

**Milestone:** All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

**DATA ★ POINT**

**Teacher Professional Growth System Data**

The Professional Growth System (PGS) for teachers is an integral part of Goal 4 of *Our Call to Action: Pursuit of Excellence*. The Teacher PGS is consistent with the teacher quality movement and the expectations of the *No Child Left Behind* legislation. The central components of the PGS include an evaluation plan with standards, job-embedded professional development as well as a Peer Assistance and Review (PAR) program with consulting teachers, Studying Skillful Teaching course work to ensure consistent language, and professional development plans. In addition, teacher professional growth is supported through focused training and support in curriculum implementation and National Board Certification. The Teacher PGS provides a system approach to aligning hiring, induction, mentoring, professional development, support systems, and evaluation processes. The training and development programs for teachers are research-based, job-embedded, and results-oriented.

This data point provides information on the components of the Teacher PGS, as well as curriculum implementation training and National Board Certification. Specifically, the data point addresses the following:

- Teachers supported by consulting teachers
- Teachers who are nonrenewed, resigned, or were dismissed as a result of PAR
- Teachers who were successfully released to the professional growth cycle following their participation in PAR
- Teachers who have participated in Studying Skillful Teaching course work
- Teachers who participated in curriculum implementation training
- Support for new teachers through induction and mentoring
- Teachers who achieve National Board Certification

**Teachers Supported by Consulting Teachers**

Consulting teachers (CT) provide intensive, individualized instructional support and resources to novice teachers and teachers who have been identified as needing to improve. CT caseloads are dependent on the number of novice teachers hired in a year and the number of teachers identified as underperforming. During the last four years, CTs have served 2,494 teachers, of which 295 were identified as underperforming teachers and 2,199 were novice teachers (Table KK-1). The number of CT clients declined from 2007–2009 as the number of new teachers hired was reduced. Over the same period of time, the number of CTs was reduced. Caseloads for individual CTs ranged from 16 to 19 clients from 2007–2009. The trend over the last four years indicates that the percentage

of teachers identified for PAR support is increasing while the total number of clients is decreasing, due to reductions in hiring. Note: Teacher PGS data are presented in four-year trends in order to examine the ongoing implementation of the Teacher PGS in schools and offices.

**Table KK-1**

Consulting Teacher Caseloads, 2006–2009				
	2006	2007	2008	2009
Novice	727	541	527	404
Underperforming	52	100	76	67
Total	779	641	603	471

During 2009, 214 elementary and 190 secondary novice teachers were assigned a consulting teacher. In addition, 32 elementary and 35 secondary teachers were identified as underperforming and also were assigned consulting teachers (Table KK-2).

**Table KK-2**

Consulting Teacher Caseloads by School Level, 2009			
	Elementary	Secondary	Total
Novice	214	190	404
Underperforming	32	35	67
Total	246	225	471

**Teachers Who Are Nonrenewed, Resigned, or Dismissed as a Result of PAR**

The PAR panel reviews data collected by consulting teachers monthly, including formal observation reports and final summative reports. In addition, the panel provides suggestions for interventions and supports for the client teachers. The PAR panel then uses information from consulting teachers, as well as from principals and the teachers themselves, to make recommendations to the superintendent of schools regarding the employment status of the client. Teachers who meet standard after a year in the program are placed in the professional growth system. Teachers who do not meet standard are recommended for nonrenewal or dismissal, depending on whether they are on probation or tenured, or for a second year of PAR support. Some teachers in PAR choose to resign prior to a PAR panel recommendation. In the last three years, 29 teachers have been recommended for dismissal, 138 teachers have resigned, and 49 teachers have been recommended for nonrenewal by the PAR panel (Table KK-3). Increases in the number of teachers provided with PAR panel support indicate greater action on the part of principals and supervisors to implement the Teachers Professional Growth System. Each year a significant number of novice and underperforming teachers demonstrate that they are meeting standard and are released to the regular professional growth cycle for teachers.

**GOAL 4 CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION****MILESTONE** All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

Table KK-3

Peer Assistance and Review Panel Data, 2006–2009				
	2006	2007	2008	2009
Recommended for Dismissal	9	9	7	13
Resigned	31	45	54	39
Recommended for Nonrenewal	4	14	15	20
Total	38	68	76	72
Teachers Successfully Released to the Professional Growth Cycle	593	591	547	405

### Teachers and Administrators Who Completed Studying Skillful Teaching and Observing and Analyzing Teaching Course Work

The Center for Skillful Teaching and Leading equips teachers, administrators, and paraeducators with a common vocabulary about student learning and achievement. Courses are based on the essential belief of high expectations for all students. Based on research, participants who take these courses increase their repertoire of instructional strategies and match their instruction to student needs and learning styles. Four areas of study include motivation, management, curriculum planning, and instructional strategies. Participants must demonstrate proficiency through a course project and can earn 3 graduate credits. Studying Skillful Teaching (SST) 1 is highly encouraged for all teachers. In 2008–2009, 514 participants enrolled in SST1. SST2 is an action-research course which examines the obstacles to student learning. Both SST1 and SST2 are required courses for staff development teachers. In 2008–2009, 272 teachers enrolled in SST2. Observing and Analyzing Teaching (OAT) 1 is a required course for resource teachers, administrators, and aspiring administrators. This course focuses on instructional leadership, teacher observations, and the postobservation conferencing about student learning and teacher’s professional growth. Successful participants are able to write an observation report using Skillful Teaching vocabulary, evidence, claims, interpretations, and judgments. Last year, 178 teachers completed OAT1. OAT2 is a required course for resource teachers, content specialists, and administrators. This course crosswalks the language of Studying Skillful Teaching with six standards of the professional growth system in order to write meaningful teacher improvement plans and evaluations. Participants in OAT2 also build their skills in postobservation conferencing and coaching mediocre teachers. Last year, 145 principals and instructional leaders completed the OAT2 course (Table KK-4)

Table KK-4

Teachers and Administrators Who Completed Studying Skillful Teaching and Observing and Analyzing Teaching Course Work, 2004 and 2007–2009				
Course Title	2004	2007	2008	2009
Studying Skillful Teaching 1	708	467	508	514
Studying Skillful Teaching 2	145	265	230	272
Observing and Analyzing Teaching 1	186	228	198	178
Observing and Analyzing Teaching 2	151	119	63	145
Total Per Year	1,190	1,079	999	1,109

### Curriculum Implementation Training

In addition to job-embedded coaching for teams and school-based leaders, curriculum implementation focuses on specific professional development experiences that support the Montgomery County Public Schools’ (MCPS) strategic plan.

To build the capacity of elementary teachers to help students achieve the data points of K–2 reading benchmarks, reading by Grade 3, advanced mathematics in Grade 5, and to promote equitable instruction for all learners, the following professional development was provided to staff:

- Professional development on standards-based teaching and learning and Online Achievement and Reporting System (OARS) was provided to teachers and core teams in the 25 elementary schools currently implementing the program.
- All elementary reading specialists received professional development related to the new kindergarten reading benchmark. This professional development also focused on small-group reading and writing instruction. Through participation in this training, reading specialists were empowered to provide this training to staff in their schools.
- Professional development was provided for elementary teachers new to teaching Mathematics 6 and Mathematics 7 in order to build teacher capacity and content knowledge to provide advanced instruction in mathematics.
- New mathematics content coaches participated in professional development designed to deepen their knowledge of measurement and statistics, including connections to other mathematics content and the application of this knowledge to instructional planning.
- New elementary reading specialists participated in differentiated professional development that focused on small-group reading instruction for teachers of Grades K–5 students.

## **GOAL 4** CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION

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- Elementary Title I Gifted and Talented teachers attended 4 six-hour sessions focusing on coaching strategies, instructional methods, and equity topics including articulating the social and historical context of institutionalized racism and its continuing impact on teaching and learning.
- Elementary principals continued to participate in Lenses on Learning I to gain a deeper understanding of mathematics teaching and learning, including issues of equity and implications for leadership. Administrators who had completed Lenses on Learning I, also enrolled in Lenses on Learning II, where they learned skills to help them become more effective observers in standards-based mathematics classrooms.
- Alternate Maryland School Assessment (Alt-MSA) training was provided at the elementary level to build the capacity of special educators to align the implementation of Alt-MSA with curriculum, instruction, and assessment.
- All teachers new to Promethean technology received professional development in the use of 21st century ActivClassroom tools and instruction.

To build the capacity of middle school teachers to help students achieve the data point of Algebra I or higher by Grade 8 and to promote equitable instruction for all learners, the following professional development took place:

- To support the MCPS Middle School Reform (MSR) initiative, leadership training was provided to principals and leadership teams in Phase I and Phase II middle schools. Professional development also was provided for teachers in several leadership positions, including team leaders.
- Teachers new to READ 180, a reading intervention program in middle and high schools, were provided with training which enabled them to implement the program.
- Best Practices for Effective Coteaching was provided for general education and special education coteachers, speech pathologists, and paraeducators in Grades 6, 7, and 8 in order to support student success in general education classrooms.
- Professional development to support rollout of numerous advanced courses, including Advanced English 7, Advanced Science 6, and Advanced World Studies 7 was provided for Phase I and Phase II middle schools as well as the middle school magnet consortium schools.
- Accelerated and Enriched Instructional (AEI) mathematics content specialists from Phase I and Phase II middle schools participating in the MSR initiative attended professional development designed to support initiative objectives including rigorous instruction, implementation of mathematics curriculum, accelerated pathways, and their AEI responsibilities.
- Alt-MSA training was provided at the middle school level to build the capacity of special educators to align the implementation of Alt-MSA with curriculum, instruction, and assessment.

To build the capacity of high school teachers to help students achieve the data points of honors/Advanced Placement (AP)/International Baccalaureate (IB) participation/performance, passing the high school assessments, PSAT/SAT/ACT participation/performance, and promote equitable instruction for all learners, the following professional development took place:

- Best Practices for Effective Coteaching professional development was provided for general education and special education coteachers, speech pathologists, and paraeducators in Grades 9 and 10 in order to support student success in general education classrooms.

### **Use of Staff Development Substitute Teacher Time**

Staff development substitute teacher time (SDST) is used to provide teachers with time to participate in job-embedded staff development. The SDST program continued to be used extensively in FY 2009 until the program funds were frozen. The freeze occurred approximately one third of the way through the use window. At the time the funds were frozen, elementary schools had used 39 percent of their funds, middle schools 30 percent, and high schools 35 percent. Teachers and administrators reported anecdotal evidence on the usefulness of this time for a variety of professional development activities. Across all grade levels, teachers made use of SDST time to build their capacity through work with their teams and through analyzing data related to student performance.

### **Support for New Teachers through Induction and Mentoring**

The New Teacher Induction (NTI) program in MCPS is a nationally recognized program that provides comprehensive induction to teachers new to MCPS. The primary goal of the NTI program is to support and retain novice and experienced new-to-MCPS educators through a comprehensive induction system that improves instructional practice. Supporting new teachers is crucial and research indicates that comprehensive induction programs increase teacher retention (NCTAE, 2005). Comprehensive teacher induction programs provide year-long intensive and structured support for new teachers, weekly meetings for new teachers with trained mentors, ongoing classroom observations and constructive feedback, and monthly professional development sessions (USDE, June 2009). The number of teachers who have attended the five-day New Educator Orientation (NEO) has been consistent with the number of teachers hired annually. Over the last four years, 90 percent of the new educators under contract for the opening of the new school year voluntarily participated in the New Educator Orientation. New teachers also participate in modules and professional development sessions that address specific topics, including classroom management, addressing the needs of students with special needs, and planning for instruction (Table KK-5).

In addition to the support provided to novice teachers, MCPS has systems to support teachers who are new to MCPS

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but who have experience teaching in other systems. These teachers are assigned an experienced MCPS teacher who serves as a mentor. Mentors develop their mentoring skills through participation in a course entitled Mentoring the New Teacher. The number of mentors and the number of teachers served by mentors declined from 2007 to 2009 due to a decrease in the number of teachers hired by MCPS in those school years (Table KK-5).

### Educators Certified by the National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS) advances the quality of teaching and learning by offering a voluntary job-embedded certification process for what highly accomplished educators should know and be able to do. The MCPS national board instructional specialist actively recruits educators year round for this rigorous and meaningful professional growth experience. In addition to recruiting candidates, the national board instructional specialist provides support to educators during their candidacy by

facilitating ongoing analysis of and reflection on practices in collaborative settings. For the educators who have achieved certification, the national board instructional specialist provides continued professional development opportunities.

Teachers achieve certification after completing a rigorous series of assessments that include teaching portfolios, student work samples, videotapes, and rigorous analyses of their classroom teaching and student learning. Candidates also complete a series of written exercises that probe the depth of their subject-matter knowledge and their understanding of how to teach those subjects to their students.

With 453 National Board Certified teachers (NBCT) overall, Montgomery County far surpasses all other counties in Maryland. The second ranking district is Anne Arundel County with 159, followed by Prince George's County with 133. No other Maryland district has over 100 NBCTs. MCPS also ranks among the top 20 school districts in the nation in the number of new and cumulative total of National Board Certified educators.

Table KK-5

Induction and Mentoring Programs for New Teachers				
INDUCTION ACTIVITIES	2004	2007	2008	2009
<b>New Educator Orientation (NEO)</b>				
August Orientation Participants	678	800	537	467
February Late Hire Orientation Participants	77	66	66	N/A*
<b>Professional Development (New Teachers)</b>				
New Teachers Taking NTT Modules (01, 02, 03)	75	65	145	159
Number of New Teachers Attending Professional Development Workshops	257	97	173	138
<b>Teacher Mentors</b>				
Number of Mentors	151	374	324	180
Number of Teachers New to MCPS Supported by Mentors	247	438	335	257
<b>Professional Development (Mentors)</b>				
Mentors Completing TOT-02 and TOT-03 (Training Courses for Mentors)	263	155	195	175

\*In 2009, February NEO was cancelled due to MCPS operating budget restrictions.