Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

February 24, 2003

MEMORANDUM

To: Members of the Board of Education

From: Jerry D. Weast, Superintendent of Schools

Subject: Administrative and Supervisory Professional Growth System

Background

The Administrative and Supervisory Professional Growth System (A&S PGS) is an essential component of the Montgomery County Public Schools strategic plan. Similar to the professional growth system for teachers, the purpose of the A&S PGS is to establish a system for developing, evaluating, and retaining administrators. The primary goal is to ensure that we have quality leadership in every school and office. In addition, the professional development of our staff is necessary for creating in our schools the culture of ownership that fosters skillful teaching and high levels of learning for all students.

On the national level, in public education there is need for leadership development because nearly forty percent of all principals are eligible for retirement in the next five years. In Montgomery County Public Schools, thirty-nine principals are currently eligible for full retirement. We must be prepared to recruit and develop outstanding principal replacements. In the last two years, there have been sixty-one principal appointments, including promotions, principals joining MCPS from other jurisdictions, and principals moving from one level to another.

To address these conditions, a steering committee was appointed in March 2002 to bring together key stakeholder groups for the purpose of creating the A&S PGS. Attachment A lists the current members of the steering committee. The steering committee decided to focus its initial work on the position of principal to be followed by the assistant principal and student support specialist positions. This is similar to the decision made to focus initially on the classroom teacher in the professional growth system for teachers. After the work is completed on the system for school-based administrators, work will begin on central office administrative and supervisory positions.

Progress to Date

The A&S PGS steering committee created a vision statement that identified six components of a comprehensive system of professional growth for administrators and supervisors—attracting,

recruiting, mentoring, developing, evaluating, and recognizing. This vision statement, which we shared with you in the September 2002 update about the progress of the A&S PGS, follows:

> An effective learning community for students and adults in schools requires highly skilled administrators, teachers, support staff and others working together to ensure the achievement of all students. The administrator plays a key role in the complex work of creating, guiding, managing, and inspiring that learning community. To that end, a professional growth system for administrators is
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> - a comprehensive system for attracting, recruiting, developing, mentoring, evaluating, and recognizing administrators and
> - a dynamic structure for critical reflection, continuous improvement and life long learning.

 In July 2002, a project manager, Dr. Robert Bastress, was assigned to oversee the development of the A&S PGS. In August 2002, a design team was assembled to formulate the details of the six components of the system (see Attachment B). The first major tasks that have been completed are the development of a philosophy statement about the A&S PGS and the identification of the standards that will be used as the basis for designing the six components.

The philosophy establishes the concepts, the content, and the conditions for the A&S PGS (see Attachment C). The philosophy acknowledges that administrative leadership is complex, changing, and essential for improving teaching and learning. It also establishes the need for the A&S PGS to identify those administrative skills and knowledge that will build professional learning communities. The philosophy statement explains the essential characteristics of the A&S PGS—a comprehensive scope, clear expectations, and a dynamic structure that nurtures and supports administrators and supervisors. It emphasizes the importance of mutual respect, teamwork, and trust that is empowering to all. The philosophy for the A&S PGS was approved on January 28, 2003, by the steering committee.

The design team presented six standards based upon the Interstate School Leaders' Licensure Consortium (ISLLC) standards. The ISLLC standards are used by the state of Maryland and twenty-four other states for administrative certification. These standards also were adopted by the National Council for Accreditation of Teacher Education (NCATE) to be used by colleges and universities in their advanced programs in educational leadership. These standards, which modified the ISLLC standards, were approved by the steering committee on December 19, 2002 (see Attachment D). These standards will be the guideposts for the next phase of the project, which is the development of each component of the PGS.

The project manager and the design team have been conducting research to support their work, particularly research related to the principalship since this is the first phase of the project. This research is being conducted both in the fields of education and business. The research in education clearly shows that the principal is the key position for improving student achievement and creating the professional learning environment that is crucial for staff, student, parent, and community involvement. The research also indicates that there is a small pool of candidates who

are prepared to assume the role. It is essential that MCPS is in the forefront of preparing for this national shortage.

Similarly, the business world is very concerned with the development of its future leaders and we have much to learn from their experiences. A roundtable discussion has been scheduled by the Montgomery County Business Roundtable for Education on February 19 to learn more about leadership development in Montgomery County businesses.

Challenges and Complexities

The development of the A&S PGS is a very complex process for a number of reasons. Understanding the interests and needs of all stakeholders as we work to determine desired leadership skills, strategies, and practices is an essential component. Additionally, determining the input level of stakeholders in the evaluation process must be carefully defined so that feedback can be ascertained in a way that is inclusive and focused on continuous improvement.

We have begun intensive discussions about these complex issues. We believe that the right people are on both the steering committee and the design team to ensure that all stakeholder views are reflected in the decision-making process.

Next Steps

1. The philosophy and standards will be presented to stakeholder groups to capture their reflections on our progress.
2. A timeline has been established for the approval of the components of the project. See Attachment E.
    ➢ The components of attracting and recruiting are being considered simultaneously and will be the first components presented to the Steering Committee in February.
    ➢ Mentoring and professional development are also being considered together and they will be presented in March.
    ➢ The evaluation component is scheduled for the Steering Committee's review at the end of May. The evaluation system will be based on the six standards. Currently the design team is developing performance criteria for each of the standards as they relate to the principalship.
    ➢ The recognition component will be considered and presented by the end of June.

Conclusion

The development of our leaders is vital to the achievement of our Board goals. The steering committee and design team for the A&S PGS are committed to creating a comprehensive system of professional development and support for our administrators and supervisors in order to provide quality leadership in every school. Your continued affirmation of the process is essential as we work towards the completion of the design phase of the A&S PGS.

At the table for today's discussion are Dr. Edward Shirley, president, Montgomery County Association of Administrative and Supervisory Personnel and co-chairperson of the A&S PGS

steering committee; Dr. Robert Bastress, project manager, A&S PGS; and Mr. Jerrold Perlet, principal, Sherwood Elementary School and co-chairperson of the design team. In the audience are members of the steering committee and design team.

JDW:LAB:DM:sz

Attachments

A&S Professional Growth System
Steering Committee Members

Name	Group Represented
Anastasi, Robert	MCBRE
Arons, Elizabeth	MCPS - Human Resources
Bastress, Robert	MCPS - Office of Staff Development
Bowers, Larry (co-chair)	MCPS - Chief Operating Officer
Cuttitta, Merle	MCCSSE Local 500 SEIU
D'Ovidio, Mary	MCBRE
Kijowski, Eugene	MCBRE
Mackie, Cynthia	MCCPTA
Marks, Susan	MCPS - Office of School Performance
Merry, Darlene	MCPS - Office of Staff Development
Miller, Edye	MCAASP
Newman, Rebecca	MCAASP
Prouty, Doug	MCEA
Rodich, David	MCCSSE Local 500 SEIU
Scott, Paul	MCAASP
Shirley, Edward (co-chair)	MCAASP
Simon, Mark	MCEA
Stelter, Brian	MCR
Syed, Ali	MCR
Williams, James	MCPS - Deputy Superintendent of Schools

Acronyms:

MCAASP	Montgomery County Association of Administrative & Supervisory Personnel
MCCPTA	Montgomery County Council of Parent Teacher Associations
MCCSSE	Montgomery County Council of Supporting Services
MCBRE	Montgomery County Business Roundtable for Education
MCEA	Montgomery County Education Association
MCPS	Montgomery County Public Schools
MCR	Montgomery County Region of Maryland Association of Student Council

A&S Professional Growth System
Design Team

Name	Group Represented
Abrunzo, Pat	MCPS – Office of School Performance
Baden, Naomi	MCEA
Bastress, Bob (co-chair)	MCPS – Office of Staff Development
Covington McBride, Gail	MCPS – Office of Staff Development
Cullison, Bonnie	MCEA
Dahlberg, Carol	MCAASP
Davis, Royce	MCPS - Office of Staff Development
Frappolli, Ray	MCPS - Human Resources
Goldstein, Melanie	MCEA
Haven, Jean	MCPS - Human Resources
Henke, Russ	MCAASP
Hermann, Ursula	MCAASP
Johnson, Janine	MCBRE
LeBlanc, Patty	MCEA
Marco, Jerry	MCAASP
Mills, Eric	MCPS - Office of Staff Development
Montgomery, Betty	MCCSSE
Mory, Joan	MCEA
Parks-Robinson, Phyllis	MCEA
Perlet, Jerry (co-chair)	MCAASP
Theiss, Judy	MCAASP
Torrence, Vera	MCAASP
Tronzano, Matt	MCPS - Office of the Chief Operating Officer
Waits, Mary Beth	MCAASP

Acronyms:

MCAASP	Montgomery County Association of Administrative & Supervisory Personnel
MCCSSE	Montgomery County Council of Supporting Services
MCBRE	Montgomery County Business Roundtable for Education
MCEA	Montgomery County Education Association
MCPS	Montgomery County Public Schools

A&S Professional Growth System
Philosophy Statement 6.3
Approved by Steering Committee
January 28, 2003

The Professional Growth System for administrators and supervisors acknowledges that administrative leadership is complex, changing, and essential to improving teaching and learning. The Professional Growth System establishes the framework that describes the skills and knowledge for administrators and supervisors to build learning communities for both students and adults.

The Professional Growth System serves several purposes:
➤ Provides a comprehensive system for developing and evaluating administrators and supervisors
➤ Sets clear expectations about the roles and responsibilities for each administrative and supervisory position
➤ Describes professional growth opportunities to support and nurture all administrators and supervisors
➤ Creates a dynamic structure for critical reflection, continuous improvement and life long learning and
➤ Promotes personal ownership of professional development and incorporates self and peer appraisal

The success of this professional growth system is dependent upon a professional culture in which mutual respect, teamwork and trust are the tenets of its continuous improvement. These conditions empower administrators and supervisors to make decisions concerning their own professional growth and to contribute to the development of a culture of ownership for both students and adults in a professional learning community.

A&S Professional Growth System
Standards One-Text 1.1
Approved by Steering Committee
December 19, 2002

A school system administrator or supervisor is an educational leader who promotes the success of all students by:

1. Facilitating the development, articulation, implementation and stewardship of a vision of teaching and learning shared and supported by the school community.

2. Nurturing and sustaining a school culture of professional growth, high expectations and an instructional program conducive to student learning and staff professional growth.

3. Ensuring the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. Collaborating with school staff and other stakeholder groups including students, families, and community members.

5. Modeling professionalism and professional growth in a culture of continuous improvement.

6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

A&S Professional Growth System
Timeline for Component Models
December 2002 – May 2003
Revised January 28, 2003

The following is a tentative, planning timeline for approval of models for the components of the Professional Growth System by the Steering Committee:

December 2002	SC receives Standards for approval
January 2003	SC receives Philosophy for approval
February 2003	SC gives feedback on Attracting model and Recruiting model
March 2003	SC receives Attracting model and Recruiting model for approval SC gives feedback on Mentoring model and Developing model
April 2003	SC receives Mentoring model and Developing model for approval SC gives feedback on Evaluation model
May 2003	SC receives Evaluation model for approval SC gives feedback on Recognition model
June 2003	SC receives Recognition model for approval