u>Support Structures</u> →	<u>Data Collection Method &amp; Sources</u> →	<u>Impact of PD Strategies on Students</u>
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				

Additional problems and their impacts (to be addressed at a later date):



## APPENDIX E CONTINUED

### Criteria for Success: Improvement Plan

The improvement plan must include:

- **Team Members.** This may include only the teacher and an administrator. Include anyone who is listed in the Support Structures section.
- **The PGS standard.** Write out the standard.
- **The problem (similar to a claim).** The problem must specifically state, in the present tense, what the teacher does that interferes with or does not support student learning.
- **The impact of the problem.** The impact statement states the specific impact of the lack of teacher skill on students (*As a result, students...*).
- **One performance goal.** The performance goal is directly linked to the problem and states the desired level of performance.
- **Professional Development Strategies.** These strategies are concrete steps the teacher will take to get smarter at their craft and improve their performance in a way that can be assessed, including
  - a **timeline** for completion of each strategy, and
  - the **person** who will support the teacher in this learning, and what that support will be.
- **Support Structures.** These are the people and materials that the teacher will need in order to complete the professional development strategy.
- **Data Collection.** Include the teacher in this data collection, as appropriate. For each professional development strategy, there is ...
  - a **method** for collecting data to verify completion of the strategy,
  - a **person** responsible for collecting the data,
  - and a **date** by which it will be collected.
- **Anticipated Impact of PD Strategy.** The impact shows that the professional development strategy was successful in creating change for the students.

## APPENDIX E CONTINUED

Improvement Plan				
<u>Team Members</u>	Staff Member	Administrator		
Signature	Ms. Mediocre	Ms. Supportive		
Dates	11/1/20xx - 12/15/xx			
<u>Standard</u>	II: Teachers know the subjects they teach and how to teach those subjects to students.			
<u>Problem</u>	Ms. Mediocre rarely implements labs and technology-based activities in support of the Honors Biology curriculum.			
<u>Impact of Problem</u>	As a result, students are frustrated, tune out, and do not register for subsequent Biology classes.			
<u>Performance Goal</u>	Ms. Mediocre will design and implement units that challenge students with hands-on activities and technology.			

	<u>Professional Development Strategies &amp; Timetable</u> →	<u>Support Structures</u> →	<u>Data Collection Method &amp; Sources</u> →	<u>Impact of PD Strategies on Students</u>
<b>1</b>	Working with the SDT, Ms. Mediocre will identify the objectives for the next unit and select four lab activities for students that align with those objectives (by 11/19/xx).	<ul style="list-style-type: none"> <li>SDT</li> <li>Curriculum</li> <li>NSTA website</li> </ul>	<ul style="list-style-type: none"> <li>Presentation and explanation of unit plan to RT by 11/19/20xx.</li> <li>Informal observation by administrator by 11/20xx.</li> </ul>	Within the next unit, students participate in at least four lab activities implemented in support of the curriculum.
<b>2</b>	With the support of the technology assistant, Ms. Mediocre will design a research-related project for second marking period including a timeline and rubric, incorporating the use of at least four online tools (by 11/26/xx).	<ul style="list-style-type: none"> <li>Technology Asst.</li> <li>Sample project and rubric</li> </ul>	<ul style="list-style-type: none"> <li>Project presented to RT for feedback by 11/26/20xx</li> <li>Informal observation by RT as the project is introduced, with subsequent class drop-ins.</li> </ul>	Students will meet all criteria for the research project, including use of all technology resources

## APPENDIX E CONTINUED

<b>3</b>	Ms. Mediocre will work with the RT to create at least five authentic formative assessments to use in the unit by 11/30/xx).	<ul style="list-style-type: none"> <li>RT</li> <li>Science Formative Assessment and Uncovering Student Ideas in Life Science</li> </ul>	<ul style="list-style-type: none"> <li>RT will monitor grades weekly to see data on formative assessments.</li> <li>Ms. Mediocre and RT will discuss weekly how Ms. Mediocre uses the data to adjust instruction.</li> </ul>	Students have multiple opportunities to check their progress on critical course content.
<b>4</b>	Ms. Mediocre will attend all Biology PLC meeting and be responsible for planning and facilitating one of the meetings (by the end of December).	<ul style="list-style-type: none"> <li>RT will assist as needed</li> <li>Biology PLC</li> </ul>	<ul style="list-style-type: none"> <li>Emailed agenda and action items to RT and AP (one week before meeting).</li> <li>Reflective conversation with RT and AP after facilitated meeting.</li> </ul>	Students benefit from the teacher being an active participant in the Biology PLC, adding her ideas and bringing others' ideas to classes.

**Additional problems and their impacts (to be addressed at a later date):**

**Standard III: Teachers are responsible for establishing and managing student learning in a positive learning environment.**

*Ms. Mediocre's pacing of lessons does not allow students sufficient time for learning.*

**Standard IV: Teachers continually assess student learning, analyze the results, and adapt instruction to improve student achievement.**

*Ms. Mediocre presses on with instruction as planned, despite evidence of students' lack of understanding.*



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Director of Student Conduct and Appeals Division of Equity and Organizational Development 850 Hungerford Drive, Suite 200, Rockville, MD 20850 240-740-3215   <a href="mailto:SWC@mcpsmd.org">SWC@mcpsmd.org</a>	Human Resource Compliance Officer Division of Human Resources and Talent Management Department of Compliance and Investigations 15 West Gude Drive, Suite B400, Rockville, MD 20850 240-740-2888   <a href="mailto:DCI@mcpsmd.org">DCI@mcpsmd.org</a>
For student requests for accommodations under Section 504 of the Rehabilitation Act of 1973	For staff requests for accommodations under the Americans with Disabilities Act
Section 504 Coordinator Division of Specialized Support Services, Department of School Counseling 850 Hungerford Drive, Room 170, Rockville, MD 20850 240-987-8031   <a href="mailto:504@mcpsmd.org">504@mcpsmd.org</a>	ADA Compliance Coordinator Division of Human Resources and Talent Management Department of Compliance and Investigations 15 West Gude Drive, Suite B400, Rockville, MD 20850 240-740-2888   <a href="mailto:DCI@mcpsmd.org">DCI@mcpsmd.org</a>
For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff***	
Title IX Coordinator Division of Equity and Organizational Development, Department of Student Conduct and Appeals 850 Hungerford Drive, Suite 200, Rockville, MD 20850 240-740-3215   <a href="mailto:TitleIX@mcpsmd.org">TitleIX@mcpsmd.org</a>	

\*This notification complies with the Federal Elementary and Secondary Education Act, as amended.

\*\*This notification complies with the Code of Maryland Regulations Section 13A.01.07.

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