

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

December 14, 2022

MEMORANDUM

To: Members of the Board of Education

From: Monifa B. McKnight, Superintendent of Schools

Subject: Experienced and Diverse Principals and Teachers Serving in High-Needs Schools
(SPC-09-19-2022-01-A, -B, -C, -D, -E, -F)

During the *Montgomery County Public Schools (MCPS) Strategic Plan Fiscal Year (FY) 2022–2025: Experienced and Diverse Principals and Teachers Serving in High-Needs Schools* discussion, Committee members requested the following information:

Question A:

Ms. Silvestre requested that staff provide information about where the district is today relative to the Education Resource Strategies (ERS) baseline data with novice principals in high-needs schools. She noted that an ‘apples to apples’ comparison of the 2017–2018 ERS data vs. today to understand what today’s environment is in high-needs schools (preferably using the same criteria as used in the previous ERS study report). She and Ms. Harris asked staff to recalculate MCPS data using the 2019 ERS threshold of 35%.

Response:

As with teaching quality, one proxy for assessing school leadership quality is to determine a school’s likelihood of having a novice principal (less than three years of experience). In addition to novice principals facing a learning curve as they adjust to a new role, leadership transition also may reduce stability in the overall school environment, impacting teachers and students. Refer to Attachment A for data comparison.

Question B:

Ms. Harris asked about the assistant school administrator (ASA) demographics, do they differ than the other cohorts (e.g., AP1, AP2)? And how many of them go back to teaching or move forward?

Response:

The data illustrating the demographics of our current ASAs and current Assistant Principal (AP) follows. For the 2022–2023 school year, one ASA retired, none returned to the classroom, nine were promoted to AP roles, and all other ASAs remained in the ASA role.

Role	ASA (Numbers)	ASA (Percentage)	AP (Number)	AP (Percentage)
Total Number	30		321	
Female	26	86.67%	211	65.73%
Male	4	13.33%	110	34.27%
Elementary	12	40.00%	129	40.19%
Middle	9	30.00%	86	26.79%
High	9	30.00%	100	31.15%
Special School	0	0.00%	6	1.87%
Asian	3	10.00%	20	6.23%
Black/African American	10	33.33%	121	37.69%
Hispanic/Latino	5	16.67%	30	9.35%
White	12	40.00%	137	42.68%
Multiple	0	0.00%	12	3.74%
Unknown	0	0.00%	1	0.31%
Admin Year 1	16	53.33%	49	15.26%
Admin Year 2	11	36.67%	41	12.77%
Admin Year 3	3	10.00%	26	8.10%
Admin More than 3 Years	0	0.00%	205	63.86%

Question C:

Ms. Silvestre requested that based on the Oakland Terrace example of math improved performance cited at a recent Board meeting, what is being planned specifically to understand, codify, and establish proven best practices across the district?

Response:

The 2022–2023 focus for elementary math instruction is to maximize student learning by improving teacher and leader understanding of the available diagnostic and instructional tools and resources. Specifically, by profoundly understanding math, teachers will be able to meet the needs of their diverse learners daily and flexibly. The Eureka Math Implementation Tool (Attachment B) aims to ensure systemwide growth and success.

Oakland Terrace Elementary School has embraced key aspects of the Elementary Math implementation plan that is garnering success with the Eureka Math tools, as intended. Oakland Terrace staff shared their strategies:

- Engage in module studies through quarterly meetings to ensure teachers understand the content deeply (both big ideas and the depth of understanding expected by the standards)
- Provide differentiated instruction to flexibly identified students. The data they garner from the aligned daily exit tickets allows teachers to hone or tailor the next day's examples and practice to reinforce or stretch as needed.
- Emphasize that teachers must have clarity on what students need to KNOW, DO, and SAY as a result of each lesson and topic's learning.
- Implement the curriculum in the classroom by utilizing the flexibility Eureka Math provides so teachers can tailor the components of the daily lesson.

Oakland Terrace has leveraged access to the following to ensure their staff development teacher, and subsequently, their teachers, are prepared to teach:

- Regular and consistent contact with their elementary math instructional specialist:
 - October 2021: Planning Tips
 - October: Math Visuals (bilingual resources)
 - October: MAP Growth
 - December: Exit tickets
 - December: Enrichment-student support
 - February 2022: Equip data
- Regular attendance at summer training and school year meetings, including:
 - Strong start for leaders
 - New math leader training (monthly)
 - All math leader training (quarterly)

These actions implemented by Oakland Terrace focus on the following: *honing the lesson to meet needs flexibly, utilizing data daily, and implementing the curriculum by maximizing its tools.* This year, four critical structures will focus on those key aspects that yielded success for Oakland Terrace Elementary School:

- All math leader training—held quarterly
- New math leader training—held monthly
- Elementary principals' instructional forum
- School-based coaching

At the end of September, the elementary math team had provided the following coaching sessions by school:

- 135 school-based coaching sessions at 61 different schools
- 129/135 focused on coaching/leadership, curriculum study/planning, and data analysis/student programming (96%)

Overall findings: It is necessary to illuminate the successes Oakland Terrace is achieving through the tools and resources that both Eureka Math and the Elementary Math team continue to provide. Eureka Math was selected for several key reasons; one of the most important is that it expects teachers to differentiate (hone) within the block components to meet the needs of diverse learners flexibly. Utilizing the curriculum as intended and emphasizing the empowerment for teachers to hone and prepare flexibly is key.

Question D:

Ms. Silvestre requested that staff identify the measures, including student performance, that will be tracked to determine impact and effectiveness of new principal hiring, retention, and support strategies.

Response:

Principal evaluations are based on the ten Professional Standards Education Leaders (PSEL) standards adopted by the State of Maryland in 2017. For evaluation purposes, these standards are grouped into four categories: vision and leadership expectations, teaching and learning, meaningful engagement, and operations and management. The principal evaluations do not incorporate student performance quantitatively.

The system utilized in Montgomery County Public Schools to determine the impact and effectiveness of a new principal is anchored in the Professional Growth Systems (PGS). You can view the [handbook](#) on the MCPS website. A total of ten standards are used to evaluate our principals. The standards focus on the following:

- Standard I: Vision, Mission, and Core Values
- Standard II: Ethics and Professional Norms
- Standard III: Equity and Cultural Responsiveness
- Standard IV: School Improvement
- Standard V: Curriculum Instruction and Assessment
- Standard VI: Community of Care and Support for Students
- Standard VII: Professional Capacity of School Personnel
- Standard VIII: Professional Communities for Teachers and Staff
- Standard IX: Meaningful Engagement of Families and Communities
- Standard X: Operations and Management

New principals formally are evaluated in their first and second years. In addition to the director/associate support, new principals also receive the support of a consulting principal during their first year of the principalship. The consulting principals provide support through a non-evaluative approach, whereby they serve as a coach and thought partner, while providing the principal with honest and direct feedback. They too utilize the PGS and provide feedback on the ten principal standards.

Associate superintendents, directors, and consulting principals collect evidence by visiting the school often and observing the principal while they engage with key stakeholders during the development and implementation of the school improvement planning process. Observations occur during administrative team meetings, leadership team meetings, professional development training sessions, triad meetings, PTA meetings, focus groups, and more. Additionally, we engage with principals during instructional rounds and/or classroom walk-throughs to determine progress toward the identified instructional strategies. We also utilize many additional data points during our supervisory meetings, including Evidence of Learning data (attainment and growth), formative and summative data by subject matter, attendance, discipline, and, voice data (students, parents,

and staff). We examined the data compared to the district average and compared the data for a particular school to other schools that are similar in size and demographics.

All of these things are used to determine the effectiveness and impact of our principals in the district. Our number one goal is to provide end-to-end support to schools. We believe if we do this, they will have what they need to be successful and be more likely to remain with that school and the district.

Question E:

Ms. Silvestre requested that staff provide information on what is being done to support experienced principals to bring a team with them to a high-needs school. She inquired if there have been any conversations in this regard. She mentioned that instructional team leaders have often been identified as a critical position to shape an instructional culture and program delivery.

Response:

There is an interest in making our high-needs schools more attractive for experienced principals, and discussions have begun regarding the types of incentives that would encourage an experienced principal to move to a high-needs school. This change of practice requires collaboration with the employee associations.

The Office of Human Resources and Development initiated the Cohort Inspire program in 2021. Cohort Inspire is for current and aspiring school leaders interested in leading in high-impact schools. The program engaged 41 leaders in its first year, and 35 leaders registered to participate in the second year.

At this time, there is nothing that allows/permits principals to take a team with them upon their principal appointment. Principals may hire for leadership positions when vacancies exist but are not permitted to create vacancies upon their appointment. To make this a practice, the associations would need to be consulted, negotiations would need to be initiated as this would be a new process, and consideration as to what would happen to the existing staff needs to be discussed.

Question F:

Ms. Silvestre noted that it would be worthy to track the graduates 5 years from now on how they impacted student achievement. She also mentioned that in previous conversation with human resources, she inquired about building career ladders for principals and promote them in higher-level positions within the principalship.

Response:

To ensure principals are able to refocus their energy and capacity toward instructional leadership that leads to school improvement, associate superintendents and directors of school support and well-being have brokered with other central office team members to support them with addressing operational concerns. This allows for associate superintendents and directors to offer ongoing instructional leadership coaching. The instructional leadership is differentiated based on evidence collected about overall school performance and considers longitudinal data reflecting

the principal's performance over time. In addition to the ongoing support of the associate superintendent and director, new principals are offered additional side-by-side coaching support from a consulting principal.

Research outlines four key practices that lead to addressing underperforming schools. They are as follows:

- Refocus central office staff more on supporting principals as instructional leaders and less on administrative management issues.
- Direct more resources to high-needs, hard-to-staff schools, and give principals more authority and flexibility to meet district goals.
- Reduce principal turnover.
- Provide timely, relevant data—and training in its use—to enable principals to diagnose and address learning needs accurately.

Maryland State Department of Education provides the framework for Leading for School Improvement Institute can be viewed at marylandpublicschools.org/LSII.

If you have any questions, please contact Ms. Ruschelle Reuben, chief of school support and well-being, via email.

Attachments

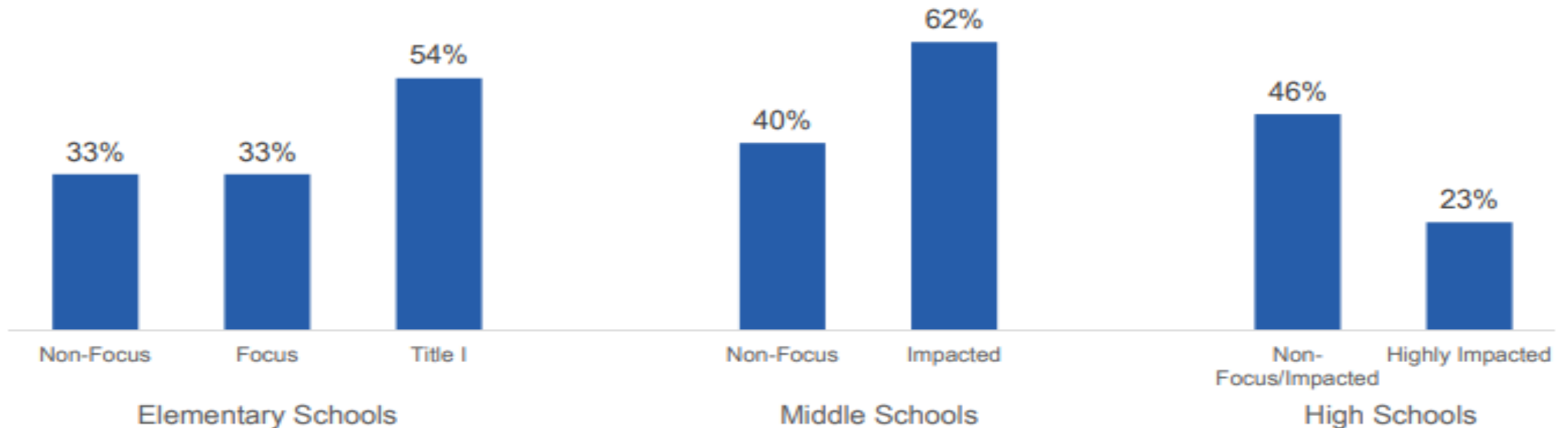
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Copy to:

Executive Staff
Ms. Webb

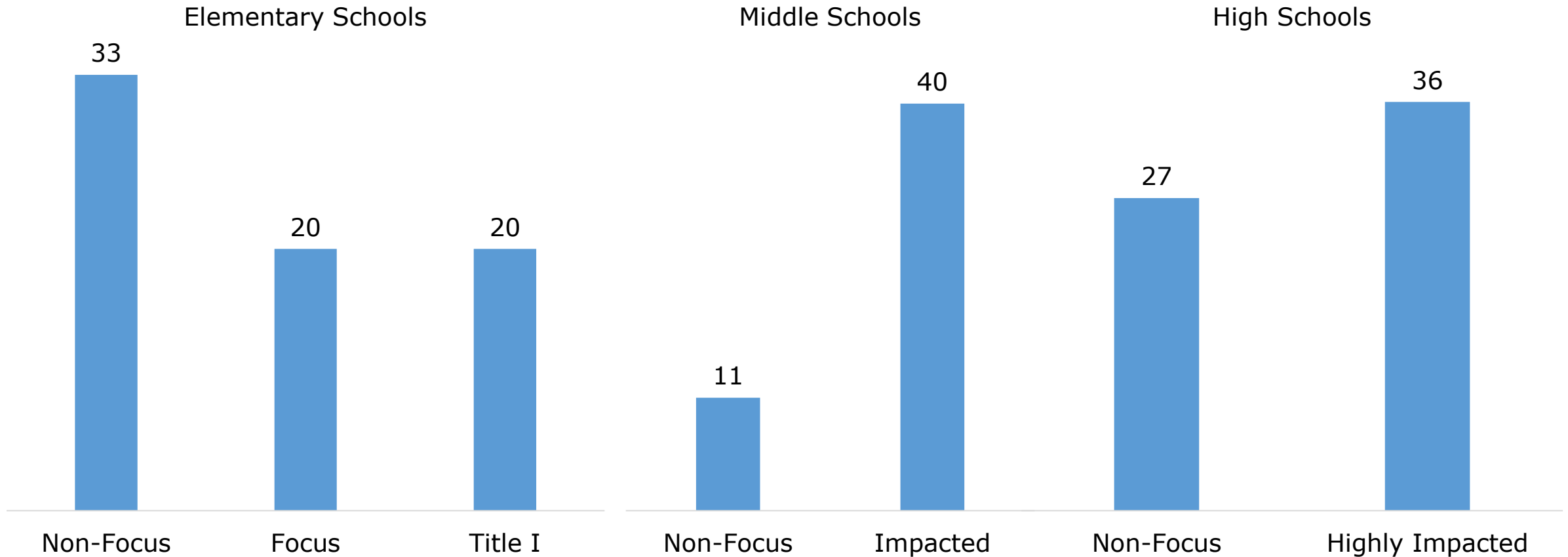
ERS Original Analysis

Percent of Schools with a Novice Principal (Less than 3 Years of Experience in MCPS)



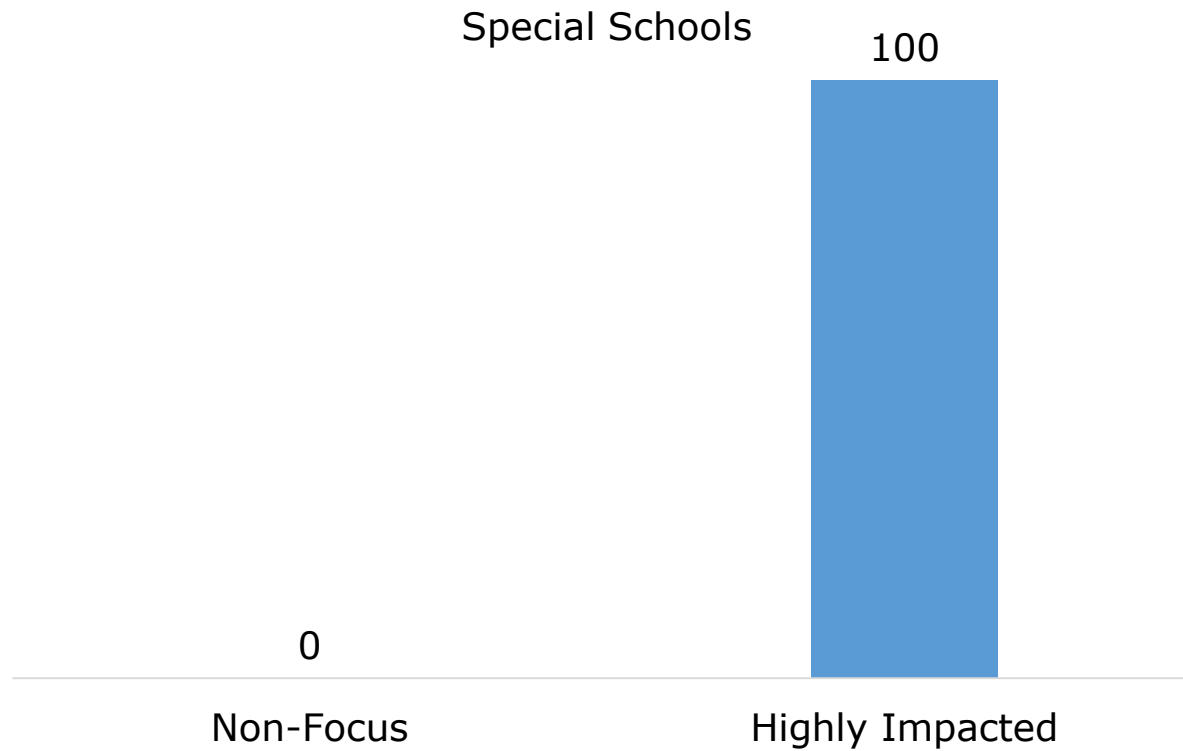
Principal Experience in 2022

Percent of Schools with a Novice Principal (Less than 3 Years of Experience in MCPS)



Principal Experience in 2022

Percent of Schools with a Novice Principal (Less than 3 Years of Experience in MCPS)





Implementation Support Tool

Purpose

The Implementation Support Tool is designed to support schools in developing and evolving the way teachers use the *Eureka Math*® curriculum. The indicators in this document provide common language around exemplary implementation actions. This tool can and should be used to drive multiple development supports aimed at creating mathematics classrooms that provide every student with equitable and accessible instruction.

Structure

Together, the first two indicator columns represent exemplary implementation of *Eureka Math*. The Core Implementation Actions column contains indicators of the curriculum being used as designed—honoring the intent and structure of each lesson component as well as teaching mathematics as a coherent story that makes sense. The Adaptive Implementation Actions column contains indicators of adapting the curriculum in response to formative data, both during lesson preparation and in the moment. Honoring both the design of the curriculum and the needs of students is essential to exemplary implementation of *Eureka Math*. The What to Expect from Students column provides indicators of what every student should be doing during each lesson component. Because the structure can change within a lesson component, these indicators are somewhat generic and will show variation dependent on the structure. To be clear, not all indicators need to be observed to support effective implementation of *Eureka Math*.

Uses

For school leaders, this tool can provide a series of look-fors when performing observations. Whether an observation is based on a school-wide goal that falls outside the implementation of *Eureka Math*, the implementation of a specific *Eureka Math* lesson component, a specific teacher practice, or instructional goals for individual teachers, this tool can provide guidance about how each element should show up in a *Eureka Math* classroom.

Best observation practices, however, encourage observers to focus on recording goal-referenced, specific notes of what actions the teacher is taking and on collecting data about how the students respond. Once these observation data are collected, this tool can act as a lens through which one processes the data. This tool frames the observational data with common language for subsequent feedback conversation. These indicators provide high-leverage, curriculum-aligned actions that will provide every student with equitable and accessible instruction. During a feedback conversation, the indicators can act as the foundation for praising a teacher's progress and pushing a teacher's practice.

This tool should be used not only to drive regular, cyclical observations and feedback conversations but also to develop common language about the indicators with teachers. For school-wide goals, consider exposing teachers to the focus indicator(s) during school-wide professional development. For individual teacher goals, consider exposing teachers to the focus indicator(s) during feedback conversations. Exposure to the indicators on this tool could also come through teacher reflection and teacher self-assessment.

Use the individual teacher goals that your observations and feedback conversations produce to inform your 1:1 coaching support. There are many situations in which a feedback conversation is not enough for a teacher to begin implementing a new action. In these cases, 1:1 coaching support can guide teachers to study, prepare, and practice a lesson in a manner that develops the knowledge, skills, and mindsets necessary to carry out actions effectively.

Fluency				
	Core Implementation Actions	Adaptive Implementation Actions	What to Expect from Students	Notes
Sprints	<p>a. Completes the routine (Sprint A, active practice, Sprint B, calculate growth, and celebrate improvement) within 12 minutes</p> <p>b. Monitors student responses (during Sprint) and correction process (after Sprint) to inform instruction</p>	<p>l. Includes skip-counting and movement between Sprints that support fluency with patterns in the Sprint</p> <p>m. Provides opportunity to explore and discuss patterns in Sprint A to apply to Sprint B</p>	<p>Though student actions may vary greatly depending on the type of Fluency activity, in general, students in a <i>Eureka Math</i> classroom should do the following:</p> <ul style="list-style-type: none"> Participate fully (verbally, on whiteboards, with hands when appropriate, etc.) Include units in responses when appropriate Respond to established signals and prompts <p>During Sprints specifically, students in a <i>Eureka Math</i> classroom should do the following:</p> <ul style="list-style-type: none"> Complete problems in order, with urgency, for 60 seconds Look for, leverage, and communicate about the patterns in the Sprint Work to improve fluency and automaticity by tracking proficiency and improvement 	
Counting	<p>c. Guides the pace of the count, forward and backward, by using crisp, clear signals</p> <p>d. Uses choral response to listen for accurate counting by all students</p> <p>e. Alters the pace of the count based on student responses (as needed)</p>	<p>n. Focuses counting on key junctures of a counting sequence (crossing over ten, hundred, etc.) to assess for fluency and identify common misconceptions</p> <p>o. Responds to errors by asking questions and/or providing concrete or pictorial supports to scaffold in real time</p> <p>p. Removes scaffolds gradually to release accountability to students</p>		
Whiteboard Exchange	<p>f. Leverages the simple-to-complex sequencing of the provided activity</p> <p>g. Plans, establishes, and uses clear and efficient procedures to maintain a quick pace and ensure individual student accountability</p> <p>h. Gives immediate and specific feedback to every student, one at a time</p>	<p>q. Monitors every student's work: notices and notes trends, varied solutions, exemplars, and misconceptions</p> <p>r. Responds to trends and misconceptions in student work by questioning, modeling, and/or adjusting complexity in real time</p>		
Choral Response	<p>i. Leverages the simple-to-complex sequencing of the provided activity</p> <p>j. Provides appropriate wait time based on the complexity of the task to ensure individual student accountability</p> <p>k. Plans, establishes, and uses cues (hand signals or verbal indicators) to prompt every student to respond</p>	<p>s. Prompts students to include the unit in choral responses to promote precision (as needed)</p> <p>t. Adjusts complexity of subsequent problems based on student responses to address misconceptions or push complexity in real time</p> <p>u. Responds to errors with scaffolds such as questioning and/or concrete or pictorial supports to provide opportunities for access for all students</p>		

Application Problem

Core Implementation Actions	Adaptive Implementation Actions	What to Expect from Students	Notes
<p>a. Includes fluid movement between reading, drawing and labeling, and writing in the Read–Draw–Write (RDW) process</p> <p>b. Engages students, independently or collectively, in reading to comprehend the context</p> <p>c. Engages students in drawing and labeling a model while rereading</p> <p>d. Draws accurate models and ensures that all students draw accurate models</p> <p>e. Engages students in writing equation(s) to represent and/or solve for an unknown</p> <p>f. Engages students in writing a statement that recontextualizes the mathematics</p>	<p>g. Uses a mode of instructional delivery based on purpose; presence of new complexities, strategies, or problem types; and current student understanding to create opportunities for access for all students</p> <p>h. Monitors students' work, noting trends, varied solutions, exemplars, and misconceptions to inform how the problem is debriefed</p> <p>i. Responds to trends and misconceptions in student work by questioning, modeling, and/or adjusting the mode of delivery to scaffold or push complexity in real time</p> <p><i>Systematic Modeling of and Instruction in the RDW Process</i></p> <p>j. Uses interactive questioning, choral response, and math discourse throughout to support cognitive lift for students</p> <p>k. Models the RDW process to confirm accurate student thinking</p> <p><i>Guided Application of the RDW Process</i></p> <p>l. Switches between independent/cooperative student work time and whole class discourse to respond to evolving levels of understanding and misconceptions</p> <p>m. Asks questions to elicit student thinking, prompt reflection, and promote metacognition</p> <p>n. Collects student data to generate an approach and a focus for the concluding discussion</p> <p><i>Independent Practice with Productive Struggle</i></p> <p>o. Strategically selects student work for sharing after collecting data to generate an approach for the concluding discussion</p> <p>p. Facilitates the sharing and critiquing of various student explanations, representations, and/or examples to intentionally support key ideas</p>	<p>Though student actions may vary greatly depending on the mode of delivery the teacher implements for the Application Problem, in general, students in a <i>Eureka Math</i> classroom should do the following:</p> <ul style="list-style-type: none"> • Read the Application Problem for understanding, to keep the mathematics in context • Make sense of the Application Problem by drawing and labeling an accurate model to represent the context of the problem • Use varied computational strategies to solve for the unknown(s) in the Application Problem • Write equation(s) to represent the Application Problem symbolically • Write a statement to recontextualize the mathematics performed in the Application Problem • Explain their thinking, others' thinking, the connections between them, and the connection to the context of the problem during peer-to-peer and whole class discussions of the Application Problem 	

Teacher:

Date:

Grade:

Module:

Lesson:

Concept Development

Core Implementation Actions	Adaptive Implementation Actions	What to Expect from Students	Notes
<p>a. Aligns instruction to the objective and honors and promotes the aspect of rigor (conceptual understanding, procedural fluency, or application) as written in the lesson</p> <p>b. Maintains suggested pacing to ensure that students have time for independent practice</p> <p>c. Maintains suggested structure (progression of learning, teacher talk/student talk ratio, peer-to-peer discourse, eliciting vs. telling) to support students in developing the knowledge and skills that are the focus of the lesson</p> <p>d. Prompts students to make connections between current and previous content</p> <p>e. Uses tools, representations, and/or models accurately to develop student understanding of the lesson's strategies and objective</p> <p>f. Uses the mathematical language of the lesson or coherently related language (e.g., <i>decompose</i> and <i>unbundle</i>) to demonstrate precise yet accessible vocabulary</p> <p>g. Plans, establishes, and uses cues when eliciting short verbal responses to prompt every student to respond</p> <p>h. Plans for and executes structures to support equitable opportunities for every student to articulate what they notice, discover, and learn throughout the lesson</p> <p>i. Provides adequate wait time when posing questions to allow students to process information and form coherent responses</p>	<p>j. Listens to student responses to prioritize and adapt key parts of the vignette</p> <p>k. Facilitates discourse around misconceptions and exemplars to promote both student thinking and student agency</p> <p>l. Asks questions that elicit or clarify student thinking, make connections to prior learning, and promote metacognition to provide opportunities for students to realize the objective</p> <p>m. Employs scaffolds to provide students with multiple means of representation, multiple means of action and expression, and/or multiple means of engagement without substantially altering the instructional level, content, or performance criteria</p> <p>n. Monitors students' work, noting trends, varied solutions, exemplars, and misconceptions to inform real-time scaffolds</p> <p>o. Responds to trends and misconceptions in student work by questioning, modeling, and/or adjusting complexity to maintain objective alignment but provide additional opportunities for access</p> <p>p. Acknowledges student ideas and strategies to elevate the mindset that students are thinkers and doers of mathematics</p>	<p>During the concept development, students in a <i>Eureka Math</i> classroom should do the following:</p> <ul style="list-style-type: none"> • Model their thinking with representations and tools • Use accurate mathematical language in discourse and writing • Articulate understanding in whole class and peer-to-peer discourse • Make connections between concepts and skills and between current and previous content 	

Teacher:

Date:

Grade:

Module:

Lesson:

Problem Set

Core Implementation Actions	Adaptive Implementation Actions	What to Expect from Students	Notes
<p>a. Allows for 10 minutes of independent practice for every student</p> <p>b. Asks questions to prompt continuation of work while maintaining the cognitive lift for students</p> <p>c. Limits time with individual students to prioritize monitoring every student's work to identify common misconceptions and trends</p>	<p>d. Designates the order of problems to complete to ensure that all students have sufficient practice with problems that highlight the most important components of the lesson objective (Must Do, Could Do, Extension)</p> <p>e. Creates and assigns remedial sequences (Zero Problems, More D's) as needed to provide access for all students</p> <p>f. Monitors every student's work, noting trends, varied solutions, exemplars, and misconceptions to inform the Debrief or prompt discussion of a whole class misconception</p> <p>g. Responds to pervasive trends and misconceptions by questioning and/or modeling with a parallel example to provide a scaffold for access in real time</p>	<p>While working on the Problem Set, students in a <i>Eureka Math</i> classroom should do the following:</p> <ul style="list-style-type: none">• Engage in 10 minutes of independent practice• Think about, make sense of, and represent problems before solving them• Show work and explain their thinking as indicated• Refer to resources (e.g., anchor charts, other examples in their own work) for support before asking for help• Adjust existing work based on teacher feedback	

Teacher:

Date:

Grade:

Module:

Lesson:

Student Debrief				
	Core Implementation Actions	Adaptive Implementation Actions	What to Expect from Students	Notes
Reflection and Discourse	a. Asks questions that elicit student thinking, reflect on learning, and promote metacognition b. Facilitates student discourse about key concepts and vocabulary from the lesson and/or patterns and connections in the Problem Set c. Aligns the Debrief with problems completed by students within the lesson to create an accessible discussion	g. Focuses student discourse around trends, various solutions, exemplars, patterns, and misconceptions to stamp key understandings before student work on the Exit Ticket h. Prompts students to further explain, elaborate, or clarify their thinking to push for more precise language and clearer articulation i. Leverages select student work sample(s) to provide opportunities for analyzing peers' work and comparing strategies	During the Debrief, students in a <i>Eureka Math</i> classroom should do the following: <ul style="list-style-type: none"> • Articulate their grasp of the purpose and/or key understandings of the lesson by using precise language • Engage in discourse to share strategies, articulate understanding, and learn from the insights of others • Reflect on their own thinking following analysis of peer work and discourse While working on the Exit Ticket, students in a <i>Eureka Math</i> classroom should do the following: <ul style="list-style-type: none"> • Solve a problem representative of the lesson objective • Provide evidence of their thinking by using statements and/or pictorial/symbolic representations 	
Exit Tickets	d. Provides up to 5 minutes for independent work to maintain a culture of accountability for the day's learning e. Circulates through the room during Exit Ticket work to ensure student accountability and provide verbal feedback (if appropriate) f. Collects and analyzes every student's Exit Ticket to inform future instruction	j. Monitors every student's work to note trends and confirm the effectiveness of the lesson to inform customization of the next day's lesson k. Following completion of the lesson, analyzes qualitative data from Exit Tickets and Problem Sets to identify strengths to leverage in future lessons and misconceptions to address		