

Chapter 6

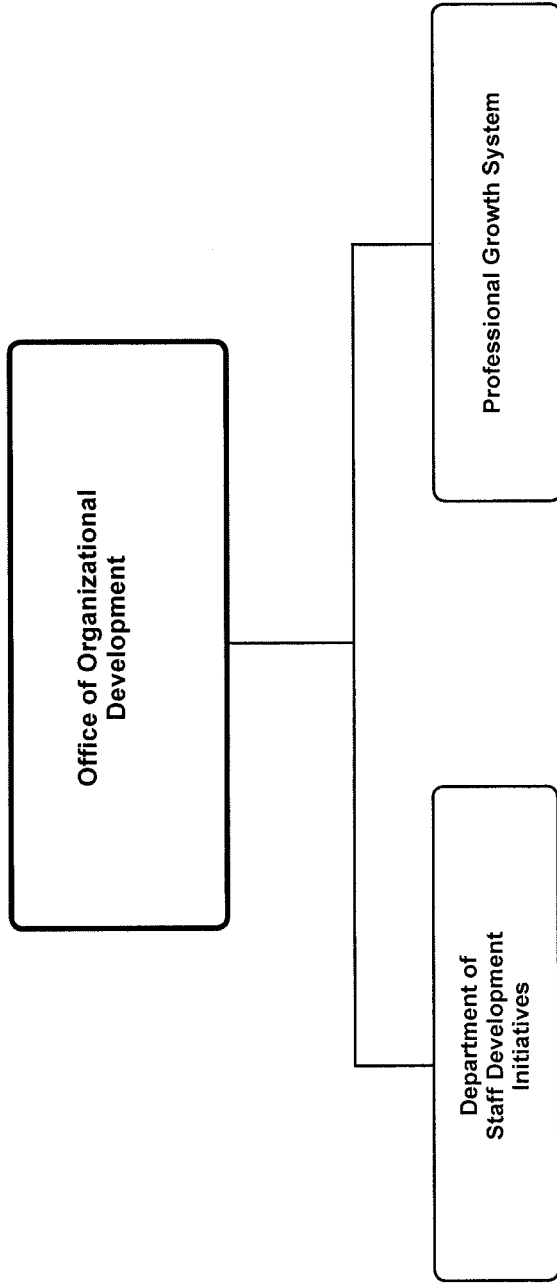
**Office of Organizational Development**

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**Office of Organizational Development  
Summary of Resources  
By Object of Expenditure**

| <b>OBJECT OF EXPENDITURE</b>       | <b>FY 2005<br/>ACTUAL</b> | <b>FY 2006<br/>BUDGET</b> | <b>FY 2006<br/>CURRENT</b> | <b>FY 2007<br/>BUDGET</b> | <b>FY 2007<br/>CHANGE</b> |
|------------------------------------|---------------------------|---------------------------|----------------------------|---------------------------|---------------------------|
| <b>POSITIONS</b>                   |                           |                           |                            |                           |                           |
| Administrative                     | 14.000                    | 16.000                    | 16.000                     | 16.000                    |                           |
| Professional                       | 91.000                    | 93.000                    | 93.000                     | 93.000                    |                           |
| Supporting Services                | 21.500                    | 21.500                    | 27.500                     | 29.500                    | 2.000                     |
| <b>TOTAL POSITIONS</b>             | <b>126.500</b>            | <b>130.500</b>            | <b>136.500</b>             | <b>138.500</b>            | <b>2.000</b>              |
| <b>01 SALARIES &amp; WAGES</b>     |                           |                           |                            |                           |                           |
| Administrative                     | 1,632,323                 | \$1,872,108               | 1,872,108                  | 2,016,694                 | 144,586                   |
| Professional                       | 7,962,919                 | 8,434,859                 | 8,434,859                  | 8,797,997                 | 363,138                   |
| Supporting Services                | 947,974                   | 1,057,253                 | 1,182,560                  | 1,568,267                 | 385,707                   |
| <b>TOTAL POSITION DOLLARS</b>      | <b>10,543,216</b>         | <b>11,364,220</b>         | <b>11,489,527</b>          | <b>12,382,958</b>         | <b>893,431</b>            |
| <b>OTHER SALARIES</b>              |                           |                           |                            |                           |                           |
| Administrative                     |                           |                           |                            |                           |                           |
| Professional                       | 5,286,461                 | 6,909,908                 | 6,986,916                  | 6,607,858                 | (379,058)                 |
| Supporting Services                | 78,096                    | 169,626                   | 173,460                    | 180,420                   | 6,960                     |
| <b>TOTAL OTHER SALARIES</b>        | <b>5,364,557</b>          | <b>7,079,534</b>          | <b>7,160,376</b>           | <b>6,788,278</b>          | <b>(372,098)</b>          |
| <b>TOTAL SALARIES AND WAGES</b>    | <b>15,907,773</b>         | <b>18,443,754</b>         | <b>18,649,903</b>          | <b>19,171,236</b>         | <b>521,333</b>            |
| <b>02 CONTRACTUAL SERVICES</b>     | <b>659,770</b>            | <b>1,226,875</b>          | <b>1,226,875</b>           | <b>783,951</b>            | <b>(442,924)</b>          |
| <b>03 SUPPLIES &amp; MATERIALS</b> | <b>570,747</b>            | <b>680,051</b>            | <b>680,051</b>             | <b>1,016,379</b>          | <b>336,328</b>            |
| <b>04 OTHER</b>                    |                           |                           |                            |                           |                           |
| Staff Dev & Travel                 | 331,778                   | 656,510                   | 656,510                    | 667,092                   | 10,582                    |
| Insur & Fixed Charges              | 1,192                     | 27,508                    | 47,166                     | 50,267                    | 3,101                     |
| Utilities                          |                           |                           |                            |                           |                           |
| Grants & Other                     | 2,232,548                 | 1,911,432                 | 1,911,432                  | 2,526,684                 | 615,252                   |
| <b>TOTAL OTHER</b>                 | <b>2,565,518</b>          | <b>2,595,450</b>          | <b>2,615,108</b>           | <b>3,244,043</b>          | <b>628,935</b>            |
| <b>05 EQUIPMENT</b>                | <b>42,814</b>             | <b>39,950</b>             | <b>39,950</b>              | <b>36,638</b>             | <b>(3,312)</b>            |
| <b>GRAND TOTAL AMOUNTS</b>         | <b>\$19,746,622</b>       | <b>\$22,986,080</b>       | <b>\$23,211,887</b>        | <b>\$24,252,247</b>       | <b>\$1,040,360</b>        |

# Office of Organizational Development—Overview



# Office of Organizational Development

|   |     |
|---|-----|
| Associate Superintendent                      | 1.0 |
| Assistant to the Associate Superintendent (N) | 1.0 |
| Instructional Specialist (B-D)                | 3.5 |
| Fiscal/Logistics Assistant (23)               | 1.0 |
| Administrative Services Manager I (17)        | 1.0 |
| Fiscal Assistant I (13)                       | 1.0 |
| Secretary (12)                                | 1.0 |
| Office Assistant IV (11)                      | 1.0 |

|  |     |
|--|-----|
| <b>Diversity Project Team</b>                      |     |
| Supervisor, Diversity Training and Development (O) | 1.0 |
| Instructional Specialist (B-D)                     | 3.0 |
| Administrative Secretary I (14)                    | 1.0 |

**Mission**

The mission of the Office of Organizational Development is to develop all staff and improve the effectiveness of the organization to ensure high achievement for every student. This mission includes a focus on instruction, curriculum, assessment, planning, expectations, and professional learning community. It emphasizes a competency-based professional growth system for all employees. Individuals and teams focus on actions and activities within the Our Call to Action plan and the Board of Education's goal four, "Create a Positive Work Environment in a Self-Renewing Organization."

**Major Functions**

The functions of the office have changed significantly in the last four years because of the development and implementation of a new professional growth systems for teachers, administrative staff and now supporting services staff, which is being implemented for the first time this year. Efforts to align the induction, mentoring, professional development, support systems, and evaluation processes have resulted in a systematic and systems approach to the development of all staff. As a result, the training and development programs being provided are more research-based, job-embedded, and results-oriented. The major functions of the office fall into numerous projects and programs that are supported and implemented by seven departments and teams:

- Department of Staff Development Initiatives
- Staff Development Programs Team
- Skillful Teaching/Leading Team
- Curriculum Training and Development Team
- Consulting Teacher Project Team
- Diversity Project Team
- Administrative Project Team

The focus of each of the teams and the projects implemented is toward a high quality workforce described in goal four of Our Call to Action. The teams lead and facilitate staff development efforts for individual staff members, schools, clusters, and for other offices to support continuous improvement initiatives. Certain projects within the Office of Organizational Development focus on specific client groups or specific project goals. For example, the Consulting Teacher Team's function is to support novice and underperforming teachers through ongoing coaching, modeling, observation, and review. Other projects focus on building individual skills related to staff professional development plans, school improvement plans, and system mandates. These projects include: tuition reimbursement programs for administrators, teachers, and supporting services staff; Continuing Professional Development Courses; Skillful Teaching/Leading Coursework; the University Partnerships Project; and the Professional Development School project.

The Supporting Services Professional Growth Consultants Team, under the Staff Development Programs Team, is newly

created in the Office of Organizational Development. The team's major function is to support underperforming supporting services staff through coaching, modeling, observations, mentoring, and review. In addition, the Professional Growth Consultant Team provides training to supporting services staff and supervisors and administrators on the Supporting Services Professional Growth System.

The Diversity Training and Development Team has three major functions. The first is to build the internal capacity of OOD staff to explicitly infuse research-based diversity related content and processes into all professional development programs and projects. The second major function of the team is to plan, design, implement, and assess direct diversity training to school system leadership staff in schools and administrative offices. The third major function of the team is to strengthen the capacity of school staff to close the specific achievement gaps reflected in their school data by building knowledge, understanding, and skill for implementing culturally responsive instruction.

Several projects are designed to meet the needs of specific job-alike groups such as the Supporting Services Training and Development Project, New Teacher Induction Project, and Leadership Training and Development for future and current administrators. In addition, there are major projects that center specifically on building the skills of school-based teams in the areas of building professional learning communities, curriculum, instruction, planning, expectations, and evidence of student learning. This training and support is focused on providing the skills and strategies needed to match individual student needs. These projects include the Staff Development Teacher Project, the Curriculum Training and Development Project, and the Diversity Training and Development Project.

**Trends and Accomplishments**

MCPS recognizes the essential role a quality workforce plays in improving student achievement for all students, and over the past five years we have made numerous strides in this area. A series of reform efforts consistent with the teacher quality movement and the expectations of the No Child Left Behind legislation have been developed, implemented, and evaluated in collaboration with the teacher, administrator, and support staff unions. MCPS has made improved learning for all of our students the goal of these workforce initiatives. In doing so, the initiatives focus not only on what to teach and how to lead; but also on the essential role that attitudes and beliefs have on student success. The workforce initiatives align closely with other initiatives in curriculum, instruction, assessment, and technology. As mentioned above, due to the change in organizational structure for FY 2007, the work of this group directly supports or facilitates coordination across projects to increase organizational efficiencies. The accomplishments of this group will be more fully discussed in the sections pertaining to leadership development, curriculum, instruction, assessment, technology, continuing professional development, and university partnerships.

## Major Mandates

- The Board of Education Priorities, and Our Call to Action plan are the major drivers of the office's activities. In addition, the negotiated agreements between the Board of Education and the three employee bargaining units dictate certain programs in the staff development and training domain. Finally, the Maryland State Department of Education certification regulations governing in-service course quality requirements and our university partners training course/credit requirements drive these credit program offerings.
- The MCPS commitment to continuous improvement and building staff capacity requires appropriate staff development and training to provide the skills, strategies, and tools necessary for understanding and applying continuous improvement principles and instruments. Improved, coordinated, and focused training will raise expectations and increase the likelihood of effective implementation. Exploration and implementation of alternative methods of presenting and providing training, especially utilizing technology will be pursued.
- Federal, state, and local mandates require elimination of the disparities in student achievement by race, ethnicity, socio-economics, language, and disability. Building individual, group, and system capacity to close the longstanding achievement gaps and to provide equitable educational opportunities for students from groups that have traditionally been undeserved.
- Furthermore, school system initiatives, including the reading and mathematics initiatives and the Early Success require training and development to those staff members directly involved. The revised curriculum, including blueprints, frameworks, and instructional guides will require a coordinated effort among offices to provide training and support of the implementation of these materials.
- *The State of Innovation: The Maryland Plan for Technology in Education, 1999–2003*, recommends that schools be provided with staff training and support for integrating the most appropriate and effective technology into all aspects of the educational process.
- The Maryland State Department of Education has a focus on high quality professional development.
- No Child Left Behind legislation requires that only those strategies and methods “proven effective by the standard of scientifically based research should be included in school reform programs.” This requirement includes the work of staff development.
- No Child Left Behind, Title II Part A, states that professional development programs will be “regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement with the findings of the evaluation used to improve the quality of professional development.”

## Strategies

- Coordinate and facilitate the effective delivery of professional development experiences throughout Montgomery County Public Schools.
- Align training and professional development experiences with competencies and standards of various stakeholder and participant groups identified in professional growth systems.
- Provide support to schools and offices with the planning and implementation of professional development and improvement efforts.
- Acquire and align resources in order to meet the goals of the Office of Organizational Development's strategic plan and goals of Our Call to Action.
- Identify and provide staff development opportunities and experiences to the staff of the Office of Organizational Development to meet the goals of the office.
- Utilize and facilitate the effective use of technology to disseminate materials, information, and resources that support the implementation of equitable education for all students.

## Budget Explanation

### Office of Organizational Development—614

The current FY 2006 budget for this office is changed from the budget adopted by the Board of Education on June 14, 2005. The change is a result of the realignment of \$307,285 from this office's budget into the budget for IDEA Early Intervening Services as a result of the federal requirement for receiving funding under the Individuals with Disabilities Education Act (IDEA). As a requirement for receiving funds under the IDEA, MCPS is required to reserve 15 percent of its federal allocation to provide comprehensive early intervening services to students in groups that are significantly over-identified for special education services, and the diversity training in this budget supports those efforts.

The FY 2007 request for this office is \$2,052,893, a decrease of \$660,145 from the current FY 2006 budget of \$2,713,038. An explanation of this change follows.

#### *Continuing and Negotiated Salary Costs—\$88,113*

The negotiated agreements with employee organizations increase the salary costs of employees in this office by \$43,319. There is an increase of \$44,794 in continuing salary costs to reflect step or longevity increases for current employees.

#### *Realignment—(\$406,560)*

There is a realignment of \$126,309 and 1.0 director position from this budget into the budget for the Professional Growth Systems to realign the position to reflect actual work assignment. An additional \$123,048 is realigned into the budget for IDEA Early Intervening Services to fund increases in diversity awareness training. Lastly, \$157,203 is realigned from this budget to the Department of Staff Development Initiatives budget as a result of changes in the training plan to reflect system priorities. Notable changes in training activities include an increase in training for the Collaborative Ac-

tion Process (CAP) as well as decreases in training provided by the Office of Curriculum and Instructional Programs.

*Other—\$8,902*

There is an increase of \$8,902 for mileage reimbursement for local travel based upon the rate change established by the Internal Revenue Service.

*Reductions—(\$350,600)*

*Online Learning—(\$350,600)*

There is a reduction of \$350,600 for the Online Learning Project. This consists of a decrease of \$350,000 in contractual services and \$600 in instructional materials. As a result of this decrease, efforts to develop online learning courses may be delayed.

**Budget Explanation**

**IDEA Early Intervening Services—967**

The current FY 2006 budget for this office is changed from the budget adopted by the Board of Education on June 14, 2005. The change is a result of the realignment of \$326,943 into this budget from the budget for the Office of Organizational Development (\$307,285) and the Division of Insurance and Retirement (\$19,658). As a requirement for receiving funds under the IDEA, MCPS is required to reserve 15 percent of its federal allocation to provide comprehensive early intervening services to students in groups that are significantly over-identified for special education services, and the diversity training in this budget supports those efforts.

The FY 2007 request for this program is \$450,130, an increase of \$123,187 from the current FY 2006 budget of \$326,943. An explanation of this change follows.

*Continuing and Negotiated Salary Costs—\$139*

The negotiated agreements with employee organizations increase the salary costs of employees in this office by \$139.

*Realignment—\$123,048*

Funds are realigned into this budget from the budget for the Office of Organizational Development to provide diversity awareness training for all employees.

**Project's Recent Funding History**

|         | FY 2006<br>Projected<br>7/1/05 | FY 2006<br>Received<br>11/30/05 | FY2007<br>Projected<br>7/1/06 |
|---------|--------------------------------|---------------------------------|-------------------------------|
| Federal |                                | \$326,943                       | \$450,130                     |
| State   |                                |                                 |                               |
| Other   |                                |                                 |                               |
| County  |                                |                                 |                               |
| Total   |                                | \$326,943                       | \$450,130                     |

# Office of Organizational Development - 614/160

Darlene A. Merry, Associate Superintendent

| Description                           | FY 2005<br>Actual   | FY 2006<br>Budget  | FY 2006<br>Current | FY 2007<br>Request | FY 2007<br>Change  |
|---------------------------------------|---------------------|--------------------|--------------------|--------------------|--------------------|
| <b>01 Salaries &amp; Wages</b>        |                     |                    |                    |                    |                    |
| Total Positions (FTE)                 | 126,500             | 16,500             | 16,500             | 15,500             | (1,000)            |
| Position Salaries                     | \$10,543,216        | \$1,358,358        | \$1,358,358        | \$1,319,130        | (\$39,228)         |
| <b>Other Salaries</b>                 |                     |                    |                    |                    |                    |
| Supplemental Summer Employment        |                     |                    |                    |                    |                    |
| Professional Substitutes              |                     | 64,647             | 59,374             | 20,739             | (38,635)           |
| Stipends                              |                     | 414,935            | 189,935            | 148,200            | (41,735)           |
| Professional Part Time                |                     | 89,674             | 80,674             | 50,510             | (30,164)           |
| Supporting Services Part Time         |                     | 21,383             | 14,931             | 9,717              | (5,214)            |
| Other                                 |                     |                    |                    |                    |                    |
| Subtotal Other Salaries               | 5,128,962           | 590,639            | 344,914            | 229,166            | (115,748)          |
| <b>Total Salaries &amp; Wages</b>     | <b>15,672,178</b>   | <b>1,948,997</b>   | <b>1,703,272</b>   | <b>1,548,296</b>   | <b>(154,976)</b>   |
| <b>02 Contractual Services</b>        |                     |                    |                    |                    |                    |
| Consultants                           |                     | 15,000             | 15,000             | 10,000             | (5,000)            |
| Other Contractual                     |                     | 470,425            | 444,425            | 34,250             | (410,175)          |
| <b>Total Contractual Services</b>     | <b>352,620</b>      | <b>485,425</b>     | <b>459,425</b>     | <b>44,250</b>      | <b>(415,175)</b>   |
| <b>03 Supplies &amp; Materials</b>    |                     |                    |                    |                    |                    |
| Textbooks                             |                     |                    |                    |                    |                    |
| Media                                 |                     |                    |                    |                    |                    |
| Instructional Supplies & Materials    |                     |                    |                    |                    |                    |
| Office                                |                     |                    |                    |                    |                    |
| Other Supplies & Materials            |                     | 236,851            | 227,571            | 179,019            | (48,552)           |
| <b>Total Supplies &amp; Materials</b> | <b>569,190</b>      | <b>236,851</b>     | <b>227,571</b>     | <b>179,019</b>     | <b>(48,552)</b>    |
| <b>04 Other</b>                       |                     |                    |                    |                    |                    |
| Local Travel                          |                     | 48,512             | 48,512             | 57,414             | 8,902              |
| Staff Development                     |                     | 38,000             | 34,000             | 68,000             | 34,000             |
| Insurance & Employee Benefits         |                     |                    |                    |                    |                    |
| Utilities                             |                     |                    |                    |                    |                    |
| Miscellaneous                         |                     | 222,588            | 200,308            | 119,276            | (81,032)           |
| <b>Total Other</b>                    | <b>2,509,554</b>    | <b>309,100</b>     | <b>282,820</b>     | <b>244,690</b>     | <b>(38,130)</b>    |
| <b>05 Equipment</b>                   |                     |                    |                    |                    |                    |
| Leased Equipment                      |                     | 8,000              | 8,000              | 8,000              |                    |
| Other Equipment                       |                     | 31,950             | 31,950             | 28,638             | (3,312)            |
| <b>Total Equipment</b>                | <b>42,814</b>       | <b>39,950</b>      | <b>39,950</b>      | <b>36,638</b>      | <b>(3,312)</b>     |
| <b>Grand Total</b>                    | <b>\$19,146,356</b> | <b>\$3,020,323</b> | <b>\$2,713,038</b> | <b>\$2,052,893</b> | <b>(\$660,145)</b> |



# IDEA - Early Intervening Services - 967

Darlene A. Merry, Associate Superintendent

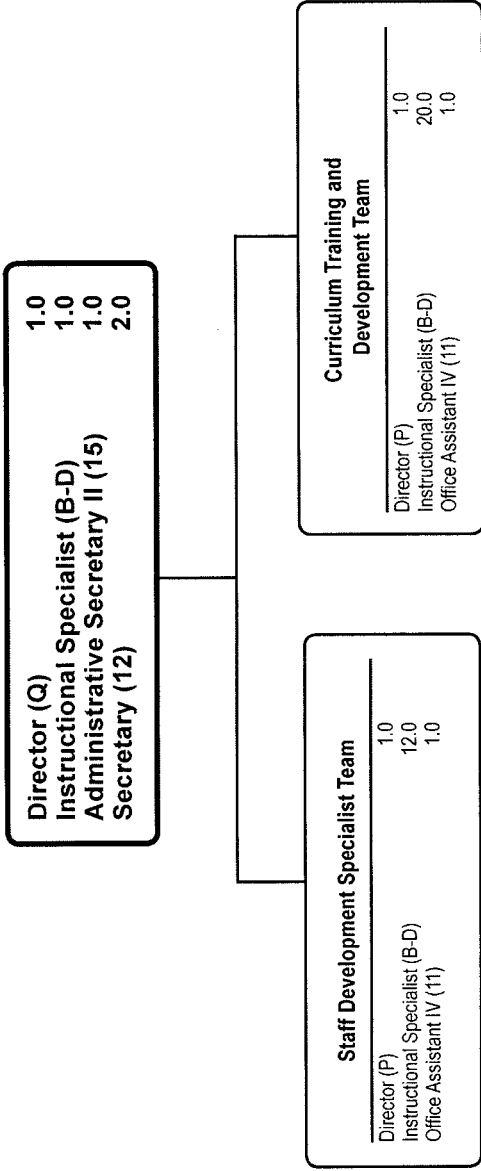
| Description                           | FY 2005<br>Actual | FY 2006<br>Budget | FY 2006<br>Current | FY 2007<br>Request | FY 2007<br>Change |
|---------------------------------------|-------------------|-------------------|--------------------|--------------------|-------------------|
| <b>01 Salaries &amp; Wages</b>        |                   |                   |                    |                    |                   |
| Total Positions (FTE)                 |                   |                   |                    |                    |                   |
| Position Salaries                     |                   |                   |                    |                    |                   |
| <b>Other Salaries</b>                 |                   |                   |                    |                    |                   |
| Supplemental Summer Employment        |                   |                   |                    |                    |                   |
| Professional Substitutes              |                   |                   | 5,273              |                    | (5,273)           |
| Stipends                              |                   |                   | 225,000            | 318,000            | 93,000            |
| Professional Part Time                |                   |                   | 9,000              | 7,000              | (2,000)           |
| Supporting Services Part Time         |                   |                   | 6,452              | 4,099              | (2,353)           |
| Other                                 |                   |                   |                    |                    |                   |
| Subtotal Other Salaries               |                   |                   | 245,725            | 329,099            | 83,374            |
| <b>Total Salaries &amp; Wages</b>     |                   |                   | 245,725            | 329,099            | 83,374            |
| <b>02 Contractual Services</b>        |                   |                   |                    |                    |                   |
| Consultants                           |                   |                   |                    |                    |                   |
| Other Contractual                     |                   |                   | 26,000             | 37,000             | 11,000            |
| <b>Total Contractual Services</b>     |                   |                   | 26,000             | 37,000             | 11,000            |
| <b>03 Supplies &amp; Materials</b>    |                   |                   |                    |                    |                   |
| Textbooks                             |                   |                   |                    |                    |                   |
| Media                                 |                   |                   |                    |                    |                   |
| Instructional Supplies & Materials    |                   |                   |                    |                    |                   |
| Office                                |                   |                   |                    |                    |                   |
| Other Supplies & Materials            |                   |                   | 9,280              | 31,150             | 21,870            |
| <b>Total Supplies &amp; Materials</b> |                   |                   | 9,280              | 31,150             | 21,870            |
| <b>04 Other</b>                       |                   |                   |                    |                    |                   |
| Local Travel                          |                   |                   |                    |                    |                   |
| Staff Development                     |                   |                   | 4,000              | 8,000              | 4,000             |
| Insurance & Employee Benefits         |                   |                   | 19,658             | 26,317             | 6,659             |
| Utilities                             |                   |                   |                    |                    |                   |
| Miscellaneous                         |                   |                   | 22,280             | 18,564             | (3,716)           |
| <b>Total Other</b>                    |                   |                   | 45,938             | 52,881             | 6,943             |
| <b>05 Equipment</b>                   |                   |                   |                    |                    |                   |
| Leased Equipment                      |                   |                   |                    |                    |                   |
| Other Equipment                       |                   |                   |                    |                    |                   |
| <b>Total Equipment</b>                |                   |                   |                    |                    |                   |
| <b>Grand Total</b>                    |                   |                   | <b>\$326,943</b>   | <b>\$450,130</b>   | <b>\$123,187</b>  |

# Office of Organizational Development - 614/160/967

Darlene A. Merry, Associate Superintendent

| CAT                    | DESCRIPTION                    | 10<br>Mon | FY 2005<br>ACTUAL | FY 2006<br>BUDGET | FY 2006<br>CURRENT | FY 2007<br>REQUEST | FY 2007<br>CHANGE |
|------------------------|--------------------------------|-----------|-------------------|-------------------|--------------------|--------------------|-------------------|
| 2                      | Associate Superintendent       |           | 1.000             | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 2                      | Q Director, Prof Growth Sys    |           | 1.000             |                   |                    |                    |                   |
| 3                      | Q Director, Prof Growth Sys    |           |                   | 1.000             | 1.000              |                    | (1.000)           |
| 2                      | Q Project Manager              |           | 1.000             |                   |                    |                    |                   |
| 2                      | Q Consulting Principal         |           | 3.000             |                   |                    |                    |                   |
| 2                      | P Director, Leadership Dev     |           | 2.000             |                   |                    |                    |                   |
| 2                      | P Director, Skillful Teacher   |           | 1.000             |                   |                    |                    |                   |
| 2                      | P Director, Staff Dev Projects |           | 1.000             |                   |                    |                    |                   |
| 2                      | P Director, Staff Dev Projects |           | 1.000             |                   |                    |                    |                   |
| 2                      | P Director, Curr Training/Dev  |           | 2.000             |                   |                    |                    |                   |
| 2                      | O Supv, Diversity Training/Dev |           |                   | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 2                      | N Asst to Assoc Superintendent |           | 1.000             | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 3                      | BD Instructional Specialist    |           | 56.000            | 6.500             | 6.500              | <b>6.500</b>       |                   |
| 3                      | AD Teacher, Consulting         | X         | 35.000            |                   |                    |                    |                   |
| 2                      | 23 Fiscal/Logistics Assistant  |           | 1.000             | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 2                      | 23 Staff Development Spec      |           | 2.000             |                   |                    |                    |                   |
| 2                      | 17 Admin Services Manager I    |           | 1.000             | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 2                      | 15 Administrative Secretary II |           | 2.000             |                   |                    |                    |                   |
| 2                      | 15 Data Systems Operator II    |           | 1.000             |                   |                    |                    |                   |
| 2                      | 14 Administrative Secretary I  |           | 5.000             | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 2                      | 13 Fiscal Assistant I          |           | 2.000             | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 2                      | 12 Secretary                   |           | 3.500             | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 2                      | 11 Office Assistant IV         |           | 3.000             | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 2                      | 10 Office Assistant III        |           | 1.000             |                   |                    |                    |                   |
| <b>Total Positions</b> |                                |           | <b>126.500</b>    | <b>16.500</b>     | <b>16.500</b>      | <b>15.500</b>      | <b>(1.000)</b>    |

# Department of Staff Development Initiatives



## Mission

The mission of the Department of Staff Development Initiatives is to provide professional development opportunities for teachers, teacher leaders, and administrators that support the effective implementation of a rigorous pre-K–12 curriculum and the Framework for Improving Teaching and Learning. The department supports school and office staff as they develop and maintain professional learning communities. Curriculum, assessment, planning, expectations, and instruction serve as the primary foci for the work of the department.

## Major Functions

The Staff Development Initiatives Department, consisting of staff development content specialists and staff development specialists, works collaboratively within and among MCPS offices to develop and provide ongoing systemwide professional development and job-embedded support and follow up.

The staff development content specialists collaborate with the Office of Curriculum and Instructional Programs and the Office of Special Education and Student Services to facilitate the design and delivery of curriculum training and development that prepares teachers to meet the diverse needs of all students. In addition, they provide training to central services instructional specialists, principals, and teacher leaders.

Staff development specialists work with staff development teachers (SDTs), other teacher leaders, and administrators to ensure the effective development, monitoring, and maintenance of professional learning communities. They support principals and leadership teams with effective teams and meeting skills in order for all systems within the school organization to be as effective as possible and with school improvement plans including the Baldrige Guided School Improvement Process. Moreover, they collaborate with the Office of School Performance and the Office of Curriculum and Instructional Programs in support of their visions and missions.

## Trends and Accomplishments

Montgomery County Public Schools has developed a standards-based teacher evaluation system that includes continuous improvement as one of the six standards. In addition, teachers develop professional development plans as part of the Teachers Professional Growth System. The Maryland Teacher Professional Development Standards are intended to contribute to increased student learning by improving teachers' knowledge and skills.

To meet the professional development needs of a diverse staff, the FY 2005 curriculum training focus for teachers of grades 1 and 2 was on strategies for working with special education and ESOL students. Teachers attended a one-day training and received follow-up support during the school year. Teachers of grades 3-5 received training and development on the reading/language arts and mathematics curricula. Math content coaches participated in 10 sessions

designed to enhance their content knowledge and develop coaching strategies. As a part of the Early Childhood Project, Pre-k and kindergarten teachers, special educators, and paraeducators received training in reading/language arts and mathematics. Secondary training and development included training for teachers of Algebra 1, Math C, and English 9 on strategies for working with special education students. In addition, teachers of Algebra 1 and English 9 received training and support on the curriculum. Other secondary curriculum training included English 6, Social Studies 8, National State and Local Government, and training for algebra lead teachers, lead literacy teachers, and resource teachers.

The FY 2005 comprehensive SDT training and development plan provides a consistent focus on curriculum implementation, literacy across the content areas, instructional strategies, planning, examining student work, building teacher capacity, and expectations for students and teachers that support SDTs as they organize local school training and development aligned with system initiatives and the school improvement plan/Baldrige Guided School Improvement Process. In addition, that plan includes a number of opportunities for SDTs to be together in professional learning communities of their own, organized by cluster or by school level, in order to share best practices and support each other as critical friends as they face challenges.

In FY 2006, the Staff Development Initiatives Team will focus on quantifying the contribution of professional development on student achievement by developing structures to assess the fidelity of implementation of knowledge, skills, and strategies and will provide training and development for SDTs and other teacher leaders to do the same. Specialists on the Staff Development Initiatives Team studied with a national consultant on evaluating professional development during the FY05 school year. As a result of that study, specialists on that team have (1) focused on assessing learning and application related to their own training and (2), provided training and ongoing job-embedded professional development to SDTs related to the levels of evaluating professional development and the importance of assessing levels of learning and application of teachers and ultimately, on determining the impact the training and development SDTs provide to teachers has on student achievement.

## Major Mandates

- No Child Left Behind Act of 2001 (NCLB) contains specific requirements for the certification and qualifications of staff in both Title I and all other public schools.
- *Our Call to Action: Pursuit of Excellence*, the MCPS strategic plan, has as one of its goals the creation of a positive work environment in a self-renewing organization.
- *Our Call to Action: Pursuit of Excellence*, Goal 2 addresses the development of an effective instructional program.
- Bridge to Excellence in Public Schools Act is consistent with the federal NCLB and requires that all students reach high standards, at a minimum attaining proficiency or better in reading/language art and mathematics by 2013/2014.

- The National Staff Development Council and the Maryland Teacher Professional Development standards support the mandates of NCLB.
- Malcolm Baldrige Criteria for Performance Excellence is used by MCPS as its model for continuous improvement.

**Strategies**

- Align training and development experiences with the rigor of the revised curricula and Maryland Assessment Program.
- Collaborate with the Office of Curriculum and Instructional Programs to ensure fidelity of the curriculum and a consistent message.
- Design and provide training and development experiences that result in high quality teaching and learning.
- Coordinate and facilitate the effective implementation of professional learning communities throughout Montgomery County Public Schools.
- Facilitate schools and offices in developing Baldrige Guided School Improvement plans.
- Engage stakeholders in providing input and feedback related to training and development opportunities.
- Differentiate training and development opportunities based on experience, expertise, school, and participant need.

**Performance Measurements**

**Performance Measure:** Percent of teachers of Algebra 1 who indicated that by the end of the training had extensive or partial understanding of how to use the instructional guide to differentiate and enrich instruction that enhances all students' development and understanding of algebraic concepts.

| FY 2005<br>Actual | FY 2006<br>Estimate | FY 2007<br>Recommended |
|-------------------|---------------------|------------------------|
| 93%               | 95%                 | 97%                    |

**Explanation:** This measure provides information on participant knowledge gained during training. Through surveys participants indicated the degree to which their knowledge was enhanced by the end of the training. apply the knowledge and skills learned in the training as they worked with teachers in their schools.

**Performance Measure:** Percent of teachers who indicated on the "Staff Development Teacher Survey" that they are satisfied with: (1) the professional supports provided by SDTs; (2) their professional interactions with SDTs; (3) the way SDTs foster professional learning communities in their schools; and (4) the types of professional development options available in their school.

|     | FY 2005<br>Actual           | FY 2006<br>Estimate            | FY 2007<br>Recommended         |
|-----|-----------------------------|--------------------------------|--------------------------------|
| (1) | 88%                         | 95%                            | 98%                            |
| (2) | 90%                         | 96%                            | 98%                            |
| (3) | 86%                         | 95%                            | 98%                            |
| (4) | 40%                         | 60%                            | 75%                            |
|     | 54% did not request support | reduce % not requesting to 25% | reduce % not requesting to 15% |

**Explanation:** This measure provides information on the actual impact of the training and development supports provided to staff development teachers (SDTs) as they apply knowledge and skills in their schools. The training and development provided (including direct instruction as well as job-embedded supports) is directly aligned with the SDT job description and performance standards. Through standardized surveys staff development teachers collect feedback from the teachers in their buildings regarding the supports they provide. These surveys are also directly aligned with the job description and the performance standards for SDTs.

**Budget Explanation**

The FY 2007 request for this department is \$7,124,917, an increase of \$223,626 from the current FY 2006 budget of \$6,901,291. An explanation of this change follows.

*Continuing and Negotiated Salary Costs—\$169,031*  
The negotiated agreements with employee organizations increase the salary costs of employees in this department by \$133,837. There is an increase of \$35,194 in continuing salary costs to reflect step or longevity increases for current employees.

*Realignment—\$332,373*  
There is a realignment of funds into this department from the Office of Organizational Development (\$283,512), the budget for Professional Growth Systems (\$38,483) and the budget for the Division of Insurance and Retirement (\$10,378). Funds are realigned to reflect system priorities, including middle school reform. This budget includes significant funding for training middle school teachers in math and literacy, and to support middle school reform efforts currently under development.

*Reductions—(\$277,778)*  
There is a reduction of \$277,778 in this budget for stipends for curriculum training (along with associated employee benefits of \$22,222 in the budget for the Department of Financial Services). As a result of this reduction, the number of training days for core team elementary staff has been reduced. Additionally, the Montgomery County Business Roundtable of Education (MCBRE) will collaborate with MCPS to fund the costs of the "Take a Subject to Work" project. Lastly, some elementary curriculum training will be provided through online learning.

# Department of Staff Development Initiatives - 650

Betty Collins, Director

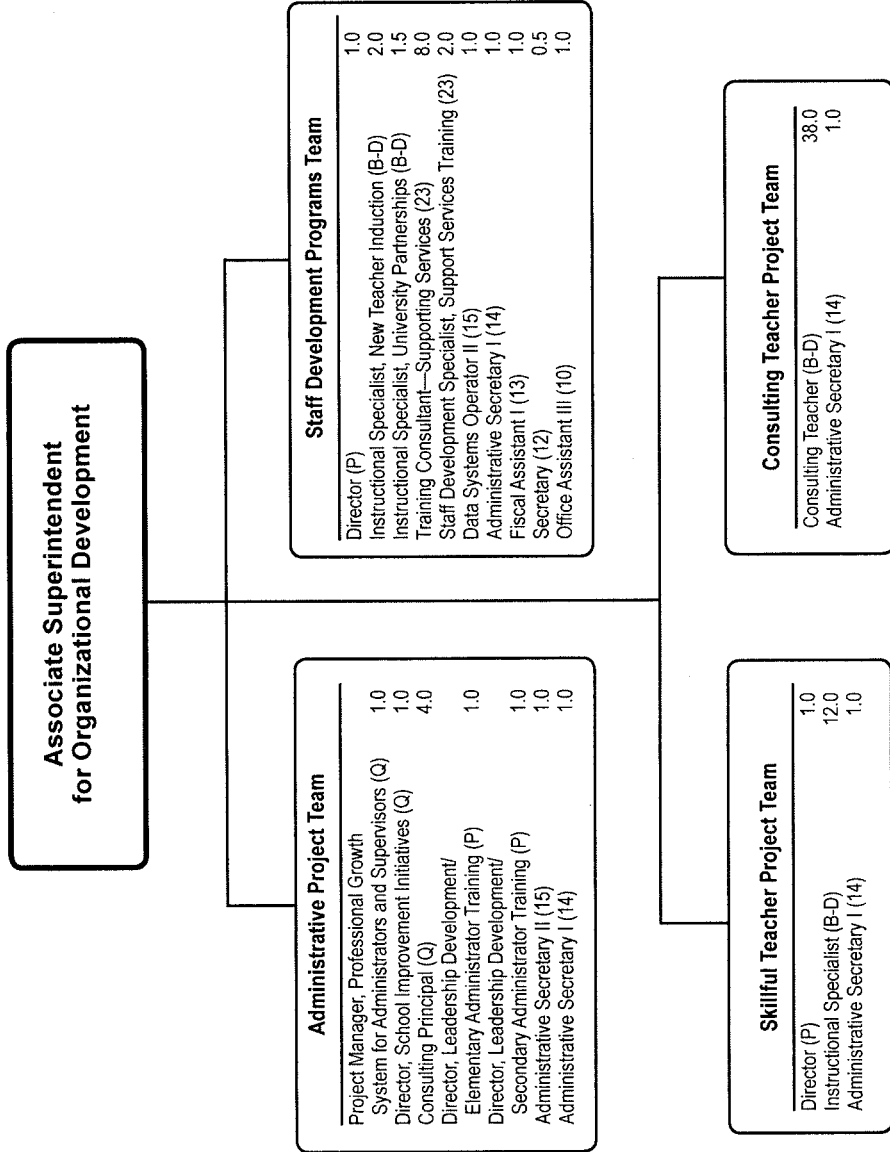
| Description                           | FY 2005<br>Actual | FY 2006<br>Budget  | FY 2006<br>Current | FY 2007<br>Request | FY 2007<br>Change |
|---------------------------------------|-------------------|--------------------|--------------------|--------------------|-------------------|
| <b>01 Salaries &amp; Wages</b>        |                   |                    |                    |                    |                   |
| Total Positions (FTE)                 |                   | 41,000             | 41,000             | <b>41,000</b>      |                   |
| Position Salaries                     |                   | \$3,626,632        | \$3,626,632        | <b>\$3,787,603</b> | \$160,971         |
| <b>Other Salaries</b>                 |                   |                    |                    |                    |                   |
| Supplemental Summer Employment        |                   |                    |                    |                    |                   |
| Professional Substitutes              |                   | 239,710            | 239,710            | <b>139,713</b>     | (99,997)          |
| Stipends                              |                   | 2,529,119          | 2,529,119          | <b>2,745,437</b>   | 216,318           |
| Professional Part Time                |                   | 84,655             | 84,655             | <b>39,400</b>      | (45,255)          |
| Supporting Services Part Time         |                   | 69,346             | 69,346             | <b>98,104</b>      | 28,758            |
| Other                                 |                   |                    |                    |                    |                   |
| Subtotal Other Salaries               |                   | 2,922,830          | 2,922,830          | <b>3,022,654</b>   | 99,824            |
| <b>Total Salaries &amp; Wages</b>     |                   | <b>6,549,462</b>   | <b>6,549,462</b>   | <b>6,810,257</b>   | 260,795           |
| <b>02 Contractual Services</b>        |                   |                    |                    |                    |                   |
| Consultants                           |                   |                    |                    |                    |                   |
| Other Contractual                     |                   | 65,000             | 65,000             | <b>39,000</b>      | (26,000)          |
| <b>Total Contractual Services</b>     |                   | <b>65,000</b>      | <b>65,000</b>      | <b>39,000</b>      | (26,000)          |
| <b>03 Supplies &amp; Materials</b>    |                   |                    |                    |                    |                   |
| Textbooks                             |                   |                    |                    |                    |                   |
| Media                                 |                   |                    |                    |                    |                   |
| Instructional Supplies & Materials    |                   |                    |                    |                    |                   |
| Office                                |                   |                    |                    |                    |                   |
| Other Supplies & Materials            |                   | 97,699             | 97,699             | <b>157,548</b>     | 59,849            |
| <b>Total Supplies &amp; Materials</b> |                   | <b>97,699</b>      | <b>97,699</b>      | <b>157,548</b>     | 59,849            |
| <b>04 Other</b>                       |                   |                    |                    |                    |                   |
| Local Travel                          |                   |                    |                    |                    |                   |
| Staff Development                     |                   | 189,130            | 189,130            | <b>118,112</b>     | (71,018)          |
| Insurance & Employee Benefits         |                   |                    |                    |                    |                   |
| Utilities                             |                   |                    |                    |                    |                   |
| Miscellaneous                         |                   |                    |                    |                    |                   |
| <b>Total Other</b>                    |                   | <b>189,130</b>     | <b>189,130</b>     | <b>118,112</b>     | (71,018)          |
| <b>05 Equipment</b>                   |                   |                    |                    |                    |                   |
| Leased Equipment                      |                   |                    |                    |                    |                   |
| Other Equipment                       |                   |                    |                    |                    |                   |
| <b>Total Equipment</b>                |                   |                    |                    |                    |                   |
| <b>Grand Total</b>                    |                   | <b>\$6,901,291</b> | <b>\$6,901,291</b> | <b>\$7,124,917</b> | <b>\$223,626</b>  |

**Department of Staff Development Initiatives - 650**

Betty Collins, Director

| CAT                    | DESCRIPTION                    | 10<br>Mon | FY 2005<br>ACTUAL | FY 2006<br>BUDGET | FY 2006<br>CURRENT | FY 2007<br>REQUEST | FY 2007<br>CHANGE |
|------------------------|--------------------------------|-----------|-------------------|-------------------|--------------------|--------------------|-------------------|
| 2                      | Q Director, Prof Growth Sys    |           |                   | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 2                      | P Director, Staff Dev Projects |           |                   | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 2                      | P Director, Curr Training/Dev  |           |                   | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 3                      | BD Instructional Specialist    |           |                   | 33.000            | 33.000             | <b>33.000</b>      |                   |
| 2                      | 15 Administrative Secretary II |           |                   | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 2                      | 12 Secretary                   |           |                   | 2.000             | 2.000              | <b>2.000</b>       |                   |
| 2                      | 11 Office Assistant IV         |           |                   | 2.000             | 2.000              | <b>2.000</b>       |                   |
| <b>Total Positions</b> |                                |           |                   | <b>41.000</b>     | <b>41.000</b>      | <b>41.000</b>      |                   |

# Professional Growth System





## Mission

The mission of the Professional Growth System (PGS) includes the development of staff through a comprehensive induction program for teachers new to MCPS and through direct instructional support of novice and experienced staff performing below standard; the development of high performing staff and instructional leaders who have the knowledge, skills, strategies, beliefs and practices that result in student achievement; the development of supporting services staff through professional development courses, coaching, modeling, and mentoring support and the promotion of the continued professional development of the workforce in MCPS that includes a focus on “career long” learning through the professional and academic growth and development of all members of the workforce.

## Major Functions

The major functions of this department are divided into three teams.

The Consulting Teacher (CT) Team's function is to support novice and underperforming teachers through ongoing coaching, modeling, observation, and review.

The functions of the Skillful Teaching/Leading team are the training and the support of staff to implement the knowledge, skills, strategies, beliefs and practices of four courses taught by the team: Studying Skillful Teaching 1 and 2 and Observing and Analyzing Teaching 1 and 2. The outcome for each course is listed below:

- Studying Skillful Teaching 1: Teachers will expand their repertoire of instructional strategies and reflect on the impact of matching strategies to student needs; examine how teacher and student beliefs impact student learning, and learn skills for collaborating effectively with peers.
- Studying Skillful Teaching 2: Teachers will increase skills in collecting and analyzing data about student learning in order to plan, investigate and implement strategies to eliminate obstacles to student success.
- Observing and Analyzing Teaching 1: Instructional leaders will be able to observe and analyze teaching and develop skills in communicating to teachers in a balanced way about the teacher's repertoire.
- Observing and Analyzing Teaching 2: Instructional leaders will develop knowledge, skills, and confidence to confront and address mediocre and ineffective teaching.

The Leadership Development Team (LDT) oversees the Administrative and Supervisory (A&S) Professional Growth System. The vision of the Administrative and Supervisory Professional Growth System is to create a comprehensive system for attracting, recruiting, mentoring, developing, evaluating, and recognizing administrators in a dynamic structure for critical reflection, continuous improvement, and life-long learning. In FY 2005 full implementation was begun. An implementation team ensures that the work of the A&S PGS is put into practice with quality. A multi-faceted action plan has been generated and administrative leaders have been given the opportunity to provide feedback on the

priorities that have been set within the action plan. Based upon this feedback, the Office of Organizational Development (OOD) has begun to increase specific professional development opportunities for school-based and central services administrators. Examples of this work are as follows:

- An orientation program for new administrators,
- A course on data analysis for principals,
- In-service programs on creating a portfolio and creating a professional development plan,
- A dynamic on-line series of interactive modules on the six leadership standards for all school-based administrators, and
- Four consulting principals who mentor new and underperforming principals and assistant principals.

Another major function of the Leadership Training and Development Team include the design, implementation and oversight of the Leadership Development Program (LDP) within the Administrative and Supervisory Professional Growth System. The LDP supports assistant principals and elementary school interns in developing the knowledge, skills, strategies, attitudes and aspirations to become effective school-based leaders and to improve student learning.

The function of the Staff Development Programs Team is to provide training and development opportunities that support the professional growth system for administrators, supervisors, teachers, and supporting services staff. These supports are in the form of university partnerships, tuition reimbursement, continuing professional development courses (CPD), new teacher induction, and training and development for supporting services staff. The focus of each of these programs is toward a high quality workforce described in goal four of Our Call to Action. The team develops, coordinates, leads and facilitates staff development academic growth and development efforts to support continuous improvement initiatives.

## Trends and Accomplishments

The consulting teachers work to provide intensive individualized instructional support and resources to every novice and underperforming teacher within the PAR (Peer Assistance and Review) Program. Their work is guided by the MCPS Teacher Performance Standards. In FY 2005, 35 consulting teachers worked with a total caseload of 702 novice and underperforming teachers, during which time 560 teachers were successfully released to the Professional Growth System as a result of the support of the consulting teachers.

MCPS recognizes the essential role a quality workforce plays in improving student achievement for all students. The Studying Skillful Teaching and Observing and Analyzing Teaching coursework focuses on teacher quality. FY 2005 was the fifth year of implementation of Studying Skillful Teaching 1, the second year of implementation of Studying Skillful Teaching 2, and the seventh year of implementation

of Observing and Analyzing Teaching. During FY 2005, 611 teachers participated in 24 Studying Skillful Teaching 1 classes, 306 teachers participated in ten Studying Skillful Teaching 2 classes, 281 school leaders and aspiring administrators participated in seven Observing and Analyzing Teaching (OAT) 1 classes and 125 school leaders participated in four (OAT) 2 classes. Data from end-of-course surveys indicate that an overwhelming majority of the participants were satisfied with the course and are implementing strategies learned. Data from surveys given a year or more after participants have completed the course indicate that participants are implementing strategies from each strand of the course. Team members are supporting teachers and instructional leaders at their sites as they implement Skillful Teacher/Leader strategies.

Our Call to Action specifically addresses the need to provide staff with what they need to meet the needs of our diverse learners. The Skillful Teaching and Leading Team has worked to make explicit in each session of each course how the content addresses diverse learners.

No Child Left Behind legislation has made it clear that quality teaching goes beyond training classroom teachers and includes paraeducators. The Skillful Teaching/Leading Team collaborated with outside consultant Research for Better Teaching, Inc., during FY 2005 to design a Studying Skillful Teacher course for paraeducators. During FY 2006, the Skillful Teaching and Leading Team will be implementing new course Skillful Teaching for Paraeducators: Supporting Teaching and Learning.

OOD has focused on the quality of its administrators and supervisors through the development of systems of support. For the past five years, the leadership development program (LDP) has been a comprehensive three-year (elementary) or two-year (secondary) program that included monthly full-day seminars, seven days of summer training and the utilization of development teams to examine portfolio materials developed by the administrative candidate. The LDP logged over 20,000 training hours. Included in those hours are seminars for future administrators, and mentoring by Office of School Performance administrators and by retired MCPS principals. All new principals participated in monthly seminars on current issues. They also received individualized mentoring from one of the consulting principals. Student support specialists from the secondary program received summer and monthly seminars on the Administrative and Supervisory Professional Growth System standards.

The Secondary Program for Aspiring Principals prepares experienced assistant principals to make the next step to the school principalship. Additionally, the elementary program completed a unique internship opportunity, whereby the roles on an elementary intern and assistant principal were combined in order to offer a cost effective vehicle to prepare administrative candidates for the principalship in their third year of training.

The Administrative and Supervisory Professional Growth System was implemented fully in FY 2005. All 50 principals

scheduled for evaluation were evaluated using the new leadership standards and performance criteria. A handbook with the standards has been distributed to all school-based and central services administrators. The six leadership standards for principals have been modified to create standards and performance criteria for assistant principals, student support specialists, and coordinators of school-based programs. This set of standards and performance criteria is aligned with the principals' standards in order to facilitate a consistent approach to school leadership. A third set of standards has been developed for central services administrators. While this set of standards and performance criteria was derived from the principals, the resultant performance criteria were adjusted to fit the different roles within central services.

In FY 2006 four consulting principals are providing one-on-one mentoring for new principals, principals new to MCPS, and principals who are identified as having performance issues. A review panel of community superintendents and principals analyzes the work of the consulting principals. This panel will provide additional support in assisting principals to be highly effective. Ultimately, the review panel makes recommendations to the superintendent regarding employment status of principals.

A critical component of the workforce initiative for the Staff Development Programs Team lies with teacher quality. The New Teacher Induction program is a comprehensive program with several components designed to provide support and professional development for novice and new-to-MCPS teachers in order to increase their skill level and to introduce them to MCPS professional learning communities. New Educator Orientation is held at the beginning of the school year for all new educators. This year, 867 participants attended 3 1/2 days of training in curriculum, instruction and MCPS policies and procedures. The number of New Educator Orientation participants represents approximately 90% of the new educators under contract for the opening of the new school year. During their first year, new teachers receive one-on-one support from highly trained and qualified mentors that are exemplary classroom teachers. During the 2004-2005 school year, a total of 182 educators completed the Mentoring the New Teacher course and logged more than 8190 training hours and 431 peer mentors spent more than 6268 hours working with new teachers ensuring that they had the resources and supports they needed to be successful and remain in MCPS. In addition, 358 new educators, mentors, and paraeducators participated in 11 New Educator workshops and three Mentor Forums, and one new teacher focus group. These opportunities provided data-driven, research-based instructional strategies to meet the needs of diverse student learners. Evaluation data from new teachers indicates that the quality and support of the induction program is critical to their decision to remain in MCPS.

In collaboration with SEIU Local 500, OOD has developed a Supporting Services Professional Growth System (SSPGS). This system is based on core competencies and performance criteria that reflect the high level of skills and commitment to excellence that is expected of all supporting services

personnel. As part of the SSPGS, a Performance Improvement Process (PIP) has been developed which provides support to underperforming employees. The PIP includes an initial cadre of six professional growth consultants (PGCs) who are the supporting services equivalent of the consulting teachers and consulting principals. The PGCs completed 702 hours of training to enable them to effectively support underperforming supporting services employees in meeting competency. The PGCs are the direct liaison among supporting services employees, administrators/supervisors, and the Peer Assistance and Review Panel. A career ladder has been implemented which will allow paraeducators to advance from a Career Level I paraeducator to Career Level II with the completion of an 18-hour course. More than 450 regular education paraeducators have completed the course and 450 special education paraeducators have completed the course, which was differentiated to meet the needs of these two groups. Paraeducators have also been provided with opportunities to meet the NCLB highly qualified requirement by participating in ParaPro Test Prep courses developed by MCPS. Approximately 64 paraeducators have completed the course. The supporting services training and development team has established a partnership with the Montgomery County Government Office of Human Resources to create and conduct cross organizational training opportunities for both school based and non-school based supporting services staff. To date they have jointly offered more than 30 courses, providing professional development in areas such as Organizational Development, Diversity Studies, and Leadership Development, including an Administrative Professionals' Conference, which was attended by almost 150 staff. These accomplishments and advancements will be critical in helping MCPS meet its goal of creating a positive work environment in a self-renewing organization and in providing an effective instructional program.

Other initiatives, including continuing professional development courses, tuition reimbursement, and university partnerships, focus on specific needs of individual staff. For those individuals who choose to further their education, tuition reimbursement is available for supporting services staff, teachers, and administrators.

University partnerships continue to increase in number and in their ability to meet areas of critical need and those of a diverse work force. MCPS currently has 31 higher education partnerships with several in the developmental stages. Two of the university partnerships focus on doctoral studies, with nine MCPS staff obtaining doctorates through these partnerships. In FY 2005, OOD added seven new partnerships in mathematics and special education; both considered critical need areas. In addition the number of Professional Development Schools (PDS) has increased by 42, to a total of 50. Over 330 teachers, 30 administrators, and 100 supporting services staff are currently participating in higher education partnerships.

Opportunities for professional development for new educators as well as veteran educators are also available through the Continuing Professional Development (CPD) program. Through this program, teachers are able to complete

graduate level courses and receive credit from the Maryland State Department of Education for certification renewal and salary advancement. For FY 2005, 54 CPD courses were offered with 3009 participants completing coursework. In addition, the registration process has been automated and two on-line courses were offered with plans to increase the number in the coming year.

## Major Mandates

- The Board of Education Priorities, and Our Call to Action plan are the major drivers of the office's activities. In addition, the negotiated agreements between the Board of Education and the three employee bargaining units dictate certain programs in the staff development and training domain. Finally, the Maryland State Department of Education certification regulations governing in-service course quality requirements and our university partners training course/credit requirements drive these credit program offerings.
- The MCPS commitment to continuous improvement and building staff capacity requires appropriate staff development and training to provide the skills, strategies, and tools necessary for understanding and applying continuous improvement principles and instruments. Improved, coordinated, and focused training will raise expectations and increase the likelihood of effective implementation. Exploration and implementation of alternative methods of presenting and providing training, especially utilizing technology will be pursued.
- The Maryland State Department of Education has a focus on high quality professional development.
- No Child Left Behind legislation requires that only those strategies and methods "proven effective by the standard of scientifically based research should be included in school reform programs." This requirement includes the work of staff development.
- No Child Left Behind Title II, Part A, states that professional development program will be "regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement with the findings of the evaluation used to improve the quality of professional development."

## Strategies

- Coordinate and facilitate the effective delivery of professional development experiences throughout Montgomery County Public Schools.
- Align training and professional development experiences with competencies and standards of various stakeholder and participant groups identified in professional growth systems.
- Provide differentiated support to schools and offices with the planning and implementation of professional development and improvement efforts.
- Acquire and align resources in order to meet the goals of the Office of Organizational Development's strategic plan and goals of Our Call to Action.

- Identify and provide staff development opportunities and experiences to the staff of the Office of Organizational Development to meet the goals of the office.
- Conduct observations of teaching performance.
- Provide coaching and support to teachers based on observed needs.
- Align training and professional development experiences with competencies and standards of various stakeholder and participant groups identified in professional growth systems. Skillful Teacher/Leading coursework is supported by the work of the PGS Implementation Team which has representatives from MCEA, MCAASP, and MCPS.
- Provide support to schools and offices with the planning and implementation of professional development and improvement efforts.
- Align leadership training and professional development experiences and instructional materials with the Administrative and Supervisory Professional Growth System.
- Continue offering a variety of certification and degree programs that help expand the teacher and administrator candidate pools.

**Performance Measures**

**Performance Measure:** Number of Consulting Teacher (CT) clients successfully completing PAR requirements and returned or released to the Professional Growth System

| FY 2005<br>Actual | FY 2006<br>Estimate | FY 2007<br>Recommended |
|-------------------|---------------------|------------------------|
| 560               | 594                 | 594                    |

**Explanation:** This measure demonstrates the number of CT clients who successfully completed the PAR process and were released to the Professional Growth Cycle. The remaining clients either resigned, retired, received a second year of PAR support, were on extended leave, or were non-renewed/dismissed.

**Performance Measure:** Percentage of teachers successfully released to the Professional Growth System

| FY 2005<br>Actual | FY 2006<br>Estimate | FY 2007<br>Recommended |
|-------------------|---------------------|------------------------|
| 80%               | 80%                 | 80%                    |

**Explanation:** This measure demonstrates the effectiveness of the program by providing the percentage of CT clients who successfully completed the PAR process and were released to the Professional Growth Cycle. The remaining clients either resigned, retired, received a second year of PAR support, were on extended leave, or were non-renewed/dismissed.

**Performance Measure:** Percent of participants who indicated satisfaction with the Skillful Teacher coursework:

| FY 2005<br>Actual | FY 2006<br>Estimate | FY 2007<br>Recommended |
|-------------------|---------------------|------------------------|
| 93%               | 95%                 | 98%                    |

**Explanation:** Participants report satisfaction with both SST and OAT classes. Participant feedback is used in planning sessions in order to better meet the needs of our customers.

**Performance Measure:** Percent of participants who demonstrated their knowledge through performance assessments:

| FY 2005<br>Actual | FY 2006<br>Estimate | FY 2007<br>Recommended |
|-------------------|---------------------|------------------------|
| 88%               | 90%                 | 95%                    |

**Explanation:** Data indicates that participants have been able to apply their learning on the performance assessments. The Skillful Teaching and Leading team members continue to work beyond the completion of the course with that staffs that need support in being able to apply the learning.

**Budget Explanation  
Professional Growth System—655**

The current FY 2006 budget for this program is changed from the budget adopted by the Board of Education on June 14, 2005. The change is a result of the realignment of \$125,307 into this program to fund 6.0 supporting service training consultant positions, originally budgeted in the Department of Transportation and the Department of School Plant Operations but working under the supervision of the Associate Superintendent for Organizational Development. Also, to align resources where they are managed, \$80,842 is transferred from the K-12 budget to this budget for the Professional Learning Communities Institute.

The FY 2007 request for this program is \$14,020,045, an increase of \$1,353,692 from the current FY 2006 budget of \$12,666,353. An explanation of this change follows.

*Continuing and Negotiated Salary Costs—\$528,880*

The negotiated agreements with employee organizations increase the salary costs of employees in this program by \$251,494. There is an increase of \$277,386 in continuing salary costs to reflect step or longevity increases for current employees.

*Realignment—(\$38,049)*

This budget includes a realignment of \$126,309 and a 1.0 director position from the Office of Organizational Development budget into this budget to reflect the actual work assignment. There is a realignment of \$164,358 from this budget into the budget for the Department of Staff Development Initiatives. This is primarily the result of redirecting funds for Skillful Teacher training into such activities as the Middle School Reform Initiative budgeted in the Department

of Staff Development Initiatives. The decrease in the budget for Skillful Teacher does not reflect a decrease in capacity for this training, but is the result of more accurate projections for the cost of stipends, acknowledging that many teachers who participate in this training do so for credit rather than stipends.

*Other—\$733,207*

An additional \$700,000 is budgeted for tuition reimbursement. These funds are necessary to cover the costs associated with contractually-mandated tuition reimbursement for employees. Costs for this program have been steadily increasing as more employees are participating in additional educational opportunities. There is also an increase of \$33,207 for mileage reimbursement for local travel based upon the rate change established by the Internal Revenue Service.

*Improving Programs and Services—\$129,654*

As part of the Supporting Services Professional Growth System, a Performance Improvement Process (PIP) has been developed which provides support to underperforming employees. The PIP includes an initial cadre of six professional growth consultants (PGCs), funded in FY 2006, who are the supporting services equivalent of the consulting teachers and consulting principals. To continue development of this initiative, 2.0 additional professional growth consultants are included in this budget.

**Budget Explanation  
Title II Skillful Teacher—961**

The FY 2007 request for this program is \$604,262, which reflects no net change from the FY 2006 budget.

*Continuing and Negotiated Salary Costs—\$434*

The negotiated agreements with employee organizations increase the salary costs of employees in this program by \$434.

*Realignment—(\$434)*

This project has been realigned to fund training for Skillful Teacher 1. Since fewer staff stipends are needed for Skillful Teacher training, funds are realigned from stipends, professional part time and benefits into supporting services part-time, substitutes and instructional materials.

**Project's Recent Funding History**

|         | FY 2006<br>Projected<br>7/1/05 | FY 2006<br>Received<br>11/30/05 | FY2007<br>Projected<br>7/1/06 |
|---------|--------------------------------|---------------------------------|-------------------------------|
| Federal | \$604,262                      | \$604,262                       | \$604,262                     |
| State   |                                |                                 |                               |
| Other   |                                |                                 |                               |
| County  |                                |                                 |                               |
| Total   | \$604,262                      | \$604,262                       | \$604,262                     |

# Professional Growth System - 655

Darlene A. Merry, Associate Superintendent

| Description                           | FY 2005<br>Actual | FY 2006<br>Budget   | FY 2006<br>Current  | FY 2007<br>Request  | FY 2007<br>Change  |
|---------------------------------------|-------------------|---------------------|---------------------|---------------------|--------------------|
| <b>01 Salaries &amp; Wages</b>        |                   |                     |                     |                     |                    |
| Total Positions (FTE)                 |                   | 73,000              | 79,000              | <b>82,000</b>       | 3,000              |
| Position Salaries                     |                   | \$6,379,230         | \$6,504,537         | <b>\$7,276,225</b>  | \$771,688          |
| <b>Other Salaries</b>                 |                   |                     |                     |                     |                    |
| Supplemental Summer Employment        |                   |                     |                     |                     |                    |
| Professional Substitutes              |                   | 31,498              | 37,275              | <b>333,018</b>      | 295,743            |
| Stipends                              |                   | 2,170,174           | 2,241,405           | <b>1,591,949</b>    | (649,456)          |
| Professional Part Time                |                   | 908,304             | 908,304             | <b>912,341</b>      | 4,037              |
| Supporting Services Part Time         |                   | 71,021              | 74,855              | <b>55,741</b>       | (19,114)           |
| Other                                 |                   |                     |                     |                     |                    |
| Subtotal Other Salaries               |                   | 3,180,997           | 3,261,839           | <b>2,893,049</b>    | (368,790)          |
| <b>Total Salaries &amp; Wages</b>     |                   | <b>9,560,227</b>    | <b>9,766,376</b>    | <b>10,169,274</b>   | <b>402,898</b>     |
| <b>02 Contractual Services</b>        |                   |                     |                     |                     |                    |
| Consultants                           |                   |                     |                     |                     |                    |
| Other Contractual                     |                   | 676,450             | 676,450             | <b>663,701</b>      | (12,749)           |
| <b>Total Contractual Services</b>     |                   | <b>676,450</b>      | <b>676,450</b>      | <b>663,701</b>      | <b>(12,749)</b>    |
| <b>03 Supplies &amp; Materials</b>    |                   |                     |                     |                     |                    |
| Textbooks                             |                   |                     |                     |                     |                    |
| Media                                 |                   |                     |                     |                     |                    |
| Instructional Supplies & Materials    |                   |                     |                     |                     |                    |
| Office                                |                   |                     |                     |                     |                    |
| Other Supplies & Materials            |                   | 282,251             | 282,251             | <b>511,096</b>      | 228,845            |
| <b>Total Supplies &amp; Materials</b> |                   | <b>282,251</b>      | <b>282,251</b>      | <b>511,096</b>      | <b>228,845</b>     |
| <b>04 Other</b>                       |                   |                     |                     |                     |                    |
| Local Travel                          |                   | 94,200              | 94,200              | <b>214,170</b>      | 119,970            |
| Staff Development                     |                   | 158,232             | 158,232             | <b>72,960</b>       | (85,272)           |
| Insurance & Employee Benefits         |                   |                     |                     |                     |                    |
| Utilities                             |                   |                     |                     |                     |                    |
| Miscellaneous                         |                   | 1,688,844           | 1,688,844           | <b>2,388,844</b>    | 700,000            |
| <b>Total Other</b>                    |                   | <b>1,941,276</b>    | <b>1,941,276</b>    | <b>2,675,974</b>    | <b>734,698</b>     |
| <b>05 Equipment</b>                   |                   |                     |                     |                     |                    |
| Leased Equipment                      |                   |                     |                     |                     |                    |
| Other Equipment                       |                   |                     |                     |                     |                    |
| <b>Total Equipment</b>                |                   |                     |                     |                     |                    |
| <b>Grand Total</b>                    |                   | <b>\$12,460,204</b> | <b>\$12,666,353</b> | <b>\$14,020,045</b> | <b>\$1,353,692</b> |

## Title II - Skillful Teacher Program - 961

### Darlene A. Merry, Project Manager

| Description                           | FY 2005<br>Actual | FY 2006<br>Budget | FY 2006<br>Current | FY 2007<br>Request | FY 2007<br>Change |
|---------------------------------------|-------------------|-------------------|--------------------|--------------------|-------------------|
| <b>01 Salaries &amp; Wages</b>        |                   |                   |                    |                    |                   |
| Total Positions (FTE)                 |                   |                   |                    |                    |                   |
| Position Salaries                     |                   |                   |                    |                    |                   |
| <b>Other Salaries</b>                 |                   |                   |                    |                    |                   |
| Supplemental Summer Employment        |                   |                   |                    |                    |                   |
| Professional Substitutes              |                   |                   |                    | 142,371            | 142,371           |
| Stipends                              |                   | 368,492           | 368,492            | 159,180            | (209,312)         |
| Professional Part Time                |                   | 8,700             | 8,700              |                    | (8,700)           |
| Supporting Services Part Time         |                   | 7,876             | 7,876              | 12,759             | 4,883             |
| Other                                 |                   |                   |                    |                    |                   |
| Subtotal Other Salaries               | 235,595           | 385,068           | 385,068            | 314,310            | (70,758)          |
| <b>Total Salaries &amp; Wages</b>     | 235,595           | 385,068           | 385,068            | 314,310            | (70,758)          |
| <b>02 Contractual Services</b>        |                   |                   |                    |                    |                   |
| Consultants                           |                   |                   |                    |                    |                   |
| Other Contractual                     |                   |                   |                    |                    |                   |
| <b>Total Contractual Services</b>     | 307,150           |                   |                    |                    |                   |
| <b>03 Supplies &amp; Materials</b>    |                   |                   |                    |                    |                   |
| Textbooks                             |                   |                   |                    |                    |                   |
| Media                                 |                   |                   |                    |                    |                   |
| Instructional Supplies & Materials    |                   |                   |                    |                    |                   |
| Office                                |                   |                   |                    |                    |                   |
| Other Supplies & Materials            |                   | 63,250            | 63,250             | 137,566            | 74,316            |
| <b>Total Supplies &amp; Materials</b> | 1,557             | 63,250            | 63,250             | 137,566            | 74,316            |
| <b>04 Other</b>                       |                   |                   |                    |                    |                   |
| Local Travel                          |                   |                   |                    |                    |                   |
| Staff Development                     |                   | 128,436           | 128,436            | 128,436            |                   |
| Insurance & Employee Benefits         |                   | 27,508            | 27,508             | 23,950             | (3,558)           |
| Utilities                             |                   |                   |                    |                    |                   |
| Miscellaneous                         |                   |                   |                    |                    |                   |
| <b>Total Other</b>                    | 55,964            | 155,944           | 155,944            | 152,386            | (3,558)           |
| <b>05 Equipment</b>                   |                   |                   |                    |                    |                   |
| Leased Equipment                      |                   |                   |                    |                    |                   |
| Other Equipment                       |                   |                   |                    |                    |                   |
| <b>Total Equipment</b>                |                   |                   |                    |                    |                   |
| <b>Grand Total</b>                    | <u>\$600,266</u>  | <u>\$604,262</u>  | <u>\$604,262</u>   | <u>\$604,262</u>   |                   |

# Professional Growth System - 655/961

Darlene A. Merry, Associate Superintendent

| CAT                    | DESCRIPTION                       | 10<br>Mon | FY 2005<br>ACTUAL | FY 2006<br>BUDGET | FY 2006<br>CURRENT | FY 2007<br>REQUEST | FY 2007<br>CHANGE |
|------------------------|-----------------------------------|-----------|-------------------|-------------------|--------------------|--------------------|-------------------|
| 2                      | Q Dir, Sch Improv Initiatives     |           |                   |                   |                    | <b>1.000</b>       | 1.000             |
| 2                      | Q Project Manager                 |           |                   | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 2                      | Q Consulting Principal            |           |                   | 4.000             | 4.000              | <b>4.000</b>       |                   |
| 2                      | P Director, Leadership Dev        |           |                   | 2.000             | 2.000              | <b>2.000</b>       |                   |
| 2                      | P Director, Skillful Teacher      |           |                   | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 2                      | P Director, Staff Dev Projects    |           |                   | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 3                      | BD Instructional Specialist       |           |                   | 15.500            | 15.500             | <b>15.500</b>      |                   |
| 3                      | AD Teacher, Consulting            | X         |                   | 38.000            | 38.000             | <b>38.000</b>      |                   |
| 2                      | 23 Staff Development Spec         |           |                   | 2.000             | 2.000              | <b>2.000</b>       |                   |
| 10                     | 23 Training Consultant - Supp Svc |           |                   |                   | 3.000              |                    | (3.000)           |
| 3                      | 23 Training Consultant - Supp Svc |           |                   |                   |                    | <b>8.000</b>       | 8.000             |
| 9                      | 23 Training Consultant - Supp Svc |           |                   |                   | 3.000              |                    | (3.000)           |
| 2                      | 15 Administrative Secretary II    |           |                   | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 2                      | 15 Data Systems Operator II       |           |                   | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 2                      | 14 Administrative Secretary I     |           |                   | 4.000             | 4.000              | <b>4.000</b>       |                   |
| 2                      | 13 Fiscal Assistant I             |           |                   | 1.000             | 1.000              | <b>1.000</b>       |                   |
| 2                      | 12 Secretary                      |           |                   | .500              | .500               | <b>.500</b>        |                   |
| 2                      | 10 Office Assistant III           |           |                   | 1.000             | 1.000              | <b>1.000</b>       |                   |
| <b>Total Positions</b> |                                   |           |                   | <b>73.000</b>     | <b>79.000</b>      | <b>82.000</b>      | <b>3.000</b>      |