

PSSAM – February 1, 2019**Update****Maryland School Survey****I. Implementation, Administration, and Data Information*****Field Test Update:***

- Thank you for field test and all the hard work to make it successful. There were 345,295 student participants (212,317 elementary/middle and 132,978 high school) and 40,268 educator participants. We have sufficient data for the research team, and we had numerous opportunities to troubleshoot issues to improve the spring administration.

Platform Update:

- The same platform (Select Survey/Class Aps) as used during the field test will be used for the spring administration.
- The issues during the field test will be minimized with an upgrade to the platform that MSDE is pursuing in collaboration with DoIT.

Administration Update:

- The survey is scheduled to open on February 25th and close on April 5th. Local school systems are to identify their survey window and provide that information to MSDE to assist MSDE and DoIT in managing the platform performance.
- LACs requested an extension to the survey window - beyond the April 5th window close date. The MSDE is looking into the feasibility of extending the window.

Accountability/Data Update:

- Each school system will be held accountable for students enrolled by an As-Of-Date each spring. For 2018-2019 the As-Of-Date is February 8. Schools will be held accountable for all educators as reported in the Staff Data collection as employed by October 15 of the academic year.
- Each system will have the opportunity to add educators to the list of survey participants. These additions will not be part of the accountability measure, however, may be provided in additional reporting to the school systems.
- Students not on the list of participants will be able to use a generic user name.
- For 2019, a participation rate may be calculated but is not part of the accountability system. It may be used to inform future administrations and for reporting.

Data Collection Process:

- Each system is to create a student file of students who will be provided the opportunity to take the Maryland School Survey and provide the file to the MSDE Office of Accountability by COB February 14, 2019. As discussed during the LAC meeting, the file is to include all students enrolled as of February 8th.

- On January 18, each system received a data file with the instructional staff. Each system is to identify staff that exited the school and verify the primary school assignment as provided during the staff data collection. Educator file updates are due to MSDE Office of Accountability February 14, 2019.
- During the Survey window, LACs will be provided information on the status of their students and educators in responding to the survey to assist with the administration to all students and educators.

II. Reporting Information

Reporting Timeline:

- The expectation is that survey results will be provided to systems under embargo for review prior to public release as part of the accountability for 2018-2019.
- At a minimum, results will be provided by school for each domain and topic. Student results will also be provided by student group as required by ESSA.
- Reporting of the information will be available for all schools, regardless if the school has a star assignment, as long as the school meets the minimum threshold of students (n=10).

Reporting Format:

The school survey measures four domains: safety, environment, engagement, and relationships. Each domain contains smaller topics:

Domains	Engagement	Safety	Environment	Relationships
Topics	- Cultural and linguistic diversity - Participation	- Emotional safety - Physical safety - Bullying - Substance abuse	- Physical environment - Instructional environment - Fairness	- Student-student - Student-staff

Note: Topic names are still being finalized.

The following data will be reported for each school:

1. Overall scores. Each school will receive:
 - a. A composite score, combining teachers and students, to be used in accountability
 - b. Subscore for students, and for each student group
 - c. Subscore for teachers

Note: MSDE is still analyzing the results of the field test to determine the exact format for the overall score. Possible options include a percentage, a scale score, and/or a level. If several options are mathematically possible, MSDE will consult with our steering committee (consisting of representatives from each local school system) for guidance. We are also still analyzing the field test data to determine how the score for students and teachers will be combined into the overall score

2. Domain scores. Each school will receive:
 - a. A score for each of the four domains (for both students and teachers)

- b. A clearly-worded concise description of each domain, so that schools and stakeholders know what is contained in each. For example, "The Safety Domain describes degree to which students feel physically and emotionally safe at school, and how safe they feel from bullying. It also describes the degree to which students abuse or use illegal substances during school activities."

Note: MSDE is still analyzing the results of the field test to determine more details about how domain scores can be reported. The format may be similar to the overall score (for example, a scale score like "X out of 10," or a performance level). The format may also be more precise, such as "X percent of students reported a generally positive perception of safety/the school environment/etc." If several options are mathematically possible, MSDE will consult with our steering committee for guidance. We will also work with the steering committee to refine the domain descriptions.

3. Topic Scores. Each school will receive:
 - a. A score for each topic (for both students and teachers), with a clear explanation of how the topic scores are combined into the domain score
 - b. A detailed description of each topic, so that school leaders and other stakeholders know as precisely as possible what each topic covers.

Note: The topic scores and descriptions will be very clearly described such that schools will know exactly the types of items that comprise each one. For example, "The physical safety topic asks students whether they feel safe at school and going to and from school, and whether students at the school fight, threaten other students, and damage or destroy others' property." While the descriptions are still being finalized, they are being written in such a way as the local system representatives on the steering committee feel that they are clear and actionable.

Survey Customization

For the spring 2019 administration:

- It is not possible to customize the survey. Customizing the survey would mean that MSDE would have to know where each student was located before they accessed the survey (so that they would be logging in to the correct local version). When MSDE tried giving students unique log-ins during the field test, the login process created an enormous technical burden and caused a lot of issues for schools and systems.
- Therefore, all students will access the same survey. MSDE will still know what school the student attends, so that the school is accountable for their responses. But MSDE will link to the school and the school system after the fact, rather than before. This way, the survey system will not have thousands of students trying to log on at once.
- MSDE prioritized ease of administration over customization. But we understand that local systems desire customization, so we will continue to work towards a system that allows for both smooth administration and customization in the future.

MONTGOMERY COUNTY PUBLIC SCHOOLS
CLASS DESCRIPTION

OFFICIAL TITLE: Director II	CODE: 0262	SQ/OQ: Not Applicable
WORKING TITLE: Director, Learning, Achievement & Administration	GRADE: Q	MONTHS: 12

SUMMARY DESCRIPTION OF CLASSIFICATION: At the direction of the area associate superintendent and in collaboration with other Montgomery County Public Schools (MCPS) staff, works to assure quick, effective responses to local school needs related to instructional leadership, effective teaching and learning, and student performance. The director of learning, achievement, and administration (DLAA) will supervise a portfolio of schools and be responsible for coaching, holding principals accountable, and building the capacity of principals to improve teaching and learning in schools through modeling and encouraging innovative and effective instructional leadership. The DLAA will support and collaborate with the principal to ensure day-to-day academic and operational school functions and local school student performance goals align with those of MCPS, ensuring that the needs of all significant stakeholders in schools are addressed.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, SKILLS, AND ABILITIES: Strong understanding of the school improvement planning process, leading for equity, leading high performing teams, and leading professional development. Ability to lead and manage a large team of school system experts to provide prompt response to issues related to student performance. Knowledge of adult learning and proven ability to provide effective professional development. Thorough knowledge of the A&S Professional Growth System including the application of the evaluation process and the leadership standards. Demonstrated ability to motivate, support, coach, and supervise, and evaluate school system employees. Thorough knowledge of building the capacity of school leaders for the purpose of improving program quality and instructional practices in closing the achievement gap. Ability to develop principals' instructional leadership capacity through coaching. Outstanding written and oral communication and analytical skills. Ability to build partnerships among significant stakeholders. Uses educational technologies that support teaching and learning and the monitoring of school progress. Ability to use multiple sources of data to diagnose schools strengths and needs and provide differentiated support to schools. Knowledge of effective master scheduling. Knowledge and application of the three MCPS Professional Growth Systems (PGS).

EDUCATION, TRAINING, AND EXPERIENCE: Master's degree from an accredited college or university with certification in supervision, administration, or curriculum development. Three or more years of relevant experience with demonstrated experiences in improving student learning for all students and leadership as a school principal, five years' experience preferred. Experience leading, motivating, and managing professional staff, empowering them to creatively and effectively address instructional program needs. Demonstrated systemwide leadership experience and commitment to developing effective local school leadership. Skilled at re-envisioning, building, and managing a team, especially in a time of growth and change. Demonstrates cultural competency and a deep understanding of complex issues facing a large urban

district. Other combinations of applicable education, training, and experience that provide the knowledge, abilities, and skills may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: Meets Maryland state certification requirements for Administrator I and II and completion of Observing and Analyzing Teaching I and II or completion within one year of position start date.

PHYSICAL DEMANDS: (Special requirements such as [lifting heavy](#) objects and frequent climbing.) None

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Frequent evening or weekend work including representing the associate superintendent at meetings with school and community groups.

OVERTIME ELIGIBLE: No

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Note: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or ability associated with this classification, but is intended to accurately reflect the core job elements.)

Collaborates with other directors of school achievement and diverse stakeholders, including district personnel, students, families, communities, and /or advocacy groups to improve the conditions of teaching and learning in each of the schools and across school clusters they supervise, including analyzing student data and monitoring and impacting performance of schools and school clusters. Able to effectively manage change for large groups of principals and school based-stakeholders.

Conducts formal and informal school visits aligned to student achievement, effective school operations, and strategic goals; attends school-based meetings and events to foster a culture of engagement and accountability among staff, parents, and community; fosters vertical articulation; collaborates with district leadership to provide targeted and differentiated system resources that address the needs of schools.

Frequently observes, coaches, supports, and supervises principals in developing and delivering a school culture focused on improved academic performance and social-emotional learning for all student populations, including articulating a vision for effective instruction, leading others in data analysis that informs instructional practices, and developing a culturally competent learning environment committed to improving experiences and outcomes for all students.

Manages the mentoring, recruitment, interviewing, and selection of principals that match needs of the district and the specific schools to which they are assigned.

Conducts principal evaluations and provides feedback on effective leadership practices, including supervision and evaluation of instructional staff, use of data, and establishment of school culture.

Removes barriers or obstacles that impede principal's ability to achieve his/her goals and ensures that school leaders have the resources they need to succeed; coordinates and secures resources for schools; builds and maintains strong relationships; establishes clear expectations, deliverables, and deadlines; offers innovative solutions to seemingly intractable problems.

Demonstrates excellent execution and project management skills, including attention to detail and organizational skills; ability to balance multiple projects under tight deadlines; strong verbal and written communication skills; and prompt responses to stakeholders.

Leads principals and school-based administrators to implement high-quality instructional practices across classrooms, school sites, and school clusters; motivates, inspires, and moves other adults to change practice;

exhibits willingness to have difficult conversations to facilitate growth and change.

Leads district teams in identifying the work and results principals will be held accountable for, sets clear metrics for success, and collaborates with district leadership and principals to ensure alignment of practices and resources to address school needs and ensure improved academic achievement for all student populations and improved achievement for schools and school clusters.

Observes, supervises, and evaluates a team of instructional specialists resulting in dynamic, achievement gap closing schools with exceptional student achievement.

Builds the capacity of instructional specialists to meet the diverse needs of teacher leaders and administrators to support students, classrooms, and schools; meets achievement goals and improves instructional and leadership practices, including coaching, modeling, and differentiated support to assess progress.

Builds leadership capacity of principals with a focus on instruction, data analysis, and aligned interventions; coordinates the dissemination of information regarding the training of school-based administrators; plans and coordinates differentiated professional learning experiences for school-based administrators to foster change in adult practice and accelerate student learning and performance.

Accesses and supports principals with operational duties that impact and are related to instructional leadership practices; supports principals in managing and responding to serious incidents as well as complaints from the public and compliance issues.

Prepares a variety of reports and correspondence; disseminates best practices to schools and communities; and proposes ways to address performance challenges.

Serves as the representative of the area associate superintendent as requested.

Understands and applies the standards established for the three MCPS Professional Growth Systems (PGS).

Performs related duties consistent with the scope and intent of the position.

Class Established: 11/1999, 7/2000

Date(s) Revised: 8/04, 3/12, 7/12, 6/13, 4/15, 3/16, 12/17, 1/18

Last Reviewed:

This description may be changed at any time.

OHRD

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