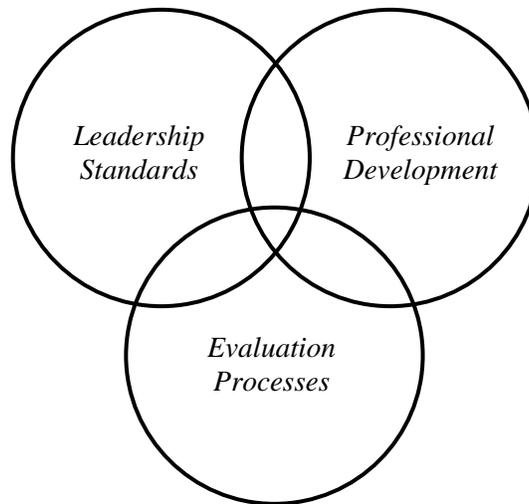




HOWARD COUNTY
PUBLIC SCHOOL SYSTEM

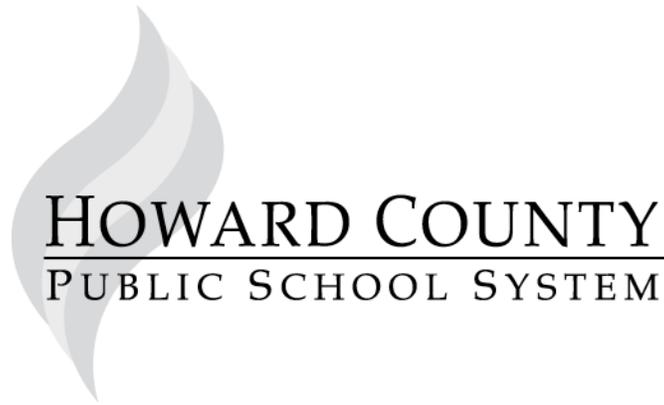
Central Office Leaders

Leadership Development and Performance System



“Coaching Leaders for Greater Success”

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Introduction

The Leadership Development and Performance Program aligns leadership standards, evaluation processes, and professional development opportunities to inspire and guide the professional growth of central office leaders throughout their careers.

Leadership Standards provide a framework that describes the attributes essential for high quality leadership within a dynamic educational organization that is committed to excellence. The standards reflect the expectation that leaders model collaboration, promote the professional development of staff, take an active roll in succession planning, and produce results.

Observable behaviors exemplify the competencies essential for the achievement of the standard. The behaviors help to clarify the meaning of the standard; however, they are not intended to be an all inclusive list.

Evaluation Processes are designed to encourage, support, and hold leaders accountable for performance that reflects the standards. The evaluation processes support:

- Continuous improvement
- Critical reflection
- Self assessment
- Achievement of results

Professional Development Opportunities align with the standards, observable behaviors, and evaluation processes and include options designed to meet the differentiated needs of leaders over the course of their careers. Some examples of these opportunities include:

- Leadership Coaching—grooms and inspires leaders to achieve their maximum leadership potential
- Leadership Mentoring—supports leaders in a new position, with new responsibilities, or as potential leaders by focusing on skill development
- Leadership courses delivered in a variety of formats
- Professional meetings and conferences

[Note: Throughout this document, the term “stakeholder” refers to all those persons who supply or receive the services of the leader’s office or program.]

Leadership Development and Performance System



Leadership Standards and Observable Behaviors

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Leadership Development and Performance System



Leadership Standards

1. **Vision:**

The central office leader promotes the success of all students and staff by facilitating and supporting the development, articulation, and implementation of the school system's strategic plan.

2. **Strategic Leadership:**

The central office leader promotes the success of all students and staff by creating and sustaining a culture of professional growth and high expectations that supports the school system's strategic plan.

3. **Management:**

The central office leader promotes the success of all students and staff by ensuring the effective and efficient management of his/her office or program.

4. **Collaboration:**

The central office leader collaborates effectively with stakeholder groups including staff, schools, community members, business partners, and community agencies to promote the success of all students and staff.

5. **Integrity and Professionalism:**

The central office leader promotes the success of all students and staff by acting with integrity and fairness and by modeling professionalism and continuous learning to create a positive work environment.

6. **Greater Political and Social Context:**

The central office leader promotes the success of all students and staff by understanding, responding to, and influencing the political, social, economic, legal, and cultural contexts of the school system.

7. **Communication:**

The central office leader promotes the success of all students and staff by using effective and efficient listening, speaking, writing, and non-verbal communication skills.



Leadership Standards and Observable Behaviors

Standard 1. Vision

The central office leader promotes the success of all students and staff by facilitating and supporting the development, articulation, and implementation of the school system's strategic plan.

Observable Behaviors – The central office leader:

- a. Facilitates the development of a shared vision regarding how his/her office or program contributes to the school system's mission.
- b. Ensures that the school system's strategic plan and vision are regularly communicated to staff and stakeholders.
- c. Keeps the school system's vision and goals at the forefront of decision-making.
- d. Ensures that the short and long-term plans for his/her office or program align with the school system's strategic plan.
- e. Develops the professional capacity of staff and stakeholders and ensures that staff members have opportunities to serve as leaders.
- f. Facilitates a process to monitor, evaluate and revise programs and procedures to support the vision.
- g. Provides resources for continuous progress towards the realization of the vision.

Standard 2. Strategic Leadership

The central office leader promotes the success of all students and staff by creating and sustaining a culture of professional growth and high expectations that supports the school system's strategic plan.

Observable Behaviors – The central office leader:

- a. Takes responsibility for creating a positive work culture that promotes respect for diversity and commonality.
- b. Uses a variety of data to develop action plans aligned with the district's master plan.
- c. Uses and promotes technology to make data driven decisions and provides staff the assistance they need for improvement.
- d. Provides leadership for the design, implementation, and evaluation of effective professional development that addresses the needs of all employee groups.
- e. Ensures that office goals are achieved with a high level of customer/client satisfaction for both internal and external customers.
- f. Engages in succession planning by identifying and developing potential.
- g. Implements an ongoing program of performance evaluation based on individual development plans that ensure the continuous growth and satisfaction of all staff.

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Standard 3. Management

The central office leader promotes the success of all students and staff by ensuring the effective and efficient management of his/her office or program.

Observable Behaviors – The central office leader:

- a. Demonstrates efficient management knowledge and skills necessary for his/her position.
- b. Manages resources to cultivate a safe and healthy work environment.
- c. Develops and supervises efficient management practices that produce quality services.
- d. Involves stakeholders in developing and managing a budget that supports the office/program goals and is aligned with the school system's strategic plan.
- e. Promotes the development of management skills of staff as required for their job roles.
- f. Regularly utilizes the plan, do, study, act cycle to ensure continuous improvement of the office based on data.
- g. Ensures that the office produces the results outlined in the office plan.

Standard 4. Collaboration

The central office leader collaborates effectively with stakeholder groups including staff, schools, community members, business partners, and community agencies to promote the success of all students and staff.

Observable Behaviors – The central office leader:

- a. Ensures collaboration by modeling and promoting a high functioning, professional learning community.
- b. Establishes, nurtures, and maintains good relationships with all stakeholders.
- c. Communicates frequently and effectively with all stakeholders.
- d. Addresses staff, parent, and community concerns in a timely and effective manner.
- e. Uses public information and research-based knowledge of issues and trends to collaboratively work with all stakeholders.
- f. Recognizes and values the diversity of all stakeholders and treats them in an equitable manner.
- g. Seeks regular feedback on success of collaboration from multiple sources for continuous improvement and alignment of programs and services.

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Standard 5. Integrity and Professionalism

The central office leader promotes the success of all students and staff by acting with integrity, fairness, and by modeling professionalism and continuous learning to create a positive work environment.

Observable Behaviors – The central office leader:

- a. Establishes trust and demonstrates openness and respect in all relationships and decision-making processes.
- b. Seeks and uses data and feedback, regularly, from multiple sources to understand and improve leadership and the impact it has on others.
- c. Demonstrates commitment to continuous improvement for self and others.
- d. Establishes and maintains procedures to protect the confidentiality and rights of students and staff.
- e. Establishes collaborative processes with diverse groups to develop and accomplish common goals.
- f. Demonstrates sensitivity and cultural proficiency when interacting with all stakeholders.
- g. Performs job duties with honesty and explains decisions based on ethical and legal considerations.

Standard 6. Greater Political and Social Context

The central office leader promotes the success of all students and staff by understanding, responding to, and influencing the political, social, economic, legal, and cultural contexts of the school system.

Observable Behaviors – The central office leader:

- a. Advocates for policies and programs that promote equitable learning opportunities for all students, regardless of socio-economic status, ethnicity, gender or disability.
- b. Participates in the development of policies, programs, budgets, and initiatives that reflect an understanding of the economic and cultural factors shaping the community.
- c. Implements the policies and procedures of the Howard County Public School System.
- d. Represents the interests of the office and school system when engaging with local, state, national and governmental groups and agencies.
- e. Stays abreast of the external factors (political, economic, and social) in the community that impact the school system.
- f. Expands knowledge, skills, and attitudes to respond to changing conditions.
- g. Ensures that system programs and procedures comply with local, state, and federal regulations and policies.

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Standard 7. Communication

The central office leader promotes the success of all students and staff by using effective and efficient listening, speaking, writing, and non-verbal communication skills.

Observable Behaviors – The central office leader:

- a. Practices active listening by focusing on the speaker's verbal and nonverbal communication.
- b. Chooses words that are professional, purposeful and appropriate to the audience.
- c. Provides feedback that is respectful, honest, non-judgmental and promotes continuous improvement.
- d. Uses effective conflict resolution strategies.
- e. Values others and exemplifies customer service through communication.
- f. Engages the broader community by marketing the Howard County Public School System and its programs.
- g. Produces written communication that is clear, correct, and appropriate to the audience.



Artifacts to Demonstrate Performance Competency

The following are examples of artifacts that may be used to offer evidence of performance competency for each standard. It is not intended to be an all-inclusive list. Individuals will need to determine which artifacts best represent evidence of performance competency within the context of their job and performance objectives.

Standard 1. Vision

- Vision of Exemplary Teaching for Student Learning
- *Bridge to Excellence* Master Plan and Executive Summary
- Reports to the Board of Education
- Handbooks and procedural manuals
- Department/office website
- Published reports from department/office
- Department/office goals and improvement plans
- Department/office aligned budget
- Agendas and minutes from meetings
- Presentations
- Circulars, brochures, memos, emails or newsletters that support vision
- Newspaper articles or publications highlighting achievement
- Agendas, minutes, or feedback from community activities where goals or progress are shared

Standard 2. Strategic Leadership

- Department goals, objectives, and core values – aligned with the district’s master plan
- Observations and evaluations of staff
 - Staff goals and objectives
 - Performance evaluation
 - Succession planning—opportunities for staff to lead
- Professional Learning
 - Professional development calendar
 - Department specific programs and courses
 - Training from conferences
- Staff Relations
 - Media training
 - Mediation; Restorative Dialogue
 - Staff training such as presentation of sexual harassment
 - Negotiated Agreement training
- Stakeholder Advisory minutes
- Programs Reviews (cooperative and instructional)



- Curriculum Coordinator Observation Report
- Curriculum Service Database compilation
- Agenda/presentations/ minutes from Director/Coordinator/Facilitator meetings
- Reports (BOE, annual, monthly, etc.)
- Student outcomes on state and local assessments
- Stakeholder surveys
- Computer generated reports
- Committee membership/evidence of contribution
- Conference agendas and feedback summaries
- Technology development and replacement plans
- Central Office Leadership Survey (360°)

Standard 3. Management

- Office processes improvement plan
- Program improvement plan
- Program reviews (IPR, CPR)
- Secure and analyze office-relevant data reports
- Development and maintenance of budget
- Grant procurement and management
- Development and maintenance of databases
- BOE reports
- Focus group feedback
- Service data records
- Planning documents reflecting PDSA process
- Schedules: production, project management, professional development, office meetings, etc.
- Program evaluations
- Records/notes/agendas from meetings
- Staff induction program data
- Teacher mentor program data
- Meeting, staff development events evaluation data
- Feedback from professional conferences and impact on program improvement
- Creating a succession plan
- Scheduled evaluations of staff
- Documentation of consultant services and results
- Timely response to schools, parents, board members, and community groups
- Records of mediated staff disputes or conflicts
- Records of team facilitation
- Feedback from schools, parents, board members, and community groups
- Records of MSDE compliance requests



Standard 4. Collaboration

- Agendas/minutes/feedback from meetings involving stakeholder groups
- Feedback/notes/emails from various stakeholders
- Community-based Learning Center Plan
- Partnership agreement and reports (business, university, etc.)
- Mentoring log and retention data
- Service database
- List of dates and input from Parent Forums
- Fundraising and donations records
- Advisory committee reports, summaries, and feedback
- Office newsletters/communications
- Agendas/minutes/feedback from cross-functional groups/committees (like facility workgroup or policy committee)
- Documentation of support to student intern program
- Dispute resolution/mediation log
- Approved vendor lists for use by schools
- Compliance audit reports from outside agencies
- Agenda/documents/feedback from training offered to stakeholder groups
- Executed contracts
- Participation in county/state/national committee/task force/workgroup
- Implementation plan for projects/initiatives (Green Schools, technology, academic intervention, etc.)
- Revised HCPSS policies
- Job performance feedback from colleagues

Standard 5. Integrity and Professionalism

- Degrees/certifications
- Published reports
- Membership and participation in professional organizations
- Published procedures or procedural manuals
- Documentation of conference/training attendance
- Materials from presentations delivered
- Documents for rollovers/upgrades
- Feedback forms
- Awards/recognition of professionalism
- Board Proclamations
- Survey results



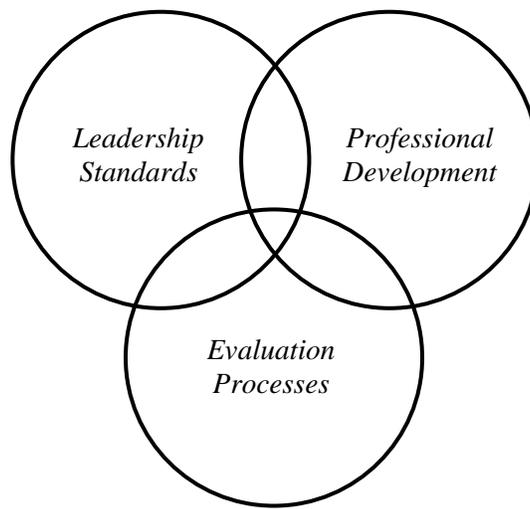
Standard 6. Greater Political and Social Context

- Articles written for school and community newsletters/professional journals
- Agendas/minutes/feedback from meetings involving stakeholder groups
- Board Report
- Agendas/programs from community events
- Speeches/presentations made at school or community functions and events
- Presentations at state and national committees/conferences
- Advisory reports/summaries
- Membership/participation/leadership in county, state, or national organizations
- Reports on activities occurring at state and national level
- Log of participation in key meetings or events (public forums, BOE meetings, County Council meetings)
- Documentation to support representation of HCPSS at MSDE or other community agencies
- Log of participation in strategic partnerships (IHE, business, task forces)

Standard 7. Communication

- Writing samples
 - Advisory committees charters and notes
 - Forms, newsletters, websites, brochures
 - Reports
 - Emails
 - Evaluation reports
- Public testimony at BOE meeting
- Personal reflections
- 360 degree feedback
- Process observation
- Customer satisfaction survey
- Leadership survey to staff (based on standards)
- Feedback from meetings
- Personal communication plan
- Anecdotal feedback

Leadership Development and Performance System



Performance Evaluation Process

Howard County Public School System

Central Office Leaders

Leadership Development and Performance System



Performance Evaluation Guidelines

Preparation for Goal Setting Conference

The first step in any evaluation process is to identify personal development goals. Leaders in the HCPSS should reflect on the leadership standards, examine information from previous evaluations or self-assessment tools, and consider possible goals for professional growth.

Goal Setting Conference

Each leader should meet with the supervisor to discuss possible goals for the upcoming evaluation period. It is generally recommended that the leader focus on no more than two leadership standards with accompanying personal goals for the evaluation cycle. These same goals will constitute the primary measure of performance and should also drive the selection of professional growth opportunities. Individuals may opt to have more than two focus standards and goals based on discussion with the supervisor.

When the goals have been collaboratively determined, the *Goal Setting Form* should be completed. This form will be a reference throughout the evaluation process.

Process During Evaluation Year

Collecting Evidence of Performance: Selecting and Presenting Artifacts

The collection and presentation of artifacts provide evidence of performance relative to professional goals. A suggested list of artifacts has been provided for each leadership standard; however, the final choice of the most appropriate artifact is an individual decision.

Artifact collection occurs throughout the evaluation cycle and is based on the identified standards and goals that are established on the *Goal Setting Form*. Keep the goal in mind when collecting artifacts that reflect work. These reflective questions may be supportive in artifact collection:

- Which observable behaviors for this standard align with my personal goal?
- How does this artifact relate to those observable behaviors and my goal?
- How does this artifact point to the achievement of my personal goal?

Collect any artifacts which may be relevant, but recognize that ultimately **only the most important artifacts will be selected** to present in the Mid-Year Progress Conference and Final

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Evaluation Conference at the end of the cycle. Select up to five artifacts for the Mid-Year Progress Conference and up to five additional artifacts for the Final Evaluation Conference.

When collecting the artifacts, it may be helpful to note the observable behavior to which it relates and a brief justification for the artifact's selection. These notes can be used as part of the discussion during conferences and will form the basis for final reflection at the Final Evaluation Conference.

Mid-Year Progress Conference

The purpose of the Mid-Year Progress Conference is to collaboratively reflect on progress toward achieving the established goals with the supervisor. It is a time for candid conversation about what is going well and what needs improvement. It is a time to discuss any changes that are necessary to support the achievement of the goals selected by the leader.

Artifacts will be reviewed and discussed at this conference to support decisions made. The supervisor should indicate if satisfactory progress is being made toward achieving the goal, or if changes are necessary. Both should agree on steps to take for moving forward. Any necessary changes can be recorded on the *Goal Setting Form* or a new form can be developed.

Final Evaluation Conference

At the end of each evaluation cycle, a formal Final Evaluation Conference is held. The purpose of this conference is to collaboratively discuss the leader's growth in the identified standards and performance relative to the established goals.

At that time, the leader presents the evidence of his/her performance and accomplishments through selected artifacts and a personal reflection statement. Each leader needs to determine the most effective way to present the selected artifacts and personal reflection statement to the supervisor.

The personal reflection statement is an opportunity for the leader to share his/her own evaluation of progress toward meeting the goals and to clarify how the selected artifacts support the self-evaluation. The following questions may guide the development of a personal reflection statement:

1. Have I achieved my goals for this year? How do I know?
2. How do these artifacts reflect my competence or growth in the identified standards?
3. What new learning occurred for me this year?
4. What goals do I want to propose for my continued leadership development?

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The discussion and reflection at this conference provides the supervisor with information to use to complete the formal written evaluation and determine the performance rating. The *Final Performance Evaluation Report* is completed after the conference and shared with the leader. At that time, there may be discussion of possible goals or growth opportunities for the next cycle.

Then, the process begins anew.

Process During Non-Evaluation Year

Reflective Conversation

At the end of the year, an informal conference is held. The purpose of this conference is to collaboratively discuss the leader's growth in the identified standards and performance relative to the established goals.

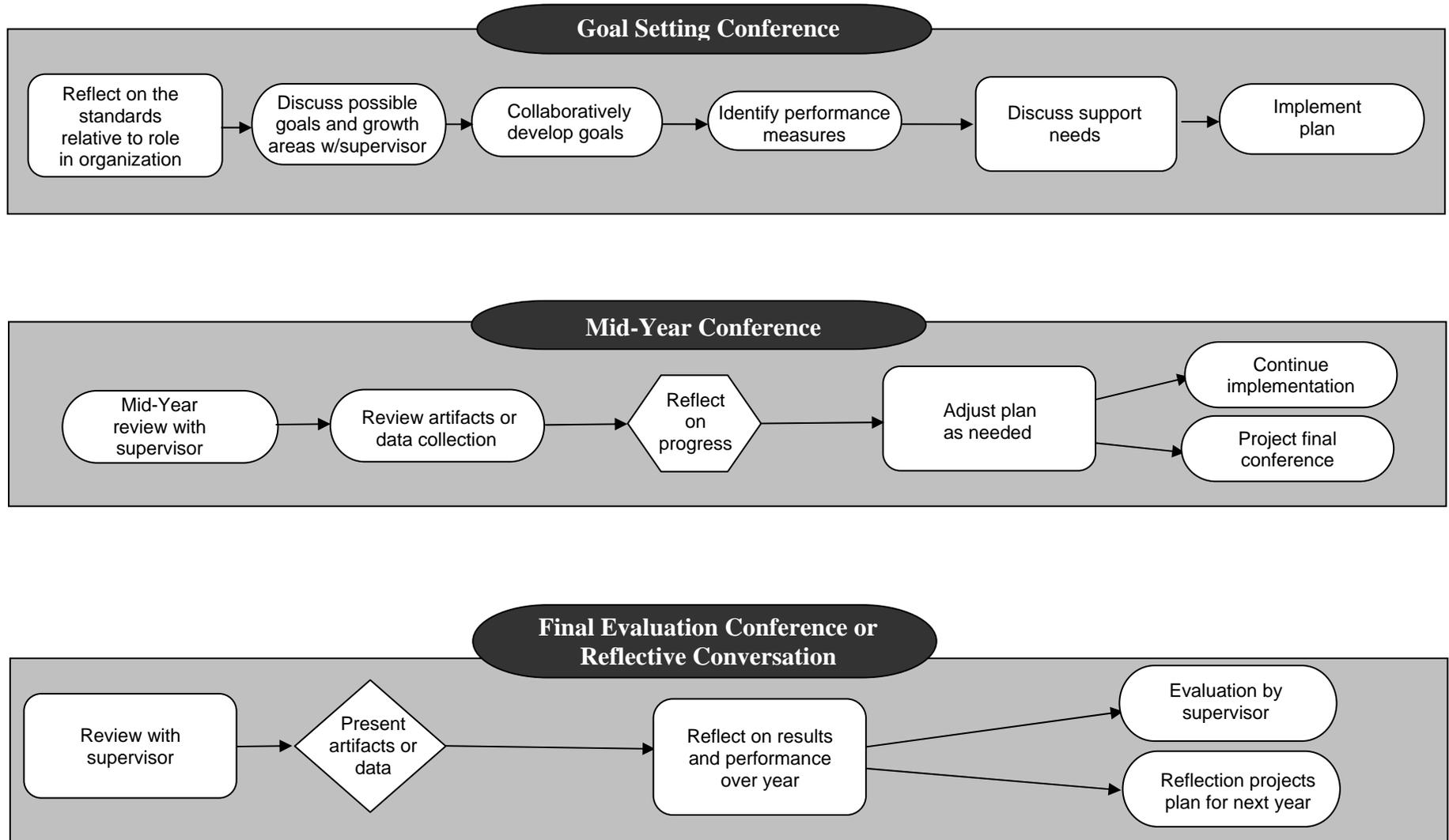
At this time, the leader may present evidence of performance and accomplishments through selected artifacts or a personal reflection statement. Each individual leader needs to determine the most effective way to prepare for and participate in this conversation with the supervisor.

The personal reflection statement is an opportunity for the leader to share his/her own evaluation of progress toward meeting the goals. These questions may guide the development of a personal reflection statement:

- Have I achieved my goals for this year and how do I know?
- How do my artifacts reflect my competence or growth in the identified standards?
- What new learning occurred for me this year?
- What needs for future growth do I see?

The discussion and reflection at this conference provide the leader and supervisor with information to use in preparing goals or growth opportunities for the upcoming evaluation year.

HCPSS PERFORMANCE EVALUATION PROCESS FOR CENTRAL OFFICE LEADERS



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Goal Setting Form

Name:		Employee Number:		Evaluation Period:					
Years of Administrative Experience:		Office:							
Immediate Supervisor's Name:									
Current Position Status: (Check all that apply)		<input type="checkbox"/>	New to HCPSS	<input type="checkbox"/>	First Year	<input type="checkbox"/>	Second Year	<input type="checkbox"/>	Veteran

Directions: Each leader engages in personal reflection and comes to the *Goal Setting Conference* with ideas for the leadership standards and goals for the year. During the conference, the leader and supervisor work collaboratively to determine the leadership standards and goals for the year ahead, which are recorded below.

Leadership Standard:
Personal Goal:
Measures of Success:

Leadership Standard:
Personal Goal:
Measures of Success:

Review Date: (Check one or both)	<input type="checkbox"/>	Mid-Year	<input type="checkbox"/>	End of Year
Supervisor's Signature:				Date:
Leader's Signature:				Date:



Mid Year Progress Report

Name:		Evaluation Period:	
Years of Administrative Experience:	Office:		
Immediate Supervisor's Name:			

Directions: The leader and the supervisor collaboratively reflect on progress toward achieving the established goals. Artifacts that support progress are shared with the supervisor. After reflection and discussion, any changes that are necessary to support the achievement of the goals or new goals or measures of success that emerge are identified and recorded on a revised goal sheet with revised measures of success.

Leadership Standard:
Personal Goal or Observable Behavior(s):
Measures of Success:
Leadership Standard:
Personal Goal or Observable Behavior(s):
Measures of Success:
<input type="checkbox"/> Progress is evident. Continue as planned. <input type="checkbox"/> Adjustments to plan required. See attached revised goal sheet.

Date of Conference:			
Mid Year Progress:	Exceeding Standards	Meeting Standards	Needing Improvement
Supervisor's Signature:		Date:	
Leader's Signature:		Date:	



Final Performance Evaluation Report

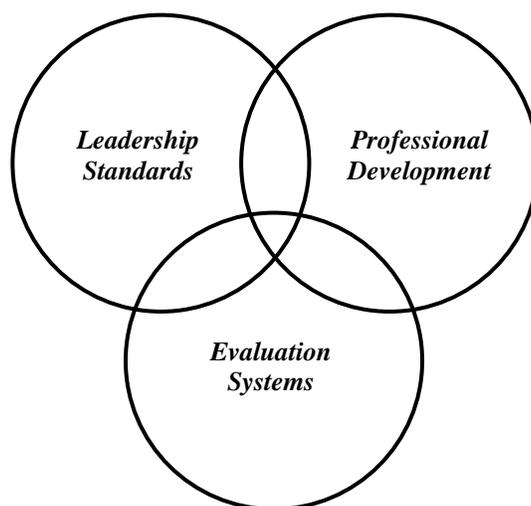
Name:		Evaluation Period:	
Years of Administrative Experience:	Office:		
Immediate Supervisor's Name:			

Directions: The leader brings artifacts and a personal reflection statement to the *Final Evaluation Conference* and participates in a dialogue with the supervisor. After the *Final Evaluation Conference* has been conducted, this form is completed by the supervisor to reflect the information provided and discussed during that conference. Additionally, the supervisor assigns an overall rating to reflect the level of performance achieved by the leader.

Leadership Standard:
Personal Goal or Observable Behavior(s):
Comments Specific to the Goal/Standard:
Leadership Standard:
Personal Goal or Observable Behavior (s):
Comments Specific to the Goal/Standard:
Additional Comments:

Date of Conference:					
Final Rating		Exceeds Standards		Meets Standards	Does Not Meet Standards
Supervisor's Signature:					Date:
Leader's Signature:					Date:

Leadership Development and Performance System



Aligned Professional Development Support

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Leadership Development and Performance System



Planning Professional Development

Professional development plans for leaders evolve from the conferences that occur as part of the goal setting and performance evaluation discussions. The plan supports deliberate reflection on the leadership standards and observable behaviors. The plan is individualized to focus on areas of need or areas where the leader desires an opportunity to accept a new challenge, broaden understanding, or learn a new skill.

The HCPSS offers a variety of professional development opportunities for leaders. Additionally, leaders are supported in their work with professional organizations or institutions of higher education as yet another avenue for professional development. Given the breadth of experiences available to leaders, this document focuses on the opportunities available within the school system. More information is available from the Department of Professional and Organizational Development (POD).

Courses and Workshops for Leaders

Leadership Coaching Training

Instructs leaders in strategies that build leadership capacity in others by differentiating supervision practices and providing colleague support.

Coaching Labs

Provides ongoing opportunities for leaders to practice and increase proficiency in the use of coaching skills.

Facilitative Leadership

A structured program designed to enhance the leadership skills of participants. It emphasizes learning about one's personal qualities and abilities to empower people to perform at their best. It provides tools for working successfully with teams and individuals. Participants practice procedures and strategies to enhance the skill of leading and working with teams.

There are seven practices that are studied and practiced in Facilitative Leadership training:

1. Share an inspiring vision.
2. Focus on results, process, and relationship.
3. Seek maximum appropriate involvement.
4. Design pathways to action.
5. Facilitate agreement.
6. Coach for performance.
7. Celebrate accomplishment.

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Leadership Fellows Program

An invitational, standards-based 18-month program designed to increase the knowledge, skills, and performance of school system leaders. The Program includes fourteen seminars, individualized professional coaching for results, and Projects of Excellence.

Conversation with Colleagues

Information sessions offered to all central office leaders to share expertise and support professional growth around the seven leadership standards.

Mentoring and Coaching for Leaders

Individual Leadership Mentoring (Mentoring: sharing personal expertise with a colleague)

There are many reasons why a leader may opt to work with a mentor—assuming a new role, accepting a new responsibility, or identifying a trait to model in a current leader. The method by which a leader is mentored will vary considerably based on the reason and goal of the mentoring. A few examples are listed below:

- Role Mentoring—a new leader works with a more experienced leader to learn how to complete a specific task (budgeting, policy development, etc.) or job function
- Strategic Assignment Mentoring—a leader may be assigned to a committee to broaden his or her understanding or to observe the strategies used by another leader in handling committee chairmanship
- Invitational Mentoring—a leader is invited to participate or observe a selected activity and then debriefs with a more experienced leader to enhance understanding related to a particular leadership standard

Individual Leadership Coaching (Coaching: Bringing out the best in others)

Selected leaders are given the opportunity to work directly with a trained coach to either groom or develop leadership skills for a new role or position.

Collaborative Opportunities for Leaders

Professional Book Clubs

Leaders are invited to join fellow leaders in reading and discussing a relevant book on a leadership topic.

Conference Forums

Opportunities to participate in collegial dialogue and reflection on topics of interest may be provided through Collaborative Learning Community (CLC) conference folders or Wiki.

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Professional, State, and National Organizations

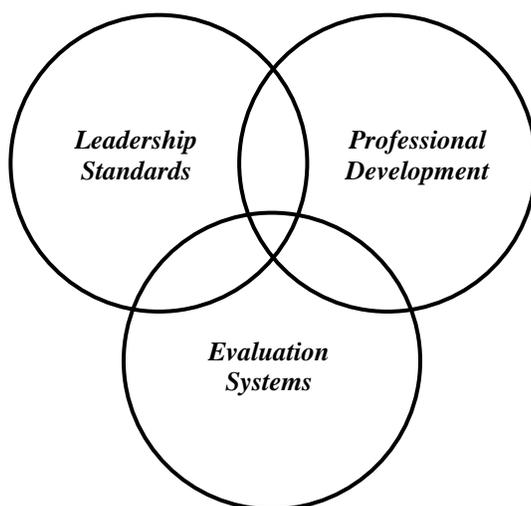
Leaders are encouraged and supported to participate in professional, state, and national organizations. Conference funds may be available to attend meetings of these groups. Support may include:

- Funding
- Granting leave
- Suggesting or encouraging membership.

Catalog of Central Office Leaders Professional Development Opportunities

Twice annually, professional development opportunities, aligned with the seven leadership standards, will be published in a catalog of offerings. The catalog will be distributed to central office leaders and also available on-line.

Leadership Development and Performance System



Tools



Howard County Leadership Standards Self Assessment

The following assessment can be used by leaders, or aspiring leaders, to determine their level of satisfaction with their current skill levels in the seven leadership areas as defined by the Howard County Leadership Standards and observable behaviors. The assessment can be completed in two ways:

- 1) As a confidential self-assessment to identify areas of strength and areas for professional growth.
- 2) As a source of 360° feedback to increase awareness of needs perceived by others but not apparent to the leader.

Directions: Reflect on the seven leadership standards as they apply to your job role and interests. Choose the response that best fits you.

S = *Satisfied* with the results I am getting

I = *Interest Area*

SW = *Somewhat Satisfied* with results

N/A = *Not applicable* to my job.

After you complete the assessment, reflect on your responses and use the results to help identify goal areas for future development.

Standard 1. Vision

The central office leader promotes the success of all students and staff by facilitating and supporting the development, articulation and implementation of the school system’s strategic plan.

S = Satisfied SW = Somewhat Satisfied I = Interest Area N/A = Not Applicable to Job					
The central office leader:	S	SW	I	N/A	
a. Facilitates the development of a shared vision regarding how his/her office or program contributes to the school system’s mission.					
b. Ensures that the school system’s strategic plan and vision are regularly communicated to staff and stakeholders.					
c. Keeps the school system’s vision and goals at the forefront of decision-making.					
d. Ensures that the short and long-term plans for his/her office or program align with the school system’s strategic plan.					
e. Develops the professional capacity of staff and stakeholders and ensures that staff members have opportunities to serve as leaders.					
f. Facilitates a process to monitor, evaluate and revise programs and procedures to support the vision.					
g. Provides resources for continuous progress towards the realization of the vision					

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Standard 2. Strategic Leadership

The central office leader promotes the success of all students and staff by creating and sustaining a culture of professional growth and high expectations that supports the school system's strategic plan.

S = Satisfied SW = Somewhat Satisfied I = Interest Area N/A = Not Applicable to Job					
The central office leader:	S	SW	I	N/A	
a. Takes responsibility for creating a positive work culture that promotes respect for diversity and commonality.					
b. Uses a variety of data to develop action plans aligned with the district's master plan.					
c. Uses and promotes technology to make data driven decisions and provides staff the assistance they need for improvement.					
d. Provides leadership for the design, implementation, and evaluation of effective professional development that addresses the needs of all employee groups.					
e. Ensures that office goals are achieved with a high level of customer/client satisfaction for both internal and external customers.					
f. Engages in succession planning by identifying and developing potential.					
g. Implements an ongoing program of performance evaluation based on individual development plans that ensue the continuous growth and satisfaction of all staff.					

Standard 3. Management

The central office leader promotes the success of all students and staff by ensuring the effective and efficient management of his/her office or program.

S = Satisfied SW = Somewhat Satisfied I = Interest Area N/A = Not Applicable to Job					
The central office leader:	S	SW	I	N/A	
a. Demonstrates efficient management knowledge and skills necessary for his/her position.					
b. Manages resources to cultivate a safe and healthy work environment.					
c. Develops and supervises efficient management practices that produce quality services.					
d. Involves stakeholders in developing and managing a budget that supports the office/program goals and is aligned with the school system's strategic plan.					

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S = Satisfied SW = Somewhat Satisfied I = Interest Area N/A = Not Applicable to Job					
e. Promotes the development of management skills of staff as required for their job roles.					
f. Regularly utilizes the plan, do, study, act cycle to ensure continuous improvement of the office based on data.					
g. Ensures that the office produces the results outlined in the office plan.					

Standard 4. Collaboration

The central office leader works effectively with stakeholder groups including staff, schools, community members, business partners, and community agencies to promote the success of all students and staff.

S = Satisfied SW = Somewhat Satisfied I = Interest Area N/A = Not Applicable to Job					
The central office leader:	S	SW	I	N/A	
a. Ensures collaboration by modeling and promoting a high functioning, professional learning community.					
b. Establishes, nurtures, and maintains good relationships with all stakeholders.					
c. Communicates frequently and effectively with all stakeholders.					
d. Addresses staff, parent, and community concerns in a timely and effective manner.					
e. Uses public information and research-based knowledge of issues and trends to collaboratively work with all stakeholders.					
f. Recognizes and values the diversity of all stakeholders and treats them in an equitable manner.					
g. Seeks regular feedback on success of collaboration from multiple sources for continuous improvement and alignment of programs and services.					

Standard 5. Integrity and Professionalism

The central office leader promotes the success of all students and staff by acting with integrity, fairness, and by modeling professionalism and continuous learning to create a positive work environment.

S = Satisfied SW = Somewhat Satisfied I = Interest Area N/A = Not Applicable to Job					
The central office leader:	S	SW	I	N/A	
a. Establishes trust and demonstrates openness and respect in all relationships and decision-making processes.					
b. Seeks and uses data and feedback, regularly, from multiple sources to understand and improve leadership and the impact it					

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S = Satisfied SW = Somewhat Satisfied I = Interest Area N/A = Not Applicable to Job					
has on others.					
c. Demonstrates commitment to continuous improvement for self and others.					
d. Establishes and maintains procedures to protect the confidentiality and rights of students and staff.					
e. Establishes collaborative processes with diverse groups to develop and accomplish common goals.					
f. Demonstrates sensitivity and cultural proficiency when interacting with all stakeholders.					
g. Performs job duties with honesty and explains decisions based on ethical and legal considerations.					

Standard 6. Greater Political and Social Context

The central office leader promotes the success of all students and staff by understanding, responding to, and influencing the political, social, economic, legal, and cultural contexts of the school system.

S = Satisfied SW = Somewhat Satisfied I = Interest Area N/A = Not Applicable to Job					
The central office leader:	S	SW	I	N/A	
a. Advocates for policies and programs that promote equitable learning opportunities for all students, regardless of socio-economic status, ethnicity, gender or disability.					
b. Participates in the development of policies, programs, budgets, and initiatives that reflect an understanding of the economic and cultural factors shaping the community.					
c. Implements the policies and procedures of the Howard County Public School System.					
d. Represents the interests of the office and school system when engaging with local, state, national and governmental groups and agencies.					
e. Stays abreast of the external factors (political, economic, and social) in the community that impact the school system.					
f. Expands knowledge, skills, and attitudes to respond to changing conditions.					
g. Ensures that system programs and procedures comply with local, state, and federal regulations and policies.					

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Central Office Leaders

***Leadership Development and
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Standard 7. Communication

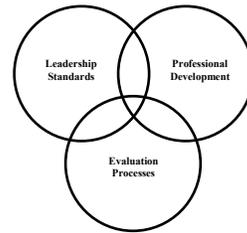
The central office leader promotes the success of all students and staff by using effective and efficient listening, speaking, writing, and non-verbal communication skills.

S = Satisfied SW = Somewhat Satisfied I = Interest Area N/A = Not Applicable to Job					
The central office leader:	S	SW	I	N/A	
a. Practices active listening by focusing on the speaker’s verbal and nonverbal communication.					
b. Chooses words that are professional, purposeful and appropriate to the audience.					
c. Provides feedback that is respectful, honest, and non-judgmental and promotes continuous improvement.					
d. Uses effective conflict resolution strategies.					
e. Values others and exemplifies customer service through communication.					
f. Engages the broader community by marketing the Howard County Public School System and its programs.					
g. Produces written communication that is clear, correct, and appropriate to the audience.					

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Leadership Development and Performance Program



Professional Goal Planning Sheet

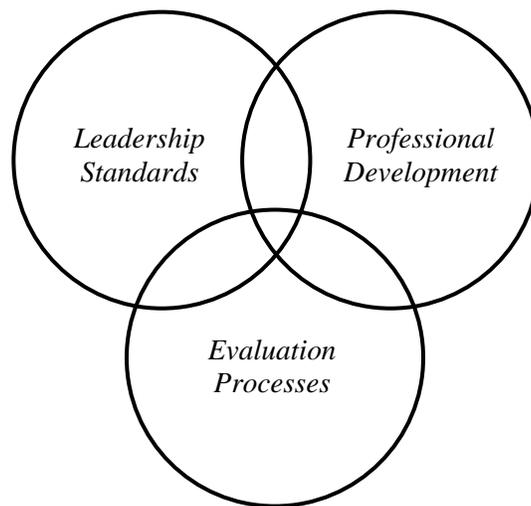
Name: _____ Employee Number: _____ Evaluation Period: _____

Identify at least two Leadership Standards to focus on for the evaluation period. Identify at least one personal goal for each Standard selected. Record one Standard per sheet. Consider goals for personal, professional and program improvement.

Leadership Standard:		
Goal:		
Measures of Success:		
Possible Artifacts:		
Initial Action Steps:	Target Date	√ When Complete
Ideas for professional development, support, or resources that would support accomplishment of the goal.		
Notes:		

Note: This form is for planning purposes only and is not to be filed with employee's evaluation records. This form may be used for reference during the mid or end-of-year review.

Leadership Development and Performance System



References



References Related to Leadership Standards

The following references are a sampling of professional books or resources for additional information regarding the leadership standards.

Standard 1. Vision

The central office leader promotes the success of all students and staff by facilitating and supporting the development, articulation, and implementation of the school system's strategic plan.

Kouzes, James M. and Posner, Barry Z., *The Leadership Challenge* (San Francisco, CA: Jossey-Bass, 1997).

Standard 2. Strategic Leadership

The central office leader promotes the success of all students and staff by creating and sustaining a culture of professional growth and high expectations that supports the school system's strategic plan.

Collins, Jim, *From Good to Great* (NY: Harper Collins, 2001).

Standard 3. Management

The central office leader promotes the success of all students and staff by ensuring the effective and efficient management of his/her office or program.

Drucker, Peter Ferdinand, *Management Challenges for the 21st Century* (NY: Harper Collins, 1999).

Cottrell, David and Layton, Mark, *The Manager's Coaching Handbook "A Practical Guide to Improving Employee Performance"* (TX: Multi-Ad 2005).

Standard 4. Collaboration

The central office leader collaborates effectively with stakeholder groups including staff, schools, community members, business partners, and community agencies to promote the success of all students and staff.



Blanchard, Ken, *One Minute Manager Builds High Performing Teams* (San Francisco: Barrett-Koehler, 1990.)

Covey, Stephen, *The 7 Habits of Highly Effective People* (NY: Simon & Schuster, 2004).

Standard 5. Integrity and Professionalism

The central office leader promotes the success of all students and staff by acting with integrity and fairness and by modeling professionalism and continuous learning to create a positive work environment.

Bridges, William, *Managing Transitions* (Reading, Massachusetts: Addison Wesley, 1991).

Standard 6. Greater Political and Social Context

The central office leader promotes the success of all students and staff by understanding, responding to, and influencing the political, social, economic, legal, and cultural contexts of the school system.

Johnson, Spencer, *Who Moved My Cheese?* (NY: Penguin Press, 1998).

Nadler, David A., *Champions of Change* (San Francisco: Jossey-Bass, 1998).

Standard 7. Communication

The central office leader promotes the success of all students and staff by using effective and efficient listening, speaking, writing, and non-verbal communication skills.

Reiss, Karla, *Leadership Coaching for Educators* (Thousands Oaks, California: Corwin Press, 2006).

Scott, Susan, *Fierce Conversations* (NY: Penguin Group, 2004).

General Web Resources

Soundview Executive Book Summaries at www.summary.com

Center for Creative Leadership at www.ccl.org