

REGULATION

MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: GAA, GJA-RB
Responsible Offices: Human Resources
Organizational Development
Related Sources: Negotiated Agreements, COMAR 13A.07.02.01

Professional Growth Systems (PGSs) for MCPS Employees

I. PURPOSE

In order to achieve the Montgomery County Public Schools (MCPS) vision of providing a high quality education for every child, MCPS and the three employee unions have collaborated on the development of respective Professional Growth Systems (PGSs).

The PGSs recognize that all employees play an integral part in establishing vibrant, rigorous learning communities for students. An effective learning community for students and adults requires highly skilled administrators, teachers, supporting services professionals, and others working together to ensure the achievement of all students.

The goal of the PGSs is to ensure that, through continuous improvement, all employees accomplish the duties and responsibilities of their jobs at a high level of performance, and share accountability for the success of all students.

II. DEFINITIONS

- A. *Attracting* is the means by which individuals are given opportunities to learn about the benefits and responsibilities of being an employee.
- B. *Recruiting* is the process by which individuals are sought to apply for positions.
- C. *Professional development* provides opportunities for a variety of experiences for employees to expand their knowledge, skills, strategies, practices, and beliefs in each of the performance standards or competencies. Examples of professional development activities may include but are not limited to training, conference attendance, peer coaching and mentoring, action research, advanced professional study, school and office visitations, research and study of best practices, and study groups.

- D. A *Professional Development Plan* (PDP) includes areas of growth, expected outcomes, plans for meeting goals, identification of needed resources, and evidence of attainment. Each administrative and supervisory (A&S), teacher level, and supporting services employee will create a PDP.
- E. *Mentoring* is a collegial support system. Mentoring activities may include coaching, modeling, peer observation with reflection, and constructive feedback.
- F. *Recognition* is a process to identify and distinguish practices, performance, and achievement attained by individual employees.
- G. *Performance standards, core competencies, and supporting performance criteria* define a range of behaviors for employees and are designed to reflect a high standard of performance.
- H. The *evaluation process* is based on the expectations and measures included in the performance standards and competencies. The process includes formal observations and a process of gathering information and reviewing data sources with the employee.

III. PROCEDURES

Each of the three employee unions has its own PGS. For specific information, see the current PGS handbooks and the information in the negotiated agreements listed under Professional Development. The PGS handbooks are revised annually in collaboration with the PGS implementation teams.

- A. The *Administrative and Supervisory Professional Growth System Handbook* (A&S PGS) includes the procedures for the Montgomery County Association of Administrators and Principals (formerly the Montgomery County Association of Administrative and Supervisory Personnel) unit members and the Montgomery County Business and Operations Administrators (MCBOA) unit members. The A&S PGS includes the following components:
 - 1. Attracting and recruiting
 - 2. Professional development
 - 3. Mentoring
 - 4. Recognition
 - 5. Evaluation

6. Leadership standards
- B. The *Teacher-level Professional Growth System Handbook* (TPGS) includes procedures for school-based and non-school-based members of the Montgomery County Education Association (MCEA). The TPGS includes the following components:
1. Courses to promote a common language about skillful teaching
 2. Performance standards
 3. A professional growth cycle
 4. Evaluation
 5. Peer Assistance and Review (PAR) program
 6. Professional development years
- C. The *Supporting Services Professional Growth System Handbook* (SSPGS) includes procedures for school-based and non-school-based members of the Service Employees International Union (SEIU) Local 500. The SSPGS includes the following components:
1. Recruiting and staffing
 2. Evaluation
 3. Professional development
 4. Recognition
 5. Core competencies and performance criteria
- D. Responsibility
1. The Office of Human Resources is responsible for:
 - a) Distributing a list to schools and offices of the employees who are to be evaluated or who are in a professional growth year.

- b) Receiving, maintaining, and following up on the record of evaluation(s) for employees.
 - c) Collaborating with the Office of Organizational Development and the PAR panels to ensure that appropriate timelines for evaluations are followed.
2. The Office of Organizational Development is responsible for:
- a) Developing and delivering courses, workshops, and other professional growth opportunities for MCPS employees.
 - b) Delivering courses required for leadership staff who are responsible for the observation and evaluation of employees.
 - c) Providing resources to support evaluators in writing observation and post-observation conference reports and evaluation reports.
 - d) Providing consulting teachers, consulting principals, and professional growth consultants to support novices in their first year, and employees who do not meet standard or competency.

Regulation History: Formerly Regulation 415-9, May 1982, revised February 1986; revised August 1988; revised November 21, 1994; revised June 7, 2006; revised October 19, 2009 .