

# EVALUATION PROCESS FOR CENTRAL SERVICES ADMINISTRATORS

## PURPOSE

The purpose of the evaluation component of the Administrative and Supervisory Professional Growth System (A&S PGS) is to ensure and document quality performance of central services administrators (CSAs) for Montgomery County Public Schools (MCPS) and to provide feedback to central services administrators (CSA) for their own professional continuous improvement. The process clearly outlines expectations and measures that are based on the six standards of performance. “The evaluation system also provides MCPS with information from which professional development programs can be developed, personnel selection procedures can be appraised, and the adequacy of human and material resources can be assessed” (MCPS-Montgomery County Association of Administrators and Principals (MCAAP) negotiated agreement).

The structure of the evaluation process recognizes the complexities of the central services administrators’ positions and provides opportunities for continuous improvement. The CSA’s strengths are recognized and nurtured. Strengths and areas of need are documented through multiple sources of data. Central services administrators are given the necessary support and resources to address identified needs and improve performance. Support may include professional development or support provided by a Consulting Principal (CP), a mentor/coach, the immediate supervisor, the associate superintendent, the director, and the Evaluation Support Cycle as outlined below.

Between formal evaluation years, CSAs participate in professional growth activities as part of the Professional Growth Cycle, which is described in the Professional Development component of the A&S PGS Handbook.

These growth activities are based on individualized Professional Development Plans (PDPs) for each CSA.

## ELEMENTS OF THE EVALUATION PROCESS

### Evaluators

The immediate supervisor to whom the central services administrator is assigned is responsible for completing the formal evaluation.

### Frequency Schedules

Formal evaluations are required as follows:

- First and second year as an MCPS administrator
- First year after a change in administrative position (change in position classification)
- Fifth year as an MCPS administrator
- Ninth year
- Every fifth after the ninth year

*Note:* A Special Evaluation may be used in any year using the process in Annual Review Process in Non-evaluation Years.

### Probationary Period for Central Services Administrators Who Are New to a Position

Montgomery County Public Schools (MCPS) and MCAAP have an interest in ensuring that a central services administrator who is new to a position is competent in the

position for which they are hired. They also have an interest in providing support and professional development that will enhance an administrator’s competence and success in a new position. Therefore, a probationary period of one year is established to determine the individual’s competence in the new position. For individuals employed in the position before January 1 following the beginning of the school year, that individual will be evaluated at the end of that school year. For individuals employed after January 1, the individual will be evaluated by December 31 of the following school year. All employees will be evaluated using the six leadership standards for CSAs.

At the beginning of the probationary period, the immediate supervisor will meet with the CSA to discuss job expectations and review the A&S PGS. The supervisor and the CSA will have two supervisory meetings to set goals, review goals, and review performance in relation to the six standards. The first meeting will occur during the first six months of employment. The second meeting will occur during the second six months of employment. There will be adequate space between the meetings for the CSA to respond to the feedback.

During the probationary period, the supervisor will consult with the employee to identify appropriate professional development opportunities necessary to be successful in the new position and to provide other supports as needed.

## Administrator New to MCPS

If the individual's performance "meets standard," the individual will become entitled to the parameters of the evaluation process for CSA specifically identified within the A&S PGS.

If the supervisor has documented concerns about the CSA's performance in relation to the six standards during the probationary period, the following will apply.

During the first six months, if the supervisor identifies and documents concerns regarding the administrator's performance in relation to the six standards through two formal observations (one formal observation by the supervisor and one formal observation by a qualified second observer), the administrator will be provided with training and/or support by a CP. The administrator, the CP, and the immediate supervisor will develop an improvement plan that outlines the concerns, the goals for improvement, the training and other supports to be provided, and the specific data points that will measure the improvement. The CP will complete a summary report on the administrator's progress in the improvement plan and the supervisor will complete an additional formal observation by the beginning of the ninth month following the date of hire for that position.

The immediate supervisor will review the data points of the improvement plan and the input from the CP and will conduct an evaluation by the beginning of the 10th month following the date of hire for that position. The formal observations are a minimum requirement. It is expected that the supervisor will have conducted informal observations and reviewed other data sources upon which the employee is evaluated.

- If the immediate supervisor and CP agree that the administrator has met standard, the administrator will continue in the Professional Growth Cycle.
- If the immediate supervisor and the CP agree that the administrator has not met standard, or they could not agree if the administrator met standard, they will present their findings to the PAR Panel. The administrator also will have an opportunity to present information to the PAR Panel. After considering all of the information, the PAR Panel makes one of the following recommendations to the superintendent by the first day of the 11th month following the date of hire for this position:
  - » The administrator returns to the evaluation cycle.
  - » The administrator is reassigned to another administrative position for which they are qualified.
  - » The administrator is reassigned to a non-administrative position for which they are qualified.
  - » The administrator is dismissed from MCPS.
  - » If the Panel cannot reach agreement, the superintendent or his designee makes the decision.

## Administrator is already an employee of MCPS prior to this position

If the administrator is already an employee of MCPS, the supervisor will work with the individual through the evaluation process for CSAs, as outlined in the A&S PGS Handbook.

## Annual Review Process in Non-Evaluation Years

During professional growth years, the CSA gathers data for the two annual meetings with the immediate supervisor. These meetings will occur near the beginning and the end of the fiscal year to review data sources in order to set goals, review goals, and review performance in relation to the six standards and the strategic planning process.

### Performance with no concerns

If these annual reviews indicate that progress is continuing and there are no concerns, the CSA will continue in the Professional Growth Cycle that will include a personal Professional Development Plan, as described in the Professional Development component of the A&S PGS, and the MCPS strategic plan. Novice, CSAs new to MCPS, and CSAs new to an assignment are not required to write a Professional Development Plan in their first year.

### Performance with concerns:

**Between July 1 and December 31**, if the immediate supervisor has concerns regarding the CSA's performance, the immediate supervisor will meet with the CSA, discuss the concerns, and document the meetings. The immediate supervisor identifies and documents the concerns regarding the CSA's performance in relation to the six standards through collection of a variety of sources of data (see Collection of Evaluation Data), including two formal observations. The observations and data collection will be conducted over a reasonable time period to enable the CSA the opportunity to improve.

If, based on the documented concerns, the immediate supervisor decides to request a Special Evaluation, the immediate supervisor sends an e-mail to the director of Evaluation and Compliance by the last Friday in January. The e-mail includes the dates of the two formal observations. The immediate supervisor informs the CSA, in writing, that the request has been made. The director of Evaluation and Compliance informs the CSA, in writing, that a Special Evaluation will be conducted.

The CSA will be provided with training and/or support by the immediate supervisor. The immediate supervisor will organize a meeting with the CSA and will facilitate the development of an improvement plan. This plan will be the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the CSA is expected to meet standard.

The immediate supervisor will review the data points of the improvement plan by April 1.

- If the immediate supervisor finds that the CSA has met the goals of the improvement plan, the CSA will continue in the professional growth cycle.
- If the immediate supervisor documents that the CSA did not meet the goals of the improvement plan, a qualified second observer will complete an observation before the CSA receives a Special Evaluation. The immediate supervisor will complete the “does not meet standard” Special Evaluation by May 1.
- If the CSA’s performance is rated as “does not meet standard,” a consulting principal is assigned to conduct a review and the PAR Panel decides whether the CSA is placed in the Evaluation Support Cycle for the next school year.

**Between January 1 and June 30**, if the immediate supervisor has concerns regarding the CSA’s performance, the immediate supervisor will meet with the CSA, discuss the concerns and document the meetings. The immediate supervisor identifies and documents the concerns regarding the CSA’s performance in relation to the six standards through collection of a variety of sources of data (see Collection of Evaluation Data), including two formal observations. The observations and data collection will be conducted over a reasonable time period to enable the CSA the opportunity to improve.

If, based on the documented concerns, the immediate supervisor decides to request a Special Evaluation, the immediate supervisor sends an e-mail to the director of Evaluation and Compliance by the last Friday in July. The e-mail includes the dates of the two formal observations. The immediate supervisor informs the CSA, in writing, that the request has been made. The director of Evaluation and Compliance informs the CSA, in writing, that a Special Evaluation will be conducted.

The CSA will be provided with training and/or support by the immediate supervisor. The immediate supervisor will organize a meeting with the CSA and will facilitate the development of an improvement plan. This plan will be the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the CSA is expected to meet standard.

- The immediate supervisor will review the data points of the improvement plan by December 1.
- If the immediate supervisor finds that the CSA has met the goals of the improvement plan, the CSA will continue in the professional growth cycle.
- If the immediate supervisor documents that the CSA did not meet the goals of the improvement plan, a qualified second observer will complete an observation before the CSA receives a Special Evaluation. The immediate supervisor will complete the “does not meet standard” Special Evaluation by January 1.

- If the CSA’s performance is rated as “does not meet standard,” a consulting principal is assigned to conduct a review and the PAR Panel decides whether the CSA is placed in the Evaluation Support Cycle for one year.

## Collection of Evaluation Data

The immediate supervisor, CP, and/or the superintendent’s designee will collect and analyze data from formal and informal observations, conferences, meetings, and other related data sources. This should be an ongoing and cumulative process documenting progress over time. Where significant performance issues are identified, a qualified second observer will be assigned.

**Meetings:** Data sources will include two meetings (probationary—three meetings), one at the beginning of the fiscal year and a second one month before the evaluation between the CSA and the immediate supervisor to set goals and review goals and progress in the professional development plan and the strategic plan.

**Observations and Interactions:** In addition to the two meetings, there will be formal observations and other interactions, as needed, to document performance in relation to the six standards. During an evaluation year, at least two formal observations are required, one of which must be scheduled in advance. The formal observations are a minimum requirement. It is expected that the supervisor will have conducted informal observations and reviewed other data sources upon which the employee is evaluated.

**Formal Observations:** Formal observations require that the person being observed has full knowledge of the observation, that a written report is shared with the person, and that the person has the right to respond to the observation report. Data for formal observation reports may result from information gathering that may occur over time, but should not exceed a 30-day or mutually agreed-upon period. It is recommended that formal observations of activities, meetings, or presentations, etc., should be for a minimum of 30 minutes. The person being evaluated must be informed of the start and end dates of the observation/data-gathering period.

Examples of formal observations and other interactions may include the following:

- Relevant stakeholder meetings (e.g., students, parent/community, staff)
- Project/program leadership
- Work product reports/updates
- Strategic planning meetings
- Leadership meetings
- Staff evaluation conferences
- Interactions with customers
- Professional development trainings/presentations

**Data Sources:** The immediate supervisor will collect and analyze a variety of data sources as a part of the evaluation. The immediate supervisor, in conjunction with the CSA, will collaborate on the methods and sources of planned data collection and will review all data in a timely manner.

**Data Sources** may include the following:

- Formal observations
- Informal observations and other interactions
- Strategic plan
- Summaries and reports
- Professional Development Plan
- Office or program performance measures
- Staff profile, including, but not limited to, turnover, diversity, attendance, and experience
- State and local compliance requirements
- Surveys
- CSA's portfolio
- CSA's use of systemwide data pertinent to the office or program
- Data submitted by the CSA

## Evaluation Year

CSAs enter the evaluation year in accordance with the frequency schedule of the evaluation process. During formal evaluation years, the immediate supervisor will complete observations, gather information, and review data sources with the CSA. A minimum of two formal observations are required, with at least one each semester. One formal observation must be done by the immediate supervisor. If the CSA is below standard, one formal observation must be done by a qualified second observer selected by the supervisor. The evaluation is based on the data outlined in Collection of Evaluation Data, in relation to the six standards, performance criteria, and descriptive examples. The immediate supervisor completes the evaluation by May 1 if the administrator “does not meet standard” and by June 1 if the administrator “meets standard.”

- If the CSA meets standard, the CSA continues in the Professional Growth Cycle.
- If the immediate supervisor identifies concerns during the formal evaluation year, the CSA will be provided with training and/or support by the supervisor. The supervisor will organize a meeting with the CSA and will facilitate the development of an improvement plan. This plan will be the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the CSA is expected to meet standard.
- The supervisor will review the data points of the improvement plan by April 1.
- If the supervisor finds that the CSA has met the goals of the improvement plan, the CSA will continue in the professional growth cycle.

- If the immediate supervisor documents that the CSA did not meet the goals of the improvement plan, a qualified second observer will complete an observation before the CSA receives a Special Evaluation. The supervisor will complete the “does not meet standard” Special Evaluation by May 1.
- If the CSA's performance is rated as “does not meet standard,” a consulting principal is assigned to conduct a review and the PAR Panel decides whether the CSA is placed in the Evaluation Support Cycle for the next school year.

## Special Evaluation/Evaluation Support Cycle

During the Special Evaluation/Evaluation Support Cycle, the CSA will receive clear expectations and support from the immediate supervisor, a CP, and the Peer Assistance Review (PAR) Panel. The CP, the immediate supervisor, and the CSA will collaborate on the development of an improvement plan that will include the identification of the specific areas of need, the expected improvements, the support that will be provided by the CP and immediate supervisor, and the specific data that will be used to determine effectiveness. The goal of this intense intervention is to provide assistance and opportunities to the CSA in order to meet all standards. The CSA takes responsibility for involvement in developing the improvement plan and meeting standards.

The Evaluation Support Cycle includes the following:

- **Consulting Principal (CP):** The CP provides direction and support to the CSA. They will observe and confer with the CSA and submit quarterly reports to the immediate supervisor and the PAR Panel on the support provided to the CSA and the CSA's progress on the improvement plan. By April 1 of the Evaluation Support Cycle year, the CP will complete a summary report on the CSA's progress in the improvement plan.
- **Immediate Supervisor:** The immediate supervisor will also monitor progress on the improvement plan through observations and meetings with the CSA. As outlined in “Collection of Evaluation Data” above, the immediate supervisor will complete the evaluation using multiple sources of data to document each standard. The immediate supervisor will complete the evaluation by the due date.
- **Peer Assistance Review (PAR) Panel:** PAR Panel comprises three executive staff or other excluded administrators, but not assigned to that CSA, and three CSAs recommended by MCAAP. The superintendent or designee will approve the membership for the Panel. This Panel will receive quarterly updates from the immediate supervisor and the CP on the progress of the CSA on the improvement plan. Panel members may provide suggestions for support in helping the CSA meet the goals of the improvement plan to meet standard at the end of the year of the Evaluation Support Cycle. The Panel makes final recommendations to the superintendent.

## Decisions Regarding the Evaluation Support Cycle

If the immediate supervisor and CP agree that the CSA has met standard, the CSA will return to the Professional Growth Cycle.

If the immediate supervisor and CP agree that the CSA did not meet standard or they could not agree if the CSA met standard, they will present their findings to the PAR Panel. The CSA will also have an opportunity to present information to the PAR Panel. After considering all of the information, the PAR Panel will make one of the following recommendations to the superintendent by May 15:

- The CSA returns to the Professional Growth Cycle.
- The CSA is reassigned to another administrative position.
- The CSA is reassigned to a non-administrative position.
- The CSA is dismissed from MCPS.
- If the Panel cannot reach agreement, the superintendent or his designee makes the decision.

## Appeal Process

Through these procedures, the A&S PGS establishes that the CSA is an active participant throughout the evaluation process. The meetings held at the beginning and end of each year, the post-observation conferences, and the development of any improvement plans are examples of the opportunities for collaboration among the principal/director, the CSA, and others involved. The school system shall be responsible for maintaining the confidentiality of an individual's evaluation process and all related documents. The following processes will be available:

- **The Process for Responding to an Observation Report**  
The CSA may respond in writing to any observation report within 10 working days of receiving the report.
- **The Process for Providing Additional Information to a "Meets Standard" Evaluation**  
The CSA may provide additional information to a "meets standard" evaluation.
- **The Review Process and Appeal Process of a "Does Not Meet Standard" Evaluation**  
When a CSA who is not currently in the PAR program is given a "does not meet standard" rating on the formal evaluation report, OHRD will notify the PAR Panel cochairs. A CP is assigned to complete a review of that CSA's skills on the Leadership Standards. The review consists of the following:

## The Consulting Principal (CP)—

- meets separately with the supervisor and the CSA,
- completes a minimum of two formal observations (one announced and one unannounced), and
- reports the information and makes a recommendation to the PAR Panel.

## The PAR Panel—

- hears the report from the CP,
- decides on inclusion or noninclusion in the program, and
- notifies the principal and associate superintendent of the decision.

If the CP concurs that the needs of the CSA warrant the support of the program, the CSA may ask to make a presentation to the PAR Panel in order to provide additional information. This presentation provides for a meaningful appeal of the CSA's "does not meet standard" evaluation. The PAR Panel considers the CP review to be information that can be used in the appeal process. If the CSA requests to make a presentation, the PAR Panel also will provide an opportunity for the principal/supervisor to present information and documentation. In addition, the CP will be questioned to clarify information in their reports and in regard to their recommendation. Information from all three sources will be considered before a decision is rendered. After the presentation, the PAR Panel will affirm or negate the "does not meet standard" evaluation, and will recommend inclusion or noninclusion in PAR. If the PAR Panel recommends inclusion in the PAR program, a CP is assigned to provide a year of support. Inclusion in the PAR program is not voluntary and cannot be appealed by the CSA. If the PAR Panel recommends noninclusion, and the CSA, therefore, is determined to meet standard, the PAR Panel will notify the supervisor, who will work with staff from the Center for Skillful Teaching and Leading, and the cochairs of the PAR Panel, to ensure that the formal evaluation is revised to conform with a "meets standard" rating.

If the CP does not concur that the needs of the CSA are serious enough to warrant the support of the program, the supervisor may ask to make a presentation to the PAR Panel in order to provide additional data. When considering a presentation by a supervisor, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. If the supervisor requests to make a presentation, the PAR Panel also will provide an opportunity for the CSA to present information and documentation. In addition, the CP will be questioned to clarify information in their reports and in regard to their recommendation. Information from all three sources will be considered before a decision is rendered. After reviewing all of the information, the PAR Panel will recommend either inclusion in the PAR program or return to the Professional Growth Cycle, with support by the principal/supervisor. If the PAR Panel recommends noninclusion and the CSA, therefore, is determined to meet standard, the PAR Panel will notify the supervisor, who will work with staff from the Center for Skillful Teaching and Leading and the cochairs of the PAR Panel to ensure that the formal evaluation is revised to conform with a "meets standard" rating.

## The Appeal Process of a PAR Panel Recommendation

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

### *Supervisor Appeal Presentations*

The supervisor may appeal the tentative recommendation at a PAR Panel meeting. The presentation will be scheduled for 40 minutes. The first half of the allotted time is used for a presentation of evidence to support the supervisor's evaluation. The second half of the allotted time is used for questions from the Panel. The supervisor may bring written documentation based on the standards to support his or her 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 CSA in advance of this meeting. The supervisor is expected to present in these cases. The supervisor may be accompanied by another qualified observer of the supervisor's choosing to assist in the presentation.

### *Central Services Administrator Appeal Presentations*

The CSA may appeal a tentative recommendation of reassignment or dismissal at a PAR Panel meeting. The presentation is scheduled for 40 minutes. The first half of the allotted time is a presentation of evidence to support the CSA's view of their performance. The second half of the allotted time is used for questions from the Panel. The CSA may bring written documentation based on the standards to support their point of view and will give copies to each PAR Panel member. The CSA may contact an MCAAP representative for assistance. The CSA may be accompanied by a guest who may be a MCAAP representative, an attorney, or other guest, but who 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 the CSA. The cochairs notify the CSA, and the CP, in writing, of the Panel's final recommendation to the superintendent.

If the CSA does not appeal the PAR Panel's tentative recommendation, that recommendation will become the final recommendation.

The CSA may appeal the Panel's final recommendation to the superintendent through the process outlined in MCPS and MSDE employment procedures.

## Follow-up to Successful Return to the Professional Growth Cycle from the PAR Program

In the year following successful return to the Professional Growth Cycle from the PAR program, the CSA will have a Special Evaluation to ensure maintenance of skills. If the CSA's skills are rated as "does not meet standard" in the next school year, the PAR Panel will reconsider the case. The CSA will be asked to bring documentation and evidence to the PAR Panel meeting in May. At that time, based on the evidence provided, the PAR Panel could recommend a return to the Professional Growth Cycle, reassignment to another administrative position, reassignment to a non-administrative position (CSAs who are tenured teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions), or dismissal from MCPS.

If an CSA who has successfully returned to the Professional Growth Cycle from the PAR program receives a "does not meet standard" evaluation for a school year after the year immediately following the successful return to the Professional Growth Cycle, a CP will be assigned to conduct a review in which the CP—

- meets with the principal and the CSA, and
- completes a minimal of two formal observations (one announced and one unannounced).

The CP will report the information and make a recommendation to the PAR Panel as to reinclusion of the CSA in the PAR program. If the PAR Panel recommends inclusion in the PAR program, a CP will be assigned to provide a year of support. Inclusion in the PAR program is not voluntary and cannot be appealed by the CSA. The PAR Panel will notify the CSA of the decision.

If the CP recommends reinclusion, the principal will be given the option of agreeing with that recommendation. If the principal agrees, reinclusion in the PAR program will not be voluntary and cannot be appealed by the CSA. If the principal does not agree and requests consideration of dismissal from MCPS employment, the CP, and the CSA will each be invited to make a presentation at the June meeting of the PAR Panel. When considering a presentation, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. The Panel could recommend a return to the Professional Growth Cycle, reassignment to another administrative position, reassignment to a non-administrative position (CSAs who are tenured teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions), or dismissal from MCPS.

If the CP does not recommend reinclusion, the principal will be given the option of agreeing with that recommendation. If the principal agrees with the recommendation,

the AP/coordinator of school-based programs will return to the Professional Growth Cycle. In this circumstance, the principal will rewrite the evaluation to demonstrate that the AP/coordinator of school-based programs is meeting standard. If the principal disagrees, the CP, and CSA will be invited to make a presentation at the June meeting of the PAR Panel. When considering a presentation, the PAR Panel always will examine all relevant written documentation, including the most current formal evaluation report and post-observation conference reports. The PAR Panel could recommend a return to the Professional Growth Cycle, reassignment to another administrative position, reassignment to a non-administrative position (CSAs who are tenured teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions), or dismissal from MCPS.

## Glossary

**Consulting Principal (CP)** is assigned by the Office of Human Resources and Development to mentor, support, and coach administrators and make recommendations to the PAR Panel.

**Evaluation Rating** is a decision made by the principal based on a holistic view of the evidence regarding an individual's performance on all the standards. The rating will state that the individual either "meets standard" or "does not meet standard." Evaluations also require a qualified second observer if the evaluation will be below standard.

**Formal Observations** require that the person being observed knows that they are being observed, that a written report is shared with the person, and that the person has the right to provide a written response to the report.

**New to Assignment** refers to administrators and supervisors who are new to their current position, although they have held a same or corresponding position at a different location or level.

**Novice Administrators** are administrators new to their position.

**Performance with Concerns** indicates that the immediate supervisor has identified and documented concerns regarding the administrator's performance in relation to any of the six standards.

**Performance with No Concerns** indicates that the immediate supervisor has identified and documented that the administrator is meeting and making continued progress in relation to all six standards.

**Portfolio** provides the CSA with the opportunity to collect and present a variety of data sources describing their performance. The portfolio could include information from parents, staff, or students; results of school meetings or surveys; coursework; attendance or presentations at professional conferences; and examples of professional

activities within MCPS or other educational groups. It is a tool maintained by the CSA to address the six standards.

**Qualified Observers** are the superintendent, the associate superintendent, and their professional assistants, including the principal.

**Peer Assistance Review (PAR) Panel** consists of three principals not assigned to supervise the CSA, and three currently sitting assistant principals. The PAR Panel reviews the reports and recommendations of the principal and the CP, and then presents recommendations to the superintendent on personnel actions for CSAs in the Evaluation Support Cycle.

**Second Observer** is a qualified observer providing an objective independent assessment.

**Special Evaluation** is an evaluation scheduled out of the regular sequence. The purpose of the Special Evaluation is to address serious deficiencies in the CSAs' performance on the six standards. Observations by both the principal and another qualified observer are required if the evaluation will be below standard. A Special Evaluation can result in referral to the Evaluation Support Cycle, or in a return to the Professional Growth Cycle. The Special Evaluation process does not apply for ASAs.

## ROLE OF CONSULTING PRINCIPAL

The purpose of the CP is to provide support for the CSA (client). In order to accomplish this, the CP will meet initially with the immediate supervisor to obtain information about the needs of the client. As soon thereafter as possible, the CP will meet with the client. The priority of the position is to provide sufficient time for effective interactions with the client. The CP will organize a meeting with the client and the immediate supervisor, during which the CP will facilitate the development of an improvement plan. This plan will be the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the client is expected to meet standard.

The CP will be responsible for coaching and mentoring the client. The CP will provide direction and coaching with regard to the supports that are available from within MCPS and from outside sources. The CP will provide assistance to the client with regard to areas of need, as identified on the improvement plan. The CP will help the client set priorities and maintain a focus on improvement.

The CP will be responsible for the following:

- Facilitating the development of an improvement plan
- Making frequent visits with informal support
- Analyzing problems and suggesting options
- Identifying resources for the client
- Conducting a minimum of two formal observations with post-conferences (one per semester recommended)

- Providing written reports on the formal observations to the client and the immediate supervisor
- Communicating with the immediate supervisor regarding the client's progress
- Preparing reports to the Peer Assistance Review (PAR) Panel

- Making a recommendation regarding the client's status to the Peer Assistance Review (PAR) Panel at the end of the formal plan's time frame

*See Appendix A for Administrator Frequency Schedule for Evaluation.*

### Frequently Asked Questions About Revisions in the A&S PGS Handbook Adopted 6/27/11

QUESTION	PREVIOUS HANDBOOK LANGUAGE	CURRENT HANDBOOK LANGUAGE
May a CSA respond in writing to observation reports?	A CSA may respond in writing to an observation report within 10 working days of receiving the report.	No change
May a CSA provide additional information to a "meets standard" evaluation?	A CSA may provide additional information to a "meets standard" evaluation.	No change
What process applies when a CSA receives a "does not meet standard" evaluation?	A CP provides support and the Evaluation Support Cycle begins.	A CP conducts a review and makes recommendation to the PAR Panel regarding inclusion. The PAR Panel recommends inclusion or non-inclusion.
Can a CSA appeal a "does not meet standard" evaluation?	A CSA may appeal their evaluation to their supervisor's supervisor.	A CSA may appeal their evaluation to the PAR Panel.
Can a CSA appeal the PAR Panel's tentative recommendation?	A CSA may appeal to the superintendent.	A CSA may appeal the PAR Panel's tentative recommendation to the PAR Panel and then may appeal to the superintendent.
Can a supervisor of a CSA appeal a PAR Panel's tentative recommendation?	Not addressed.	A supervisor of a CSA may appeal the PAR Panel's tentative recommendation to the PAR Panel.
Is a CSA evaluated the year following successful return to the Professional Growth Cycle from PAR?	The CSA returns to the Professional Growth Cycle as determined by the Frequency Schedule.	The CSA will have a Special Evaluation to ensure maintenance of skills.
What process applies if a CSA receives a "does not meet standard" rating on the Special Evaluation a year following successful return to the Professional Growth Cycle from PAR?	The Evaluation Support Cycle begins.	The PAR Panel makes a recommendation regarding return to the Professional Growth Cycle, re-inclusion, reassignment to another administrative or non-administrative position, or dismissal from MCPS.
What process applies if a CSA receives a "does not meet standard" evaluation for a school year after the year following the successful return to the Professional Growth Cycle from PAR?	The Evaluation Support Cycle begins.	A CP conducts a review and makes a recommendation to the PAR Panel regarding re-inclusion. The PAR Panel makes a recommendation regarding return to the Professional Growth Cycle, re-inclusion, reassignment to another administrative or non-administrative position, or dismissal from MCPS.
What process applies if concerns are identified regarding the CSA's performance in relation to the six standards during non-evaluation years?	The supervisor conducts two formal observations and training and support are provided by a CP and the supervisor. The CP facilitates the development of an improvement plan.	The supervisor conducts two formal observations and training and support are provided by the supervisor. The supervisor facilitates the development of an improvement plan.
When is a CP assigned to provide training and support if concerns are identified regarding the CSA's performance in relation to the six standards during non-evaluation years?	The CP is assigned following the conducting of two formal observations by the supervisor.	A CP is assigned to conduct a review after a CSA receives a "does not meet standard" evaluation.

# A&S PGS EVALUATION PROCESS FOR CENTRAL SERVICES ADMINISTRATORS: A DIAGRAM

