

Chapter 4

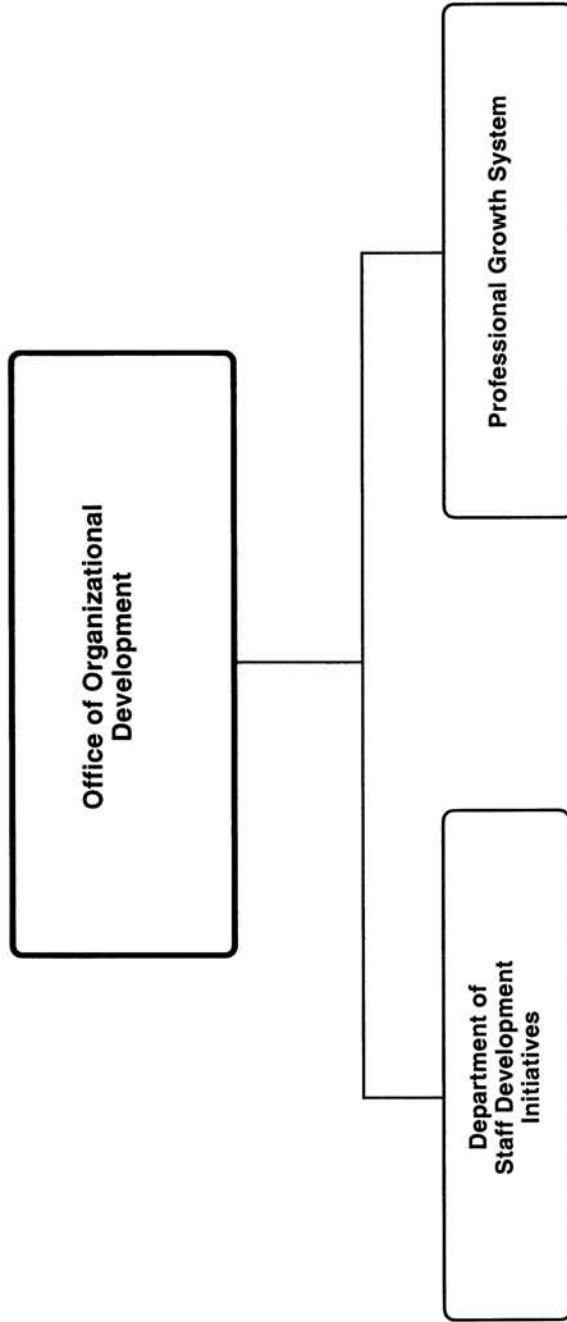
Office of Organizational Development

	Page
Office of the Associate Superintendent	4-4
Department of Staff Development Initiatives.....	4-8
Professional Growth System	4-12

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

OBJECT OF EXPENDITURE	FY 2004 ACTUAL	FY 2005 BUDGET	FY 2005 CURRENT	FY 2006 BUDGET	FY 2006 CHANGE
POSITIONS					
Administrative	12.000	14.000	15.000	15.000	
Professional	107.600	88.000	90.000	94.000	4.000
Supporting Services	21.500	21.500	21.500	21.500	
TOTAL POSITIONS	141.100	123.500	126.500	130.500	4.000
01 SALARIES & WAGES					
Administrative	1,298,213	\$1,532,675	1,576,308	1,770,791	194,483
Professional	8,825,493	7,980,380	8,067,646	8,536,176	468,530
Supporting Services	986,891	1,052,959	1,052,959	1,057,253	4,294
TOTAL POSITION DOLLARS	11,110,597	10,566,014	10,696,913	11,364,220	667,307
OTHER SALARIES					
Administrative	62,440				
Professional	4,602,728	7,500,564	7,500,564	7,234,804	(265,760)
Supporting Services	83,820	235,633	235,633	202,409	(33,224)
TOTAL OTHER SALARIES	4,748,988	7,736,197	7,736,197	7,437,213	(298,984)
TOTAL SALARIES AND WAGES	15,859,585	18,302,211	18,433,110	18,801,433	368,323
02 CONTRACTUAL SERVICES	602,532	812,045	812,045	1,203,375	391,330
03 SUPPLIES & MATERIALS	606,559	1,012,793	1,012,793	707,817	(304,976)
04 OTHER					
Staff Dev & Travel	244,086	615,427	615,427	568,138	(47,289)
Insur & Fixed Charges	19,884	27,770	27,770	27,508	(262)
Utilities					
Grants & Other	1,986,805	1,438,838	1,738,838	2,025,874	287,036
TOTAL OTHER	2,250,775	2,082,035	2,382,035	2,621,520	239,485
05 EQUIPMENT	27,956	42,814	42,814	31,950	(10,864)
GRAND TOTAL AMOUNTS	\$19,347,407	\$22,251,898	\$22,682,797	\$23,366,095	\$683,298

Office of Organizational Development—Overview



F.T.E. Positions 130.5
(Not included above are 3.0 Safety Trainer I and 3.0 Building Services Training Specialist positions budgeted and shown on the Organization Charts for the Department of Transportation and Division of School Plant Operations (respectively) but managed by this Office)

FY 2006 OPERATING BUDGET

Office of Organizational Development

Associate Superintendent	1.0
Administrative Assistant (N)	1.0
Instructional Specialist (B-D)	4.5
Fiscal/Logistics Assistant (23)	1.0
Secretary to Associate Superintendent (17)	1.0
Fiscal Assistant I (13)	1.0
Secretary (12)	1.0
Office Assistant IV (11)	1.0

Diversity Project Team	
Coordinator, 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 the development of a high performing organization focused on achieving the goals of the school system by strengthening the knowledge, skills, strategies, beliefs, and practices of Montgomery County Public Schools staff. 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 three years because of the development and implementation of a new professional growth systems for teachers and administrative staff. Additionally, the functions of the office will be increasing as a new professional growth system for supporting services staff including a competency-based program is being implemented. 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:

- Staff Development Initiatives
- Staff Development Programs Team
- Skillful Teacher Project 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. Projects that focus in this area include: tuition reimbursement programs for administrators, teachers, and supporting services staff; Continuing Professional Development Courses; Skillful Teacher and Leader Coursework; the University Partnerships Project; and the Professional Development School project.

The Diversity Training and Development Team is newly created in the Office of Organizational Development (OOD). The 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 in 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.

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.
- 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 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 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.

Budget Explanation

The current FY 2005 budget for this office is changed from the budget adopted by the Board of Education on June 8, 2004. The change is a result of the realignment of \$130,899 into this office's budget from the K–12 budget to fund 3.0 instructional specialist positions, as well as \$300,000 from the Department of Financial Services, to fund increased costs for the employee tuition reimbursement program.

The FY 2006 request for this office is \$3,089,060, a decrease of \$18,989,686 from the current FY 2005 budget of \$22,078,746. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$153,126

The negotiated agreements with employee organizations increase the salary costs of employees in this office by \$39,549. There is an increase of \$113,577 in continuing salary costs to reflect step or longevity increases for current employees. Because continuing salary costs are applied to positions before they are realigned, these costs appear in this office, although the positions show on other resource pages within the Office of Organizational Development.

Realignment—(\$19,142,812)

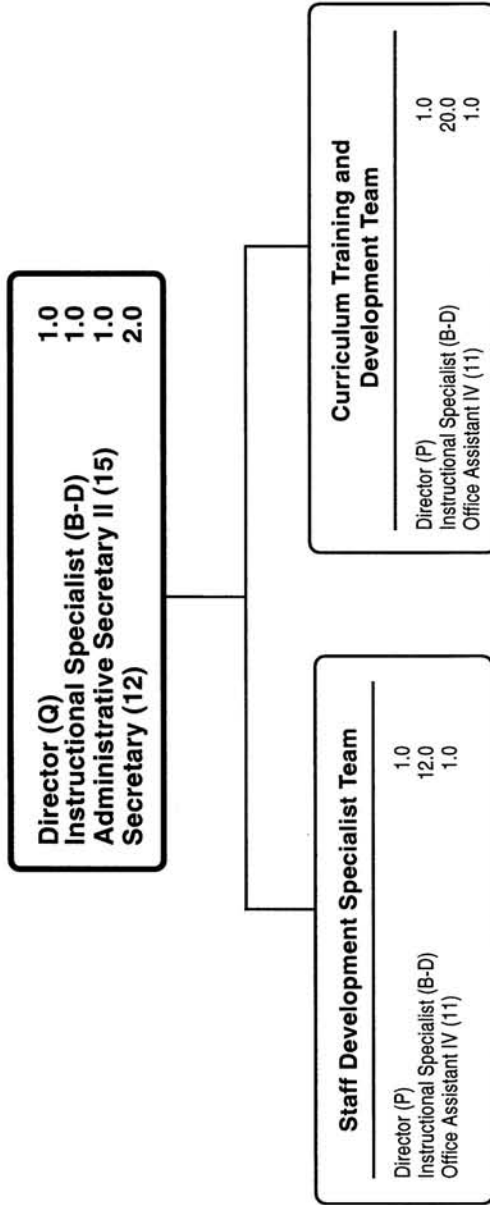
There is a realignment of \$19,142,812 and 110.0 positions from this office to the Department of Staff Development Initiatives and the Professional Growth System budgets, which are shown separately for the first time in this budget. This realignment is being done to align the budget for the Office of Organizational Development with its operations.

Office of Organizational Development - 614/160

Darlene A. Merry, Associate Superintendent

Description	FY 2004 Actual	FY 2005 Budget	FY 2005 Current	FY 2006 Request	FY 2006 Change
01 Salaries & Wages					
Total Positions (FTE)	141.100	123.500	126.500	16.500	(110.000)
Position Salaries	\$11,110,597	\$10,566,014	\$10,696,913	\$1,358,358	(\$9,338,555)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		910,183	910,183	96,982	(813,201)
Stipends		5,187,336	5,187,336	500,004	(4,687,332)
Professional Part Time		1,058,184	1,058,184	60,374	(997,810)
Supporting Services Part Time		205,851	205,851	21,971	(183,880)
Other		27,516	27,516		(27,516)
Subtotal Other Salaries	4,500,507	7,389,070	7,389,070	679,331	(6,709,739)
Total Salaries & Wages	15,611,104	17,955,084	18,085,983	2,037,689	(16,048,294)
02 Contractual Services					
Consultants		228,860	228,860		(228,860)
Other Contractual		508,967	508,967	461,925	(47,042)
Total Contractual Services	528,314	737,827	737,827	461,925	(275,902)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		986,293	986,293	230,550	(755,743)
Total Supplies & Materials	606,559	986,293	986,293	230,550	(755,743)
04 Other					
Local Travel		137,212	137,212	17,490	(119,722)
Staff Development		349,779	349,779	10,000	(339,779)
Insurance & Employee Benefits					
Utilities					
Miscellaneous		1,438,838	1,738,838	299,456	(1,439,382)
Total Other	2,199,756	1,925,829	2,225,829	326,946	(1,898,883)
05 Equipment					
Leased Equipment					
Other Equipment		42,814	42,814	31,950	(10,864)
Total Equipment	27,956	42,814	42,814	31,950	(10,864)
Grand Total	\$18,973,689	\$21,647,847	\$22,078,746	\$3,089,060	(\$18,989,686)

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 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 vision and mission.

Trends and Accomplishments

Montgomery County Public Schools has already 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 2004 curriculum training included Elementary Reading/Language Arts training for teachers of Grades 1–3, mathematics training for teachers of Grades 1–5 and math content coaches, and reading/language arts and mathematics training for pre-K and kindergarten teachers, special educators and paraeducators. Secondary training and development included Algebra 1, English 7, 8, and 9, reading 6, 7, and 8, science 6, 7, and 8, NSL, and social studies 6 and 7 for middle and high school teachers, resource teachers and in-

terdisciplinary resource teachers, and Algebra 1 lead teachers. During Summer 2004, teachers of Grades 3–5, Algebra 1, Geometry, and English 9 attended systemwide curriculum training. Teachers of grades 1 and 2 received one-day of training on the strategies to support English language learners and special education students. In addition, teachers of Math C, Algebra 1, and English 9 participated in a one-day session focused on strategies for working with special education students. Follow-up training and development is provided for elementary school teams to ensure ongoing job-embedded professional development.

The FY 2004 SDT training and development plan provides a consistent focus on curriculum implementation, instructional strategies, planning, examining student work, and expectations 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 FY 2005, 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.

Major Mandates

- No Child Left Behind Act of 2001 (NCLB) contains specific requirements for the certification and qualifications of staff in both Title 1 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.
- The Professional Growth System (PGS) includes several initiatives to facilitate the professional growth of teachers.
- 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.
- NSDC 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.

Performance Measurements

Performance Measure: Percent of participants in Grades 1-5 who indicated training enhanced their knowledge and capacity

FY 2004	FY 2005	FY 2006
Actual	Estimate	Recommended
85%	87%	90%

Explanation: This measure provides information on participant response to curriculum implementation training. Through surveys participants indicated if training enhanced knowledge and capacity to deliver instruction.

Performance Measure: Percent of teachers of English 7,8, and 9 indicated that training expanded their understanding of the curriculum and met their learning needs.

FY 2004	FY 2005	FY 2006
Actual	Estimate	Recommended
95%	97%	98%

Explanation: This measure provides information on participant response to curriculum implementation training. Through surveys participants indicated if training enhanced knowledge and capacity to deliver instruction.

Performance Measure: Percent of staff development teachers participating who indicated they are prepared to apply the knowledge and skills learned in the course to their work with teachers in their school.

FY 2004	FY 2005	FY 2006
Actual	Estimate	Recommended
93%	95%	97%

Explanation: This measure provides information on participant response to staff development teacher training. Through surveys staff development teachers indicated if they were prepared to apply the knowledge and skills learned in the training as they worked with teachers in their schools.

Budget Explanation

The FY 2006 request for this department is \$7,036,632, an increase of 7,036,632 from the current FY 2005 budget of \$0. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$106,479

The negotiated agreements with employee organizations increase the salary costs of employees in this department by \$106,479. The \$3,391 increase for continuing salary costs to reflect step or longevity increases for current employees is included in the budget for the Office of Organizational Development.

Realignment—\$6,930,153

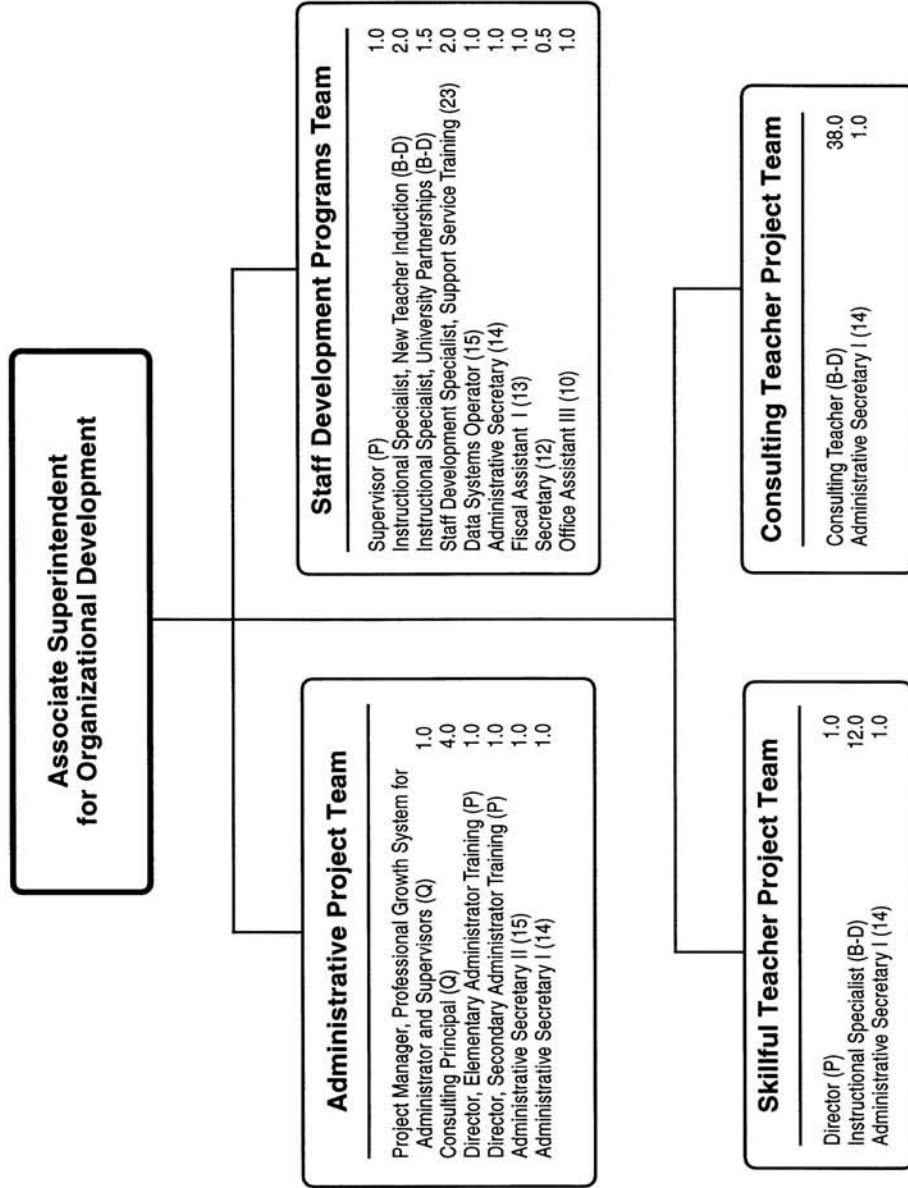
There is a realignment of \$6,930,153 and 41.0 positions to this department from the Office of Organizational Development's budget as a result of a restructuring of the budget. This restructuring is being done to present the budget in a manner that is aligned with the operations of the Office of Organizational Development.

Department of Staff Development Initiatives - 650

Betty Collins, Director

Description	FY 2004 Actual	FY 2005 Budget	FY 2005 Current	FY 2006 Request	FY 2006 Change
01 Salaries & Wages					
Total Positions (FTE)				41,000	41,000
Position Salaries				\$3,626,632	\$3,626,632
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes				265,977	265,977
Stipends				2,582,153	2,582,153
Professional Part Time				108,565	108,565
Supporting Services Part Time				85,272	85,272
Other					
Subtotal Other Salaries				3,041,967	3,041,967
Total Salaries & Wages				6,668,599	6,668,599
02 Contractual Services					
Consultants					
Other Contractual				65,000	65,000
Total Contractual Services				65,000	65,000
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials				105,689	105,689
Total Supplies & Materials				105,689	105,689
04 Other					
Local Travel				43,402	43,402
Staff Development				153,942	153,942
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other				197,344	197,344
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total				\$7,036,632	\$7,036,632

Professional Growth System



F.T.E. Positions 73.0
 (Not included above are 3.0 Safety Trainer I and 3.0 Building Services Training Specialist positions budgeted and shown on the Organization Charts for the Department of Transportation and Division of School Plant Operations (respectively) but managed by this Office)

FY 2006 OPERATING BUDGET

Mission

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

Major Functions

The major functions of this department are divided into the four 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 Teacher 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, reflect on the impact of matching strategies to student needs, 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 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 major functions of the Leadership Training and Development Team include the design, implementation and oversight of the Leadership Development Program (LDP) and 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 Administrative and Supervisory Professional Growth System (A&S PGS) was a new initiative in FY 2003 and FY 2004. The Administrative and Supervisory Professional Growth System (A&S PGS) has been developed collaboratively with stakeholder groups to fulfill this mission. The vision of the A&S PGS 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 has begun. An implementation team has been created to ensure that the developmental work of the past two years is put into practice with quality. A multi-faceted action plan has been generated from the one-text documents created by the steering committee. Administrative leaders were given the opportunity to provide feedback on the priorities that will be 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 will include:

- 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, and
- A dynamic on-line series of interactive modules on the six leadership standards for all school-based administrators.

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 (CPD) courses, 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 and 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. From July 2003 to June 2004, 47 consulting teachers worked with a total caseload of 732 novice and underperforming teachers during which time 514 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 2004 was the fourth year of implementation of Studying Skillful Teaching 1, the first year of implementations of Studying Skillful Teaching 2, and the sixth year of implementation of Observing and Analyzing Teaching. During FY 2004, 708 teachers participated in 25 Studying Skillful Teaching

1 classes, 151 teachers participated in four Studying Skillful Teaching 2 classes, 186 school leaders participated in four Observing and Analyzing Teaching (OAT) 1 classes and 145 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. During FY 2006, the Skillful Teaching and Leading Team will be creating and implementing a Studying Skillful Teacher course for paraeducators.

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. Student support specialists from the secondary program received summer and monthly seminars on the Administrative and Supervisory Professional Growth System standards.

A unique program was implemented last year that provided a step beyond the two-year secondary preparation program. 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 in its first phase in FY 2004. Fifty principals were evaluated using the new leadership standards and performance criteria approved by the A&S PGS Steering Committee. The steering committee, representing a broad scope of stakeholders, created a set of documents for the following six components of the A&S PGS: attracting, recruiting, mentoring, developing, evaluating, and recogniz-

ing. These documents plus the standards have been formatted into a handbook that 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 that exist in central services.

In FY 2005 three consulting principals have been added to provide 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 has been created to analyze the work of the consulting principals. This panel will provide additional support in assisting principals to be highly effective. Ultimately, the review panel will make 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, 740 participants attended 3.5 days of training in curriculum, instruction and MCPS policies and procedures. During their first year, new teachers receive one-on-one support from highly trained and qualified mentors that are exemplary classroom teachers. During the 2003-2004 school year, 333 peer mentors logged more than 5,000 training hours and 152 peer mentors spent more than 7,400 hours working with new teachers ensuring that they had the resources and supports they needed to be successful and remain in MCPS. New teachers and mentors logged almost 25,000 hours of training from the opportunities provided by the induction team. Evaluation data from new teachers indicates that the quality and support of the induction program is critical to their decision to remain in MCPS.

MCPS, in collaboration with SEIU Local 500, has endorsed the establishment of a Supporting Services Professional Growth System (SSPGS). Core competencies have been defined and developed for paraeducators. In addition, a peer assistance component is included in the PGS, which will provide selected supporting services staff with peer mentors. A new 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. Paraeducators have also been provided with opportunities to meet the NCLB highly qualified requirement by participating in ParaPro Test Prep courses developed by MCPS. The sup-

porting 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. 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 21 university partnerships with several in the developmental stages. In fiscal year 2004, we added a new partnership in ESOL with the University of Maryland that currently has about 30 participants. It appears new partnerships will begin in fiscal year 2005 in mathematics education and special education, both considered critical need areas. In addition the number of Professional Development Schools (PDS) has increased by five, to a total of 48.

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 2004, 138 CPD courses were offered with 3,244 participants completing coursework.

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 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/Leader 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 CT clients in PAR meeting standards

FY 2004 Actual	FY 2005 Estimate	FY 2006 Recommended
514	600	600

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 nonrenewed/dismissed.

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

FY 2004 Actual	FY 2005 Estimate	FY 2006 Recommended
70.2%	75.2%	82.5%

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 nonrenewed/dismissed.

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

FY 2004 Actual	FY 2005 Estimate	FY 2006 Recommended
94%	95%	95%

Explanation: Participants report satisfaction with both SST and OAT classes. Participants were less satisfied with SST 2 than with the other courses. This was the first time SST 2 has been offered and staff has already used feedback to improve the course.

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

FY 2004 Actual	FY 2005 Estimate	FY 2006 Recommended
83%	95%	97%

Explanation: Data indicates that participants have been able to apply their learning on the performance assessments. 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 FY 2006 request for this budget is \$13,240,403, an increase of \$12,636,352 from the current FY 2005 budget of \$604,051. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$171,262

The negotiated agreements with employee organizations increase the salary costs of employees in this budget by \$171,262. The \$109,932 increase for continuing salary costs to reflect step or longevity increases for current employees in the PGS is included in the budget for the Office of Organizational Development.

Realignment—\$12,212,659

There is a realignment of \$12,212,659 and 69.0 positions from the Office of Organizational Development to this budget as a result of a restructuring of the budget. This restructuring is being done to present the budget in a manner that is aligned with the operations of the Office of Organizational Development.

Enrollment/Growth—\$144,174

There is an increase of \$144,174 and 3.0 consulting teacher positions due to increased numbers of novice and underperforming teachers. In previous years, the number of consulting teachers has been significantly reduced from 58 positions in FY 2003 to the present 35. However, without the addition of three additional positions, the consulting teacher caseload is projected to exceed the recommended 16.

Improving Programs and Services—\$108,257

A 1.0 consulting principal is recommended for FY 2006. This initiative supports the second year of implementation of the professional growth system for administrators and supervisors. Consulting principals are assigned to support novice and underperforming principals. With projected turnover and new hires of principals, the additional position will allow the Administrative and Leadership Team to maintain a caseload of 12-14 administrators per consulting principal.

**Budget Explanation
Title II—961**

The FY 2006 request for this project is \$604,262, an increase of \$211 for negotiated costs from the current FY 2005 budget of \$604,051.

Project's Recent Funding History

Sources	FY 2005		FY 2006
	Projected 7/1/04	Received 11/30/04	Projected 7/1/05
Federal	\$604,051	\$604,051	\$604,262
State			
Other			
County			
Total	\$604,051	\$604,051	\$604,262

Professional Growth System - 655

Darlene A. Merry, Associate Superintendent

Description	FY 2004 Actual	FY 2005 Budget	FY 2005 Current	FY 2006 Request	FY 2006 Change
01 Salaries & Wages					
Total Positions (FTE)				73,000	73,000
Position Salaries				\$6,379,230	\$6,379,230
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes				32,132	32,132
Stipends				2,194,321	2,194,321
Professional Part Time				1,003,521	1,003,521
Supporting Services Part Time				72,974	72,974
Other				27,899	27,899
Subtotal Other Salaries				3,330,847	3,330,847
Total Salaries & Wages				9,710,077	9,710,077
02 Contractual Services					
Consultants				86,955	86,955
Other Contractual				589,495	589,495
Total Contractual Services				676,450	676,450
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials				308,328	308,328
Total Supplies & Materials				308,328	308,328
04 Other					
Local Travel				76,320	76,320
Staff Development				138,548	138,548
Insurance & Employee Benefits					
Utilities					
Miscellaneous				1,726,418	1,726,418
Total Other				1,941,286	1,941,286
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total				\$12,636,141	\$12,636,141

Title II - Skillful Teacher Program - 961

Darlene A. Merry, Project Manager

Description	FY 2004 Actual	FY 2005 Budget	FY 2005 Current	FY 2006 Request	FY 2006 Change
01 Salaries & Wages					
Total Positions (FTE) Position Salaries					
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		90,676	90,676		(90,676)
Stipends		231,902	231,902	368,492	136,590
Professional Part Time		8,700	8,700	8,700	
Supporting Services Part Time		15,849	15,849	7,876	(7,973)
Other					
Subtotal Other Salaries	248,481	347,127	347,127	385,068	37,941
Total Salaries & Wages	248,481	347,127	347,127	385,068	37,941
02 Contractual Services					
Consultants		74,218	74,218		(74,218)
Other Contractual					
Total Contractual Services	74,218	74,218	74,218		(74,218)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		26,500	26,500	63,250	36,750
Total Supplies & Materials		26,500	26,500	63,250	36,750
04 Other					
Local Travel					
Staff Development		128,436	128,436	128,436	
Insurance & Employee Benefits		27,770	27,770	27,508	(262)
Utilities					
Miscellaneous					
Total Other	51,019	156,206	156,206	155,944	(262)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$373,718	\$604,051	\$604,051	\$604,262	\$211