

EVALUATION OF SCHOOL SYSTEM EMPLOYEES

A. ALL SCHOOL SYSTEM EMPLOYEES

In order to assure high quality employee performance and to improve the instructional programs in Washington County Public Schools, a continuous program of evaluation shall be maintained. This program shall conform to all negotiated agreements between the Board of Education and Washington County Public School employees.

The purpose of the performance evaluation is to encourage dialogue between supervisor and employee about job performance and to provide a documented means of identifying and defining strengths and weaknesses in job performance. In addition, the process provides an opportunity for communication about job requirements, work expectations, and the potential for personal and professional development.

All observations and evaluations shall be conducted openly and with full knowledge of the person being observed and/or evaluated. Each person being observed and/or evaluated shall be given a copy of his/her observation(s) and/or evaluation(s) and shall have the opportunity to discuss any and all documents with the evaluator(s). After discussion(s), the employee being observed and/or evaluated shall sign the observation(s) and/or evaluation(s), recognizing that the employee's signature does not necessarily indicate agreement with the contents of the document(s). The observation(s) and/or evaluation(s) process provides for written comments and reactions by the employee being observed and/or evaluated, which shall be attached to the observation(s) and/or evaluation(s). If the employee believes that the observation and/or evaluation process has not been followed, he/she may request a review of the procedures by the Executive Director of Human Resources.

Upon request, an employee shall have the right to review the contents of his/her personnel file in the Central Office, excepting any confidential references. The review shall be made in the presence of the administrator responsible for the safekeeping of such files or his/her designee.

An employee is to be evaluated based upon the employee's job description, assigned duties, and job performance. An evaluation of an employee shall be conducted in accordance with established administrative regulations. The appropriate observation and/or evaluation document(s) will be utilized.

B. EDUCATIONAL SUPPORT PERSONNEL

Educational Support Personnel shall be formally evaluated once every school year. The process shall include at least one evaluation.

C. TEACHERS

1. Non-tenured teachers shall be formally evaluated once during each semester of the school year. The process shall include a minimum of two observations for each evaluation.
2. Tenured teachers shall be evaluated as follows:
 - a. *Standard Professional Certificate Holders* shall be evaluated every school year. The process shall include at least one observation each semester and one evaluation each year.
 - b. *Advanced Professional Certificate Holders* shall receive an evaluation at least twice during the validity period of each certificate. The first evaluation shall occur during the initial year of the certificate. The process shall include at least one observation each semester and one evaluation within the identified school year.

D. ADMINISTRATORS AND SUPERVISORS

Administrators and supervisors shall be formally evaluated every school year. The process shall include at least one evaluation.

PROCEDURES FOR EVALUATION OF SCHOOL SYSTEM EMPLOYEES

A. ALL SCHOOL SYSTEM EMPLOYEES

The following guidelines support the policy adopted by the Board of Education of Washington County ("Board of Education").

Questions regarding the interpretation of the adopted Board of Education policy or the Superintendent's approved regulation are to be directed to the Executive Director of Human Resources.

B. EVALUATION OF EDUCATIONAL SUPPORT PERSONNEL

The purpose of the performance evaluation is to encourage dialogue between supervisor and employee about job performance and to provide a documented means of identifying and defining strengths and weaknesses in job performance. In addition, the process provides an opportunity for communication about job requirements, work expectations, and the potential for personal and professional development.

WHEN:

1. Educational Support Personnel will be formally evaluated once every school year.
2. The evaluation process is to be completed by June 1.

WHO EVALUATES:

1. Supervisors and administrators will evaluate Educational Support Personnel.
2. The employee's direct supervisor or his/her designee may complete the evaluation.

THE EVALUATION PROCESS:

1. Employees may be evaluated on job performance as well as results. Conferencing between immediate supervisors and employees will be scheduled periodically. During these sessions, an open dialogue should occur which allows the exchange of performance-oriented information. Conferences should include, but not be limited to, the following: job responsibilities, performance of duties, and attendance. When an employee receives an area for growth, the employee should be informed of the steps necessary to improve performance to the desired level. A memorandum of record should be prepared and shared with the employee when repeated performance issues occur. Additionally, the evaluator should maintain a log of discussions or interactions regarding minor job performance concerns that do not require a memorandum.
2. As part of the annual evaluation, a conference will be held with the employee concerning the evaluation, which will subsequently be reduced to writing and made a part of the record. The evaluation process is to be completed by June 1 and evaluation forms will be returned to the Human Resources Department.
 - a. The immediate supervisor will complete the evaluation. Note that any area evaluated as "Area for Growth" or "Unsatisfactory" must be discussed in the "Comments" section of the evaluation form. Comments should include examples of the performance, whether satisfactory or, if unsatisfactory, how performance can be improved. Likewise, evaluators should comment on outstanding performance when it is observed or reported. Outstanding performance is consistently superior in completion of practices and responsibilities. An overall performance rating of "Satisfactory" or "Unsatisfactory" should be checked by the evaluator in the "Overall Performance Rating" section of the evaluation form.

- b. The evaluation will be discussed with the employee, with emphasis on strong and weak points in job performance. The employee should be commended on a job well done, if applicable, and discussion provided when specific corrective action is warranted. Mutual goals should be set by the employee and supervisor before the next performance evaluation.
- c. The employee should be provided with the opportunity to make any written comments he/she desires. The employee will sign the evaluation form signifying that he/she has received and reviewed the form. A duplicate copy will be given to the employee within a reasonable time, but not longer than two (2) weeks.
- d. The completed form will be sent to the Human Resources Department in a sealed envelope, marked "Performance Evaluation," by June 1. A copy of the completed form should be retained for the school/department and the employee.
- e. Subsequent to the completion of the form by the supervisor, and review by the employee, any revision must be discussed by both parties. In addition, if changes in the form are made after the employee has signed the form, the supervisor must forward the revised version to the Human Resources Department.

FORMS:

Performance Evaluation for Educational Support Personnel Form will be used for all Educational Support Personnel (ESP).

C. OBSERVATION AND EVALUATION OF TEACHERS

The purpose of the performance evaluation is to encourage dialogue between supervisor and employee about job performance and to provide a documented means of identifying and defining strengths and weaknesses in job performance. In addition, the process provides an opportunity for communication about job requirements, work expectations, and the potential for personal and professional development.

WHEN:

The following applies to both tenured and non-tenured teachers:

Observations will be conducted openly and with the full knowledge of the teacher. Teachers will not be evaluated or formally observed immediately before or after a school holiday, immediately following a teacher's return from an extended sick leave, or during an official school parental visitation day.

The following applies to tenured teachers:

1. Tenured teachers shall be evaluated as follows:
 - *Standard Professional Certificate Holders* shall be evaluated every school year. The process shall include at least one observation each semester and one evaluation each year.
 - *Advanced Professional Certificate Holders* shall receive an evaluation at least twice during the validity period of each certificate. The first evaluation shall occur during the initial year of the certificate. The process shall include at least one observation each semester and one evaluation within the identified school year.
2. Additionally, evaluations can be made at the request of the person(s) responsible for the evaluation.
3. Tenured teachers not scheduled for evaluation in a given year may request that an evaluation be conducted. Such requests will be submitted in writing to the Executive Director of Human Resources.
4. For tenured teachers, a minimum of two observations and one evaluation each year must be completed by June 1 in the scheduled evaluation year. There must be a minimum of one observation per semester. All forms will be returned to the Human Resources Department.

The following applies to non-tenured teachers:

1. Non-tenured teachers shall be formally evaluated once during each semester of the school year. The process shall include a minimum of two observations for each evaluation.

WHO SCHEDULES:

1. The Executive Director of Human Resources shall develop a list of personnel who are scheduled for observation and evaluation by the beginning of each school year.
2. The teachers scheduled for evaluation shall be notified prior to October 1 of the school year in which the evaluation is to occur. All teachers will receive copies of the appropriate evaluation and observation forms, policies, and procedures.
3. The Assistant Superintendents for Elementary and Secondary Education will designate the administrator to complete the evaluation of teachers who work in more than one school.

WHO EVALUATES:

The following applies to tenured teachers:

1. The formal evaluation of all tenured school-based personnel will be the responsibility of school-based administrators, with assistance from supervisors as needed.
2. The formal evaluation of all tenured non-school-based personnel will be the responsibility of a Central Office administrator, as determined by either the Assistant Superintendent for Elementary Education or the Assistant Superintendent for Secondary Education.
3. Observations will be conducted by certificated administrative and/or supervisory personnel.

The following applies to non-tenured teachers:

1. Non-tenured school-based personnel will be evaluated by supervisors, principals, assistant principals, and/or other certified administrators.
2. For non-tenured teachers, of the two observations in each semester, one will be conducted by Central Office administration and one by a school-based administrator.
3. For non-tenured teachers, all evaluations will be completed jointly by a school administrator and a Central Office administrator.
4. Observations will be conducted by certificated administrative and/or supervisory personnel.

TEACHER OBSERVATION:

The following applies to both tenured and non-tenured teachers:

1. A pre-observation conference shall be an optional part of the process if requested by either the teacher or the observer.
2. The appropriate checklist form will be completed by the observer for each formal classroom observation.
3. The *Evaluation and Comments for Checklist Form for Tenured and Non-Tenured Teachers* will be used for supporting written narrative and will be attached to the *Checklist Form*. It must be signed by both the observer and the teacher and attached to the *Checklist Form*.
4. For observations, domains II and III for the *Classroom Teacher, Counselor/Social Worker, and Library Media Specialist Checklist Forms* and domain II of the *Teacher Resource Specialist Checklist Form* should be rated solely on observed classroom behavior.

5. For observations, domains I and IV of the *Checklist Form for Classroom Teacher*, domains I, IV, and V of the *Checklist Form for Counselor/Social Worker*, domains I, IV, V, VI, VII, and VIII of the *Checklist Form for Library Media Specialist* may be rated on data gathered outside of the classroom environment as indicated on the notation at the bottom of the checklist form. This information, in addition to any relevant classroom observation, indicates behaviors that may be assessed by viewing lesson plans, discussion with the teacher, or any relevant records or documents.
6. If no specific data is collected which relates to a specific competency, the observer will write **N/O** (not observed) in the right-hand margin of the checklist form. This notation does not reflect a negative rating. On the *Checklist Form for Counselor/Social Worker* and the *Checklist Form for Teacher Resource Specialist*, **N/A** may be applied if the domain is not applicable to the observation.
7. Narrative comments will be documented on the *Evaluation and Comment Form for Tenured and Non-Tenured Teachers* and should include a brief description of any relevant characteristics of the setting, the class, and/or the lesson (e.g., circumstances, time of day, number of students, and relevant demographic, etc.). Comments should also be included which provide an analysis of effective and ineffective aspects of the lesson. Specific feedback and specific suggestions should be included as appropriate. Any indications of ineffective performance should be referenced as follows:
 - If **Area for Growth** is checked, the *Evaluation and Comment Form for Tenured and Non-Tenured Teachers* should state **Area for Growth**, followed by the specific domain and concern. The concern should then be followed by **Suggestion(s) for Improvement**, which provide specific suggestions for improvement.
 - If **Unsatisfactory** is checked, the *Evaluation and Comment Form for Tenured and Non-Tenured Teachers* should state **Unsatisfactory**, followed by the specific domain and concern. The concern should then be followed by **Recommendation(s)** which provide specific recommendations for improvement.
 - Conversely, when **Satisfactory** is checked, observers are encouraged to note and point-out strengths.
8. Comments pertaining to the observation should be written to the teacher using second person (e.g., You were...).
9. Pages should be noted at the bottom on the designated space as 1 of 2, 2 of 3, 3 of 3, etc.
10. The post-observation conference is required and will take place within a reasonable time after the observation, preferably not later than three (3) school/workdays after the classroom observation. A duplicate copy of all written comments, as a result of the observation, will be given to the teacher at the time of the conference, after which the teacher will have up to five (5) days to respond before the draft document is signed.
11. The *Evaluation and Comment Form for Tenured and Non-Tenured Teachers* must be signed by both the teacher and the observer and should be attached to the *Checklist Form*.
12. The teacher and the observer will sign the appropriate checklist form and the teacher will be given a copy in addition to signed copies of the attachments.

The following applies to tenured teachers only:

1. For tenured teachers, written comments (see paragraph 7 above for specific instructions) should be addressed in each domain on at least one observation during the year.
2. Tenured teachers not selected for evaluation in a given year will receive an informal classroom visitation by an administrator twice during the school year, once each semester. A list of the teachers visited and the dates of the visits will be submitted to the Directors of Elementary, Middle, and High School Education at the end of each school semester.

The following applies to non-tenured teachers only:

1. For non-tenured teachers, written comments (see paragraph 7 above for specific instructions) should be addressed in each domain for each observation.

TEACHER EVALUATION:

The following applies to both tenured and non-tenured teachers:

1. For tenured and non-tenured teachers, all domains must be addressed in the evaluation.
2. The evaluation provides an overall summative description of a teacher's performance and includes, when known, all work experience since the last evaluation.
3. The teacher evaluation should be written in the third person. (e.g., He/She did...)
4. Evaluators will comment on outstanding performance on the *Evaluation and Comments Form for Tenured and Non-Tenured Teachers* specifying when it occurred, or when completing an evaluation. Outstanding performance is consistently superior in completion of practices and responsibilities.
5. When evaluating non-tenured teachers, or a tenured teacher who is on a Performance Improvement Plan, there will be two evaluators. In addition, an administrator may request a second evaluator for a tenured teacher who is demonstrating less than satisfactory performance, but not on a Performance Improvement Plan. It is expected that the two evaluators will complete one evaluation which represents a summary of the teacher's performance. In the unusual cases in which two evaluators are in substantial disagreement regarding a teacher's performance, they should each submit a separate evaluation form.
6. Evaluators must mark an overall rating of performance on the end of the year evaluation form only.
7. In the event that the evaluator(s) determines the teacher's performance is unsatisfactory, the evaluator(s) should alert the Executive Director of Human Resources in writing and request assistance.
8. The teacher and the evaluator will sign the appropriate checklist form and the *Evaluation and Comment Form for Tenured and Non-Tenured Teachers* (reference #s 2 and 3 above), and the teacher will be given a copy in addition to signed copies of any attachments.
9. Original copies of completed observation and evaluation forms and any attachments will become part of the teacher's personnel file in the Human Resources Department.

The following applies to tenured teachers only:

1. Tenured Teachers – The appropriate checklist form will be completed by the evaluator and an evaluation conference with the teacher will be conducted by the school administrator prior to June 1. For **Area for Growth** and **Unsatisfactory** ratings, the *Evaluation and Comments Form for Tenured and Non-Tenured Teachers* must be used to supplement the checklist form, providing the rating and a summary of the concern.
2. It is the responsibility of the school administrator to collect all the documentation that results from the evaluation process and forward the signed original documents to the Assistant Superintendents for Elementary and Secondary Education. For tenured teachers the documentation will include a minimum of two observations and one evaluation during the year. There will be a minimum of one observation per semester.

The following applies to non-tenured teachers only:

1. The appropriate checklist form and the *Evaluation and Comments Form for Tenured and Non-Tenured Teachers* will be completed by the evaluators, and an evaluation conference with the

teacher will be conducted by the school administrator prior to the end of the first semester, and prior to May 1 in the second semester.

2. For non-tenured teachers, a coordinated evaluation by both the school administrator and the Central Office evaluator is required.
3. It is the responsibility of the school administrator to collect all the documentation that results from the evaluation process and forward the signed original documents to the Assistant Superintendents for Elementary and Secondary Education. For non-tenured teachers, the documentation will include two observations and one evaluation by the end of the first semester, and an additional two observations and one evaluation by May 1.

TEACHER SELF-EVALUATION:

1. Upon receipt of the observation and evaluation forms at the beginning of the year, each teacher is encouraged to evaluate his/her own performance and work toward needed improvement.
2. Teachers are encouraged to solicit feedback on their performance from parents, students, and other involved populations.
3. Self-evaluation is intended solely for the teacher's use.

FORMS:

The following forms, which are attached to these procedures, are to be utilized to conduct evaluations or observations as stated in the applicable form:

- *Evaluation and Comments Form for Tenured and Non-Tenured Teachers* (used for observations of both non-tenured and tenured teachers, and for evaluation of both non-tenured and tenured teachers), will be used for all teachers including counselors, social workers, library media specialists, and teacher resource specialists.
- The *Checklist Form for Classroom Teacher* will be used for all classroom teachers.
- The *Checklist Form for Teacher Resource Specialist* will be used for all teacher resource specialists, including student achievement specialists, special education case managers, curriculum and instruction specialists, and mentor teachers.
- The *Checklist Form for Library Media Specialist* will be used for all library media specialists.
- The *Checklist Form for Counselor/Social Worker* will be used for all counselors and social workers.

D. EVALUATION OF SUPERVISORS AND ADMINISTRATORS

The purpose of the performance evaluation is to encourage dialogue between supervisors and employees about job performance and to provide a documented means of identifying and defining strengths and weaknesses in job performance. In addition, the process provides an opportunity for communication about job requirements, work expectations, and the potential for personal and professional development. The following guidelines and procedures are intended to support the policy adopted by the Board of Education.

WHEN:

1. Administrators and supervisors shall be formally evaluated every school year. The process shall include at least one evaluation.
2. The evaluation process is to be completed by June 30 and evaluation forms will be returned to the Human Resources Department.

WHO EVALUATES:

1. Supervisors and administrators will be evaluated by their immediate supervisors unless otherwise, determined by the Superintendent or the Deputy Superintendent.

-THE EVALUATION PROCESS:

1. Administrators or supervisors will develop a set of measurable performance goals and objectives for the school year and submit them to the evaluator by October 1 of the current school year. The performance goals and objectives are to be reviewed and approved by the evaluator by November 1.
2. The objectives should be consistent with policies and priorities established by the Superintendent and the Board of Education and reflect the following goal format:
 - a. Specific
 - b. Measurable
 - c. Achievable
 - d. Relevant
 - e. Time-bound
3. The evaluator is required to review the evaluation with the employee by June 30 of the current school year. The completed evaluation bearing the employee's signature is to be submitted to the Human Resources Department by July 15.

FORMS:

The following forms, which are attached to these procedures, are to be utilized to conduct evaluations:

- The *Performance Evaluation for School-Based Administrators* form will be used for assistant principals, principals, and administrative interns.
- The *Performance Evaluation for Instructional Supervisory Staff* form will be used for all instructional supervisors and coordinators.
- The *Performance Evaluation for Other Administrative and Supervisory Personnel* form will be used for all non-instructional administrative and supervisory staff, including pupil personnel workers (PPW) and school psychologists.

Approved:

Original signed by:

Elizabeth M. Morgan, Ph.D.

Superintendent

Date: _____

Policy adopted: August 2, 1977. Amended: May 23, 1978. Amended: August 5, 1980. Amended: July 20, 1987. Amended: July 2, 1996. Amended: May 13, 1997. Amended: November 10, 2009.
Washington County Public Schools

**PERFORMANCE EVALUATION
SCHOOL-BASED ADMINISTRATION**

Principal Assistant Principal Intern

Washington County
Public Schools
Hagerstown, Maryland 21740



Name _____ Date _____

Assignment _____ Evaluator _____

The purpose of the annual performance evaluation is to encourage dialogue between supervisor and employee about job performance and to provide a documented means of identifying and defining strengths and weaknesses in job performance. In addition, the process provides an opportunity for communication about job requirements, work expectations, and the potential for personal and professional development. The performance evaluation specifies the direction for work improvement, ensures the employee that objective criteria are used in performance assessment, demonstrates that exceptional or unsatisfactory performance will be noted, and expresses the supervisor's and Board's continuing appreciation of good performance. This evaluation should be completed by an immediate supervisor at least once per year and returned to the Human Resources Department by June 30.

Satisfactory	Area for Growth	Unsatisfactory
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Note: Evaluators will comment on outstanding performance when it is observed or reported. Outstanding performance is consistently superior in completion of practices and responsibilities.

I. VISION: Facilitate the development and implementation of a vision of learning that is shared and supported by all stakeholders.

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- Communicates a written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of students.
- Develops a process for ensuring that all staff and other stakeholders are able to articulate the vision.
- Develops procedures for periodic collaborative review of the vision by stakeholders.
- Aligns educational and community resources to support the vision.

Comments:

II. CULTURE: Align all aspects of a school culture to promote student achievement and an effective professional learning community.

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- Sets high expectations for all students and teachers in a culture of continuous improvement.
- Aligns professional learning community with the school improvement plan, focused on results and characterized by collective responsibility for instructional planning and student learning.
- Provides opportunities for leadership and collaborative decision making among all stakeholders.
- Creates a personalized and motivating learning climate for students.

Comments:

III. MANAGEMENT: Manage the organization, operation, and resources for a safe, efficient, and effective learning environment.

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- Promotes and protects the welfare and safety of students and staff.
- Facilitates the security, maintenance, and the use of physical facility.
- Manages time effectively and deploys financial and human resources in ways that promote student achievement.
- Understands application of legal principles.
- Understands and adheres to policies and procedures set forth by the Board of Education and WCPS.

Comments:

Satisfactory	Area for Growth	Unsatisfactory
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IV. COMMUNITY AND INTERPERSONAL RELATIONSHIPS: Ensure that the curriculum and its administration reflect the values established by the state and community.

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- Collects and analyzes data to determine the needs of the educational community.
- Engages community members in the development of system programs and/or partnerships.
- Models appreciation and respect for diversity within the system and community.
- Documents and communicates program changes to appropriate stakeholders.

Comments:

V. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Monitor alignment of curriculum, instruction, and assessment for the purpose of improved data-based instructional practices.

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- Monitors, evaluates, and supervises the impact of the instructional program through data analysis.
- Develops assessments, interventions, and accountability systems to monitor student progress.
- Performs ongoing root cause analysis of student performance based on MSDE and in-house data management systems to review disaggregated data for continuous improvement.
- Promotes use of effective and appropriate technologies to support teaching and learning.

Comments:

VI. ETHICS/PROFESSIONALISM: Demonstrate the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical and professional manner.

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- Demonstrates a respect for the rights of others with regard to confidentiality, dignity, and honest communications.
- Safeguards the values of democracy, equity, and diversity.
- Bases decisions on ethical and legal principles.
- Dresses appropriately for the learning activities and/or planned events.

Comments:

VII. SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT: Provide staff with and participate in focused, sustained, and research-based professional development.

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- Develops and implements a well-planned professional development program.
- Uses observations, collaborative reflections, and adult learning strategies to form professional growth plans with teachers and other school personnel.

Comments:

SUMMARY

COMMENTS AND SUPPORTING DATA: This section is intended to include: (a) commendations for outstanding achievement in a particular area; (b) specific suggestions for improvement. Unsatisfactory ratings must include explanations.

Performance Goal Statements:

Performance Goal Accomplishments:

Commendations for Outstanding Achievement:

Suggestions for Improvement:

Dates of Visitation by Evaluator: (minimum of five)

OVERALL PERFORMANCE RATING: In the judgment of this evaluator, the overall rating for this administrator is: Satisfactory Unsatisfactory

Evaluator: Check the appropriate statements

- Recommend continuing assignment.
- Recommend continuing assignment on probation and implementation of a Professional Improvement Plan; re-evaluation to take place within six months.
- Recommend a change in assignment.

*Signature of Employee / Date

Signature of Evaluator / Date

* Signatures indicate completion of the evaluation process during this evaluation period. If the person being evaluated does not agree with the contents of the evaluation, he/she may attach written comments.

Foundation Documents: Interstate School Leaders License Consortium, Maryland Instructional Leadership Framework.

<p>Definitions of Rating Scale</p> <p>Satisfactory: Performance or practices are consistently at an acceptable level.</p> <p>Area for Growth: Performance in this area is generally effective. Supervisor assistance is recommended in order to facilitate higher-level achievement.</p> <p>Unsatisfactory: Performance in this area is not acceptable.</p> <p>NA - Not-Applicable</p> <p>NO - Not-Observed</p>

CRITERIA FOR CHECKLIST FORM FOR SCHOOL-BASED ADMINISTRATION

The following criteria statements describe the expectations for a school-based administrator in meeting the Standards of Instructional Effectiveness. The Standards are based on the Maryland Instructional Leadership Framework and the Interstate School Leaders Licensure Consortium (ISLLC) standards.

- I. VISION: Facilitate the development and implementation of a vision of learning that is shared and supported by all stakeholders.**
- Communicates a written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student.
 - Utilizes the school vision to maintain and/or grow the learning environment.
 - Promotes vision that represents the school's culture and student/staff population.
 - Aligns the vision to improve student achievement.
 - Develops a process for ensuring that all staff and other stakeholders are able to articulate the vision.
 - Provides a forum for stakeholders to engage in a dialogue about the vision.
 - Posts vision of the school in areas throughout the building.
 - Uses a variety of media outlets to clearly disseminate the vision of the school.
 - Develops procedures for periodic collaborative review of the vision by stakeholders.
 - Utilizes student achievement data to monitor progress toward meeting the vision.
 - Collects and uses data to identify specific needs in the instructional program.
 - Reports accurate student data to central office and community on a regular basis.
 - Aligns educational and community resources to support the vision.
 - Utilizes programs and services appropriately.
 - Maximizes available funds and resources to support the vision.
 - Solicits input and assistance from a variety of school/community groups.
- II. CULTURE: Align all aspects of a school culture to promote student achievement and an effective professional learning community.**
- Sets high expectations for all students and teachers in a culture of continuous improvement.
 - Recognizes and uses the strengths of students and staff in the development of school culture.
 - Provides equitable opportunities for the success of all students.
 - Aligns professional learning communities with the school improvement plan, focused on results and characterized by collective responsibility for instructional planning.
 - Promotes horizontal and vertical teaming to enhance instructional practices.
 - Provides professional development that addresses the needs of the staff as indicated in the school improvement plan.
 - Provides opportunities for leadership and collaborative decision making among all stakeholders.
 - Builds on the diversity of the school community to promote a positive culture.
 - Surveys the staff to assess the effectiveness of the school program and culture.
 - Increases leadership capacity within all organizations (student council, department leaders, PTA, CAC, etc.).
 - Creates a personalized and motivating learning environment for students.
 - Celebrates learning and teaching successes.
 - Implements and employs programs that promote student achievement.
 - Demonstrates a commitment to recognizing and displaying exemplary student work.
- III. MANAGEMENT: Manage the organization, operation, and resources for a safe, efficient, and effective learning environment.**
- Promotes and protects the welfare and safety of students and staff.
 - Develops and implements rules, routines, and programs that promote a positive and inviting learning environment.
 - Maintains an orderly learning environment by providing consistent student discipline.
 - Facilitates the security, maintenance, and use of the physical facility.
 - Collaborates to effectively prepare for, manage, and resolve crisis situations.
 - Maintains active involvement and positive concern in those activities extending beyond the regular school day.
 - Manages time effectively and deploys financial and human resources in ways to promote student achievement.
 - Supervises and evaluates school personnel.
 - Recommends personnel for promotion, change of assignment, reclassification, and dismissal.
 - Assigns staff appropriately to task and duties.
 - Understands the application of legal principles.
 - Implements administrative procedures consistent with school board policies and COMAR.
 - Considers and evaluates the potential moral and legal consequences of decision-making.
 - Understands and adheres to policies and procedures set forth by the Board of Education and WCPS.
 - Understands and follows the terms of the Negotiated Agreement between the Board of Education and WCTA, Educational Support Personnel Local #1, and Personnel Policies and Procedures for Administrators and Supervisors.
- IV. COMMUNITY AND INTERPERSONAL RELATIONSHIPS: Ensure that the curriculum and its administration reflect the values established by the state and community.**
- Collects and analyzes data to determine the needs of the educational community.
 - Collaborates with stakeholders to collect and assess data concerning the needs of the educational community.
 - References collected data in maintaining programs or in planning for new programs.
 - Engages community members in the development of system programs and/or partnerships.
 - Strives to develop and enhance partnerships with community groups to contribute to student success.
 - Provides opportunities for parent and community members to communicate curriculum issues and receive input.
 - Models appreciation and respect for diversity within the system and community.
 - Establishes and maintains high expectations for all students and staff regardless of ethnicity, gender, race, or socioeconomic status.
 - Develops and maintains a professional rapport and relationship with all stakeholders.
 - Demonstrates respect for the opinions and values of others.
 - Promotes relationships of trust and respect.
 - Establishes effective working relationships.
 - Encourages staff to plan and deliver differentiated lessons designed to address the needs of diversity within the community.
 - Understands and applies the tenets of the Education That Is Multi-cultural law to curriculum.

- Documents and communicates program changes to appropriate stakeholders.
 - Uses a variety of media to keep members of the community informed about changes in the curriculum and instructional program.
 - Maintains two-way communication with members of the community, including parents when needed.
 - Directs and facilitates information related to systemwide and school issues to stakeholders in an accurate and timely manner.

V. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Monitor alignment of curriculum, instruction, and assessment for the purpose of improved data-based instructional practices.

- Monitors, evaluates, and supervises the impact of the instructional program through data analysis.
 - Collects and analyzes data and information pertinent to the educational environment.
 - Uses appropriate assessment strategies and research methods to accommodate diverse school and community conditions.
 - Facilitates rigorous, purposeful, and engaging work to teachers that cultivates a challenging culture of learning and improved instructional practice.
- Develops assessments, interventions, and accountability systems to monitor student progress.
 - Promotes professional learning communities that are aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student achievement.
 - Maintains ongoing conversations with teachers to assure state content standards and research-based strategies are integrated into daily classroom instruction.
 - Monitors formal and informal assessments that regularly measure student mastery of the content standards.
 - Provides leadership to programs serving students with special and exceptional needs.
- Performs ongoing root cause analysis for student performance based on MSDE and in-house data management systems to review disaggregated data for continuous improvement.
 - Promotes the regular use of MSDE websites and data systems to compile and review disaggregated data by subgroups.
 - Uses ongoing root cause analysis of student performance to drive instructional decision making.
- Promotes the use of effective and appropriate technologies to support teaching and learning.
 - Provides for the appropriate use of instructional technology by staff and students.
 - Fosters collaboration among teachers to analyze student achievement.

VI. ETHICS/PROFESSIONALISM: Demonstrate the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.

- Demonstrates a respect for the rights of others with regard to confidentiality, dignity, and honest communications.
 - Models integrity and ethical behavior.
 - Uses appropriate language with parents, students, and staff.
 - Exhibits a caring, understanding, and respectful attitude towards staff.
 - Creates and supports rules and policies that respect the rights of students, teachers, and parents.
- Safeguards the values of democracy, equity, and diversity through consideration and interactions with others.
 - Interacts with all members of the school community with honesty and fairness.
 - Provides opportunities for open and honest discussions within the school community concerning the learning environment.
 - Collects and considers feedback and other data when making programmatic or procedural changes.
 - Ensures that all members of the school community have the opportunity to attain success.
- Bases decisions on ethical and legal principles.
 - Abides by the policies, laws, and regulations that govern the operation of the school.
 - Makes and explains decisions based on ethical and legal principles.
 - Understands school policies, laws, and regulations enacted by local, state, and federal authorities.
- Dresses appropriately for the learning activities and/or events planned.
 - Follows dress code guidelines outlined in WCPS Handbook and Guide.
 - Projects a positive image as a representative of WCPS.

VII. SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT: Engages in, and provides staff with focused, sustained, and research-based professional development.

- Implements a well-planned professional development program.
 - Remains abreast of current educational research and literature.
 - Encourages and facilitates staff to participate in professional development opportunities.
 - Develops and implements professional growth plans that reflect a commitment to life-long learning.
 - Creates opportunities for teachers to engage in collaborative planning and critical reflection during the regular school day.
- Uses observations, collaborative reflections, and adult learning strategies to form professional growth plans with teachers and other school personnel.
 - Incorporates student data and data collected during the observation process to make recommendations for improving classroom instruction.
 - Employs the observation process to offer the appropriate professional development, conferences, workshops, and seminars.