

Chapter 6

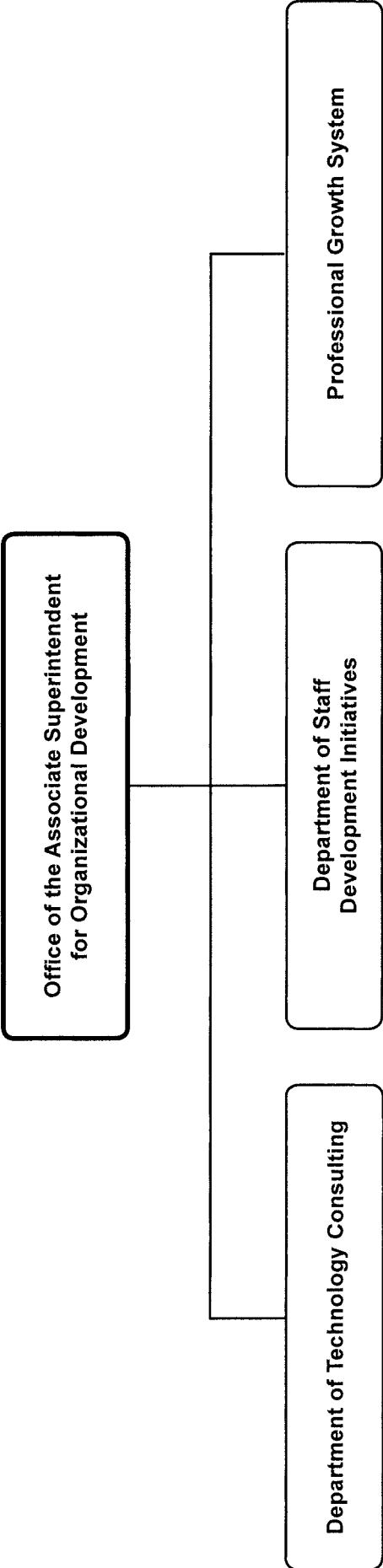
Office of Organizational Development

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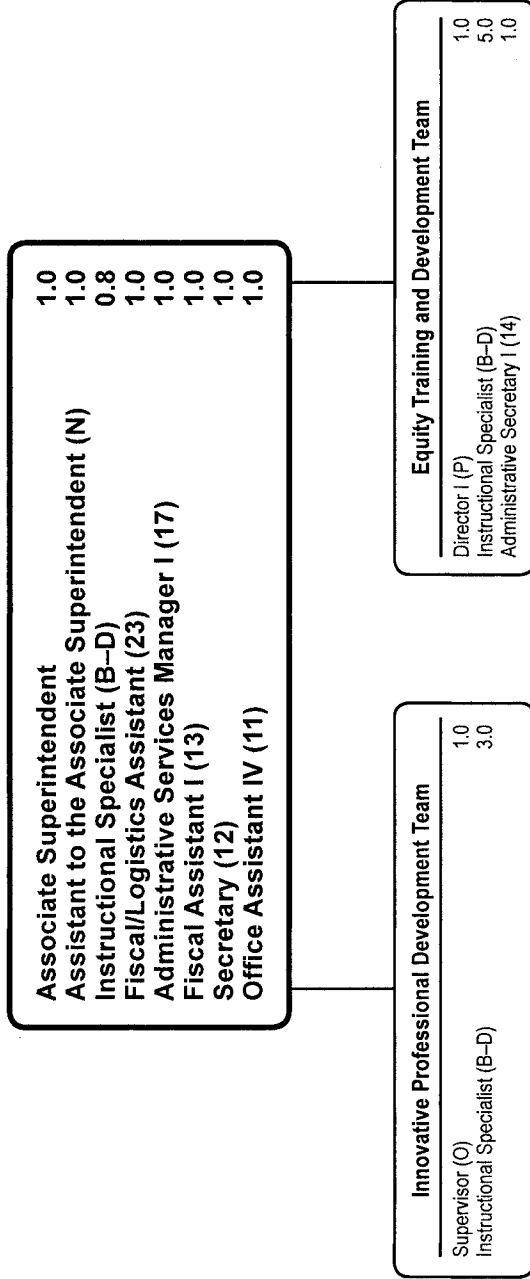
**Office of Organizational Development
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	19.000	19.000	19.000	19.000	
Business/Operations Admin.					
Professional	114.000	94.000	94.000	82.300	(11.700)
Supporting Services	33.500	33.500	33.500	33.500	
TOTAL POSITIONS	166.500	146.500	146.500	134.800	(11.700)
01 SALARIES & WAGES					
Administrative	\$2,378,577	\$2,627,394	\$2,627,394	\$2,654,824	\$27,430
Business/Operations Admin.					
Professional	11,630,801	10,235,473	10,235,473	9,401,637	(833,836)
Supporting Services	1,887,812	2,120,270	2,120,270	2,189,986	69,716
TOTAL POSITION DOLLARS	15,897,190	14,983,137	14,983,137	14,246,447	(736,690)
OTHER SALARIES					
Administrative					
Professional	3,730,843	4,937,701	4,866,384	3,693,802	(1,172,582)
Supporting Services	150,462	526,246	526,246	431,620	(94,626)
TOTAL OTHER SALARIES	3,881,305	5,463,947	5,392,630	4,125,422	(1,267,208)
TOTAL SALARIES AND WAGES	19,778,495	20,447,084	20,375,767	18,371,869	(2,003,898)
02 CONTRACTUAL SERVICES	1,129,670	1,284,042	1,269,492	1,097,609	(171,883)
03 SUPPLIES & MATERIALS	411,627	775,264	784,981	589,030	(195,951)
04 OTHER					
Staff Dev & Travel	358,430	344,345	354,845	269,478	(85,367)
Insur & Fixed Charges	1,009,999	1,064,329	1,064,329	966,476	(97,853)
Utilities					
Grants & Other	3,625,315	3,488,844	3,488,844	3,888,844	400,000
TOTAL OTHER	4,993,744	4,897,518	4,908,018	5,124,798	216,780
05 EQUIPMENT	101,469	49,838	49,838	71,000	21,162
GRAND TOTAL AMOUNTS	\$26,415,005	\$27,453,746	\$27,388,096	\$25,254,306	(\$2,133,790)

Office of Organizational Development—Overview



Office of the Associate Superintendent for Organizational Development



Mission

The mission of the Office of Organizational Development is to develop all staff and improve the effectiveness of the organization to ensure high achievement for every student while eliminating racial academic disparities. 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 Montgomery County Public Schools Strategic Plan *Our Call to Action* plan Goal 4: "Create a Positive Work Environment in a Self-Renewing Organization."

Major Functions

The functions of the office have changed significantly in the last nine years because of the development and implementation of new professional growth systems for teachers, administrators, and support professionals. Efforts to align the induction, mentoring, professional development, support systems, and evaluation processes have resulted in a systematic and systemic 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. Also, a deliberate emphasis is on building systemic capacity to eliminate the institutional barriers that perpetuate inequities in student achievement by race, ethnicity, socio-economics, language, and disability. The major functions of the office fall into numerous projects and programs that are supported and implemented by seven departments and teams:

- Department of Staff Development Initiatives
- Staff Development Programs Team
- Skillful Teaching/Leading Team
- Consulting Teacher Team
- Equity Training and Development Team
- Leadership Development Team
- Technology Consulting Team

The focus of each of the teams and the projects implemented is toward a high quality workforce described in Goal 4 of *Our Call to Action: Pursuit of Excellence*. The teams lead and facilitate staff development efforts for individual staff members, schools, clusters, and for other offices to support continuous improvement initiatives. Projects within the Office of Organizational Development focus on specific client groups or specific project goals.

Building the Capacity of Teachers

MCPS and OOD believe that the most critical factor in the success of a student is the quality of the teacher in the classroom. Accordingly, OOD is organized to build the capacity of all teaching staff through New Teacher Induction, consulting teacher support, mentor teachers, support from school-based staff development teachers, curriculum training, support from technology consultants, Studying Skillful Teaching classes, support for National Board certification, training for

substitute teachers, and full implementation of the MCPS Teachers Professional Growth System.

Building the Capacity of Administrators

Research shows that one of the keys to the success of a school is a strong instructional leader as the principal. Accordingly, OOD is devoted to building the capacity of our current and aspiring school and office leaders through the Leadership Development Program, consulting principal support, Observing and Analyzing Teaching coursework, ongoing professional development for administrators, equity training and development, and full implementation of the Administrative and Supervisory Professional Growth System.

Building the Capacity of Support Professionals

Supporting services employees, through filling many roles within MCPS, play a critical role in the success of students and our overall system. Consequently, OOD is committed to building the capacity of all support professionals through supporting services training, professional growth consultant support, paid training for ten-month staff, Skillful Teaching classes for paraeducators, support from the paraeducator coordinator, and full implementation of the Supporting Services Professional Growth System.

Building the Capacity of Schools, Teams, and Offices

MCPS believes in the power of collaboration and invests in helping groups of committed individuals work collectively toward personal, group, and system goals. To realize this mission, OOD supports schools, teams, and offices through support from staff development specialists, the Professional Learning Communities Institute, Equity Training and Development, the School Leadership Team Institute, and staff development substitutes.

Developing and Implementing a Systemic Plan to Support Equity and Excellence for All Students

In FY 2010, MCPS will continue efforts to promote student achievement by providing all students with equitable learning environments characterized by academic rigor, high expectations for all students, and relationships that support student success. The Office of Organizational Development will play a critical role in realizing this mission by providing MCPS staff with professional development that raises consciousness, contributes to staff knowledge, and builds the skills of our workforce to help all students achieve while simultaneously eliminating racial disparities in student performance. All OOD staff members, including consulting teachers, consulting principals, professional growth consultants, curriculum specialists, staff development specialists, technology consultants, leadership development staff, staff development programs personnel, and in-district trainers on the Skillful Teaching and Leading Team have received intensive training in equity awareness and strategies for the past three years. OOD staff members apply this knowledge and these skills in their daily work with clients, helping to change practice and promote equity for all MCPS students. For FY2010, one instructional specialist position is being realigned from the Curriculum Training and Development Team to the Equity Training and Development Team to

increase its capacity to provide direct support to schools and offices. OOD will work closely with other MCPS offices and the Executive Leadership Team to develop and implement a systemic plan for equity, thereby furthering our efforts to help all students to be college ready.

Innovative Professional Development

For FY 2010, the Office of Organizational Development is creating a new team to support efforts to provide all staff with engaging, easily accessible, differentiated professional development through capitalization on technology resources. This new team is being created through the realignment of 3.5 instructional specialist positions in order to create a team of 1.0 supervisor and three instructional specialists. The Innovative Professional Development Team (IPDT) will focus on researching, creating, and maintaining professional development resources using innovative technology. The IPDT will create professional development products that utilize video, audio, interactive web presentations, web-based conferencing, video conferencing, simulations, online professional learning communities, and assessments. The IPDT will collaborate with and support other teams in OOD. Professional development products created through this collaboration will support teachers, administrators, support professionals, and teams throughout the system. In addition, these resources will support efforts to promote equity and eliminate the achievement gap. The IPDT will work in conjunction with other offices, including the Office of Curriculum and Instructional Programs and the Office of the Chief Technology Officer to support professional development that will improve teaching and learning throughout the system.

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 OOD has made numerous strides in this area. A series of reform efforts consistent with the teacher quality movement and the expectations of the *No Child Left Behind* legislation have been developed, implemented, and evaluated in collaboration with the teacher, administrative and supervisory, and support staff unions. MCPS has made improved learning for all 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 underlying role of expectations and beliefs on teaching and learning. The workforce initiatives align closely with other initiatives in curriculum, instruction, assessment, and technology. The accomplishments of these groups are more fully discussed in the sections pertaining to leadership development, curriculum, instruction, assessment, technology, continuing professional development, and university partnerships.

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 provide for 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.
- Federal, state, and local mandates require elimination of the disparities in student achievement by race, ethnicity, socioeconomic status, language, and disability. They also require building individual, group, and system capacity to close the longstanding achievement gaps; and to provide equitable educational opportunities for students from groups that have traditionally been underserved.
- Furthermore, school system initiatives, including the reading and mathematics initiatives and the Early Success Performance Plan require training and development for those staff members directly involved. The revised curriculum, including blueprints, frameworks, and instructional guides require a coordinated effort among offices to provide training and support of the implementation of these initiatives.
- 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 programs 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

- Build the capacity of staff in the Office of Organizational Development to explicitly incorporate diversity/equity content and processes into all office programs and projects.
- Coordinate and facilitate the effective delivery of professional development experiences throughout Montgomery County Public Schools. This includes providing high

quality professional development experiences at separate training sites, within schools and offices, and in online environments.

- Design, develop, and deploy innovative professional development tools and experiences, including online courses, simulations, and virtual meetings.
- 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.
- Utilize and facilitate the effective use of technology to disseminate materials, information, and resources that support the implementation of equitable education for all students.

Budget Explanation

Office of Organizational Development—614/160/616/618/619/620

The current FY 2009 budget for this office is changed from the budget adopted by the Board of Education on June 10, 2008. To align resources where they are managed, \$65,650 is realigned from this office's budget into the Division of School-based Special Education Services' budget for the CAP/PBIS project.

The FY 2010 request for this office is \$2,602,423 an increase of \$334,320 from the current FY 2009 budget of \$2,268,103. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$11,961)

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$11,961 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignments—\$473,919

Office of the Associate Superintendent—(\$286,544)

The budget includes a number of realignments among and between various programs under the Office of Organizational Development to align budgeted resources with program needs for FY 2010. Specifically, there is a realignment of 1.7 instructional specialist positions and \$208,544 from the Office of the Associate Superintendent into the Innovative Professional Development Team. Line item realignments decreasing stipends by \$65,000 and building rental costs by \$13,000 will support other OOD unit budget needs.

Professional Development Support Project—\$125,607

There are realignments totaling an increase of \$125,607 into the Professional Development Support Project. Specifically, there are realignments decreasing substitutes by \$79, decreasing program supplies by \$31,646, and increasing building rental costs by \$157,332.

Equity Training and Development Team—\$42,038

There is a realignment of a 1.0 instructional specialist and \$110,515 from the Department of Staff Development Initiatives into the Equity Training and Development Team. Various realignments decreasing professional part-time salaries, stipends, supporting services part-time salaries, and program supplies in this unit by \$68,477 will support substitutes and building rental costs in other OOD unit budgets.

Innovative Professional Development Team—\$592,818

A 1.0 supervisor position and \$127,027 is realigned from the Department of Staff Development Initiatives into the Innovative Professional Development Team. In addition, 3.0 instructional specialist positions and \$353,612 is realigned into this program from other OOD unit budgets. There are also various realignments increasing professional part-time salaries, program supplies, and furniture and equipment by \$112,179.

Reductions—(\$127,638)

Office of the Associate Superintendent—(\$83,638)

There is a reduction of \$55,000 for travel for staff development and a reduction of \$28,638 for furniture and equipment.

Equity Training and Development Team—(\$44,000)

Reductions in the Equity Training and Development Team are as follows:

Substitutes—(\$40,000)

Building rental costs—(\$4,000)

Budget Explanation

IDEA—Early Intervening Services Project—967

The FY 2010 request for this grant project is \$286,990, a reduction of \$906 from the current FY 2009 budget. An explanation of this change follows.

Realignments—(\$906)

The budget includes various budget neutral realignments for FY 2010. There are realignments from substitutes, stipends, dues, registration and fees, and employee benefits associated with part-time salaries to fund professional part-time salaries, consultants, and program supplies. In addition, there is a realignment of \$906 from this project to support employee benefits associated with part-time salaries in the Department of Financial Services.

Project's Funding History

Sources	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$287,896	\$286,990	\$286,990
State			
Other			
County	_____	_____	_____
Total	\$287,896	\$286,990	\$286,990

Office of Organizational Development - 614/160/616/618/619/620

James Virga Jr., Associate Superintendent

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	15,500	15,500	15,500	18,800	3,300
Position Salaries	\$1,533,099	\$1,510,659	\$1,510,659	\$1,895,197	\$384,538
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		8,228	8,228	124,003	115,775
Stipends		355,973	295,973	28,820	(267,153)
Professional Part Time		40,560	40,560	63,237	22,677
Supporting Services Part Time		7,960	7,960	2,710	(5,250)
Other					
Subtotal Other Salaries	29,589	412,721	352,721	218,770	(133,951)
Total Salaries & Wages	1,562,688	1,923,380	1,863,380	2,113,967	250,587
02 Contractual Services					
Consultants		36,000	36,000	36,000	
Other Contractual		59,614	55,564	196,896	141,332
Total Contractual Services	80,138	95,614	91,564	232,896	141,332
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		156,128	154,528	120,567	(33,961)
Total Supplies & Materials	62,610	156,128	154,528	120,567	(33,961)
04 Other					
Local Travel		48,293	48,293	48,293	
Staff Development		70,700	70,700	15,700	(55,000)
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	80,825	118,993	118,993	63,993	(55,000)
05 Equipment					
Leased Equipment		11,000	11,000	11,000	
Other Equipment		28,638	28,638	60,000	31,362
Total Equipment	101,469	39,638	39,638	71,000	31,362
Grand Total	\$1,887,730	\$2,333,753	\$2,268,103	\$2,602,423	\$334,320

IDEA - Early Intervening Services - 967

James Virga Jr., Associate Superintendent

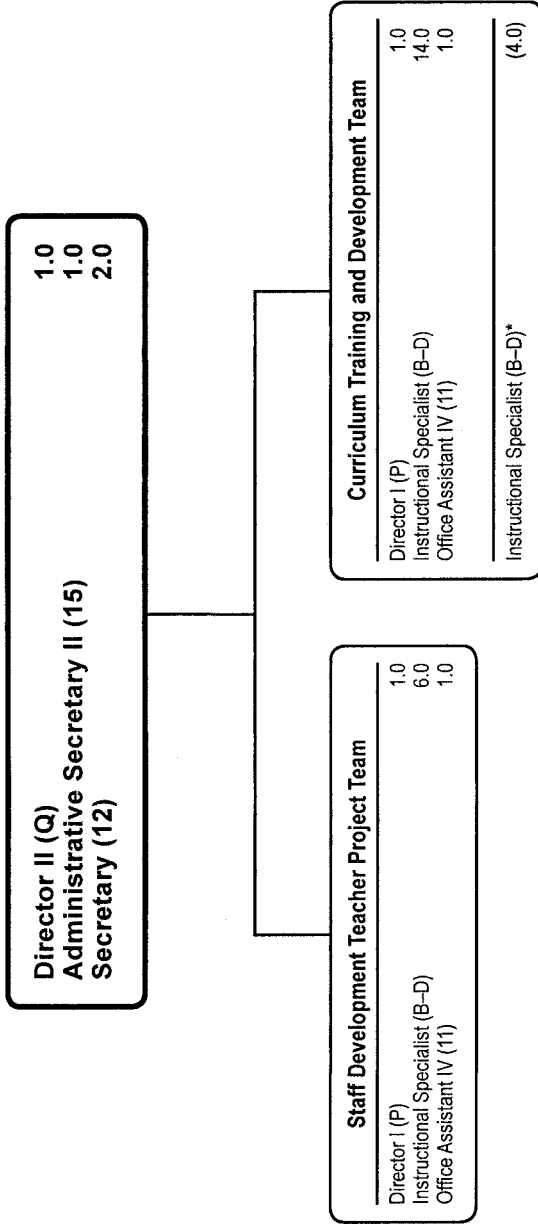
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)					
Position Salaries					
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		68,460	68,460	49,647	(18,813)
Stipends		49,000	61,683	1,800	(59,883)
Professional Part Time		24,000		12,000	12,000
Supporting Services Part Time					
Other					
Subtotal Other Salaries	143,643	141,460	130,143	63,447	(66,696)
Total Salaries & Wages	143,643	141,460	130,143	63,447	(66,696)
02 Contractual Services					
Consultants		104,500	104,500	140,500	36,000
Other Contractual		10,500		4,000	4,000
Total Contractual Services	49,651	115,000	104,500	144,500	40,000
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		10,119	21,436	64,873	43,437
Total Supplies & Materials	54,245	10,119	21,436	64,873	43,437
04 Other					
Local Travel					
Staff Development		10,000	20,500	10,000	(10,500)
Insurance & Employee Benefits		11,317	11,317	4,170	(7,147)
Utilities					
Miscellaneous					
Total Other	5,141	21,317	31,817	14,170	(17,647)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$252,680</u>	<u>\$287,896</u>	<u>\$287,896</u>	<u>\$286,990</u>	<u>(\$906)</u>

Office of Organizational Development - 614/160/616/618/619/620/967

James Virga Jr., Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
2	Associate Superintendent		1.000	1.000	1.000	1.000	
2	P Director I				1.000	1.000	
2	O Supervisor		1.000	1.000			
3	O Supervisor					1.000	1.000
2	N Asst. to Assoc Supt		1.000	1.000	1.000	1.000	
3	BD Instructional Specialist		6.500	6.500	6.500	8.800	2.300
2	23 Fiscal/Logistics Assistant		1.000	1.000	1.000	1.000	
2	17 Admin Services Manager I		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
2	13 Fiscal Assistant I		1.000	1.000	1.000	1.000	
2	12 Secretary		1.000	1.000	1.000	1.000	
2	11 Office Assistant IV		1.000	1.000	1.000	1.000	
	Total Positions		15.500	15.500	15.500	18.800	3.300

Department of Staff Development Initiatives



F.T.E. Positions 24.0

*(4.0) instructional specialist positions are shown in this unit as a placeholder until a more comprehensive plan for the reduction is developed.

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 Montgomery County Public Schools initiatives. The department supports school and office staff as they develop and maintain professional learning communities and effective instructional leadership teams in schools. Curriculum, assessment, planning, expectations, instruction and collaborative leadership serve as the primary foci for the work of the department.

Major Functions

The Department of Staff Development Initiatives, consisting of staff development content specialists and staff development specialists, works collaboratively within and among MCPS offices to develop and provide ongoing system wide 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 as well as the development, implementation and monitoring of professional development plans that are aligned with the school improvement plan. They support principals and leadership teams with effective teams and meeting skills in order for all systems within the school organization to be as effective as possible and 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 visions and missions.

Trends and Accomplishments

To meet the professional development needs of a diverse staff, the FY 2008 curriculum training focused on a deeper study of key curriculum elements through job-embedded coaching for teams and school-based leaders, planning and consultation sessions at the local school, and voluntary professional development sessions. The professional development that was provided to support curriculum implementation was aligned with system targets for student achievement. At the elementary level, numerous sessions were provided, including the following:

- New fifth grade teachers of Mathematics 6 (Math A) and Mathematics 7 (Math B) attended three 3-hour sessions

in October, December, and March. Mathematics content coaches participated in eight 3-hour sessions (ten 3-hour sessions for new coaches), designed to develop their knowledge of measurement and statistics including connections to other mathematics content and the application of this knowledge to instructional planning.

- With an increase in the number of new reading specialists, differentiated professional development was provided for them. Small group reading instruction for teachers of grades 3-5 was another area of focus.
- The Title I gifted and talented teachers attended six 6-hour sessions. The outcomes for the sessions focused on implementing effective coaching strategies to build the instructional capacity of teachers; ensuring implementation of effective instructional strategies to actively engage all students in differentiated lessons; and articulating the social and historical context of institutionalized racism and its continuing impact on teaching and learning.
- As part of the Early Childhood Project, teachers new to pre-kindergarten and kindergarten attended four 2-hour after-school sessions. In collaboration with the Office of Curriculum and Instructional Programs, the County Department of Health and Human Services, childcare providers attended the 2007 New Educator Orientation.
- Elementary principals continue 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 completing Lenses on Learning I may enroll in Lenses on Learning II, where they learn skills to help them be more effective observers in standards-based mathematics classrooms.
- Ongoing Grading and Reporting job-embedded professional development and support were provided to teachers of grades 1 and 2 by core teams consisting of staff development teachers, reading specialists, and math content coaches. The goal is to build the capacity of teacher leaders so they can provide differentiated professional development and follow-up support.

At the secondary level, the main focus of the Department of Staff Development Initiatives was professional development to support middle school reform. This comprehensive effort involved designing, planning, and delivering intensive training for leadership teams from the Phase I schools. In addition, targeted professional development was provided to middle school literacy coaches and math content specialists. Other secondary efforts included the following:

- High school literacy coaches participated in nine full-day sessions designed to build a professional learning community around the discussion of *The Literacy Coach's Survival Guide* to develop coaching skills. The participants gained an understanding of coaching through discussions of authentic school-based challenge.
- Middle school teachers of Reading 7 and 8, reading specialists, and the instructional resource teacher supervising teachers of Reading 7 and 8 attended four 3-hour sessions to support curriculum implementation. Middle school reading specialists continued to receive

professional development at their monthly meetings focused on content literacy connections.

- Training was provided for teachers new to National, State, and Local Government (NSL).
- As a follow-up to summer required training, high school teams participated in three 3-hour sessions focused on improving Algebra 1 instruction.
- The professional learning community for Algebra lead teachers focused on developing and refining a process to gather data from formal and informal observations in Algebra 1 classrooms and effective coaching skills. Selected teachers participated in the Grade 8 and Grade 10 health curriculum.
- Other secondary curriculum professional development training for resource teachers and selected social studies teachers.

The Staff Development Teacher Project team supports school-based staff development teachers and school teams and plays a major role in systemic training on grading and reporting, middle school reform, and grading and reporting. The FY 2008 comprehensive SDT professional development plan provided training and development which was differentiated in the following three key areas:

- Experience, level, needs and interest
- Job-embedded support based on SDT and school need
- Content, process and/or product of each training plan

Literacy, race and equity, and grading and reporting were the areas of focus for secondary SDTs. Elementary SDTs also focused on race and equity and on grading and reporting, but specific to the needs of grades 1 and 2 teachers who were implementing the revised policy this year. In addition the plan for all SDTs provided for a consistent focus on developing, improving, and/or maintaining the repertoire of skills required to facilitate collaborative planning, decision-making, and data analysis as well as processes to develop effective school improvement plans supported by comprehensive professional development plans. SDT training and development also consistently focused on coaching skills required to support teachers in their understanding of pedagogy, curriculum and content. The comprehensive training and development plan for SDTs includes a number of opportunities for them to be together in professional learning communities of their own, organized by geographic cluster or by school level, in order for them to study together, share best practices, and support and coach each other as they refine their craft. Moreover, the staff development specialists team provides ongoing job-embedded coaching to all SDTs, differentiated and prioritized based on experience, skills, and special needs of students and staff within individual schools.

In addition to the training and development for SDTs, the Staff Development Teacher Project team is responsible for training in which school leadership teams continue to participate in the School Leadership Teams Institute (SLTI), a special project resulting from the negotiated agreement with MCEA and focusing on shared leadership and collaborative

decision-making to improve teaching and learning. School leadership teams attend one or more of four distinct workshops focused on the specific needs of their school: (1) Shared Leadership: A Team Examination of Collaboration and Empowerment; (2) Effective School Leadership Teams; (3) Facilitation of Effective Meetings; and (4) Skillful Team Collaboration.

In FY 2009, the Department of Staff Development Initiatives will focus on training and development to support the Middle School Reform Initiative. Special projects will include additional professional development support for the Phase I middle schools, AEI literacy coaches, AEI mathematics content specialists, and innovative technology. In addition, the team will include equity strategies in all training and development. The secondary content specialists will continue to focus on literacy in middle and high schools and algebra instruction in high schools. Professional development will be provided for high school literacy coaches and for teachers of AP courses. Moreover, the budget will reflect the implementation of grading and reporting for teachers of grades 1–3, including the Online Achievement Reporting System (OARS).

Major Mandates

- *No Child Left Behind Act of 2001* (NCLB) contains specific requirements for the certification and qualifications of staff in both Title I 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.
- 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.
- The National Staff Development Council 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.
- Engage stakeholders in providing input and feedback related to training and development opportunities.
- Differentiate training and development opportunities based on experience, expertise, school, and participant need.

Performance Measures

Performance Measure: Percent of elementary teachers of Math 6 (Math A) who agreed that they were able to identify instructional practices that support the teaching and learning of statistics and/or ratio and proportion.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
100%	100%	100%

Explanation: This measure provides information on participant knowledge gained during training. Through surveys participants indicated the degree to which their knowledge was enhanced by the end of the training.

Performance Measure: Percent of elementary teachers of Math 7 (Math B) who agreed that they were able to identify instructional practices that support teaching and learning of statistics and/or algebraic reasoning.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
100%	100%	100%

Explanation: This measure provides information on participant knowledge gained during training. Through surveys participants indicated the degree to which their knowledge was enhanced by the end of the training.

Performance Measure: Percent of teachers who indicated on the “Staff Development Teacher Survey” that they are satisfied with: (1) the professional supports provided by SDTs; (2) their professional interactions with SDTs; (3) the way SDTs foster professional learning communities in their schools; and (4) supports the use of data to improve instruction to meet students’ needs.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
(1) 93%	95%	97%
(2) 91%	94%	97%
(3) 89%	93%	95%
(4) 87%	93%	95%

Explanation: This measure provides information on the actual impact of the training and development supports provided to staff development teachers (SDTs) as they apply knowledge and skills in their schools. The training and development provided (including direct instruction as well as job-embedded supports) is directly aligned with the SDT job description and performance standards. Through standardized surveys staff development teachers collect

feedback from the teachers in their buildings regarding the supports they provide. These surveys are also directly aligned with the job description and the performance standards for SDTs.

Performance Measure: Percent of school leadership team members who strongly agreed or agreed they were prepared to apply new learning to become more effective in their work.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
99%	100%	100%

Explanation: This measure provides information on the actual impact of the shared leadership training and development provided to school teams. Through surveys participants indicated the degree to which their knowledge was enhanced by the end of the two-day training.

**Budget Explanation
Department of Staff Development
Initiatives—650/651/652**

The current FY 2009 budget for this department is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of the realignment of \$110,606 from the Professional Growth System Program into this department’s budget to fund a 1.0 instructional specialist position.

The FY 2010 request for this department is \$3,799,944 a decrease of \$2,051,629 from the current FY 2009 budget of \$5,851,573. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$223,420)
There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$223,420 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignments—(\$224,683)
*Department of Staff Development
Initiatives—(\$94,818)*

The budget includes a number of realignments among and between various programs under the Office of Organizational Development to align budgeted resources with program needs for FY 2010. Specifically, there is a realignment of 3.0 instructional specialist positions and \$331,545 from the Department of Staff Development Initiatives into various other OOD unit budgets. There are also line item realignments decreasing consultants, building rental costs, and program supplies by \$130,770 and increasing substitutes, stipends, and local travel by \$367,497.

Staff Development Teacher Project—(\$129,865)
There are realignments decreasing substitutes, consultants, building rental costs, and program supplies by \$181,795.

Department of Staff Development Initiatives—650/651/652

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Funds totaling \$51,930 are also realigned from other units into this department to support stipends and local travel.

Reductions—(\$1,603,526)

Department of Staff Development

Initiatives—(\$1,555,077)

Reductions in the Department of Staff Development Initiatives are as follows:

2.0 instructional specialist positions—(\$186,833)

Professional part-time salaries—(\$15,000)

Substitutes—(\$7,272)

Stipends—(\$1,000,000)

Program supplies—(\$25,000)

In addition, there is a reduction of 4.0 instructional specialist positions and \$320,972. It is shown in this unit as a placeholder until a more comprehensive implementation plan for the reduction is developed.

Staff Development Teacher Project—(\$48,449)

There is a reduction in the Staff Development Teacher Project of \$48,449 for stipends.

Department of Staff Development Initiatives - 650/651/652

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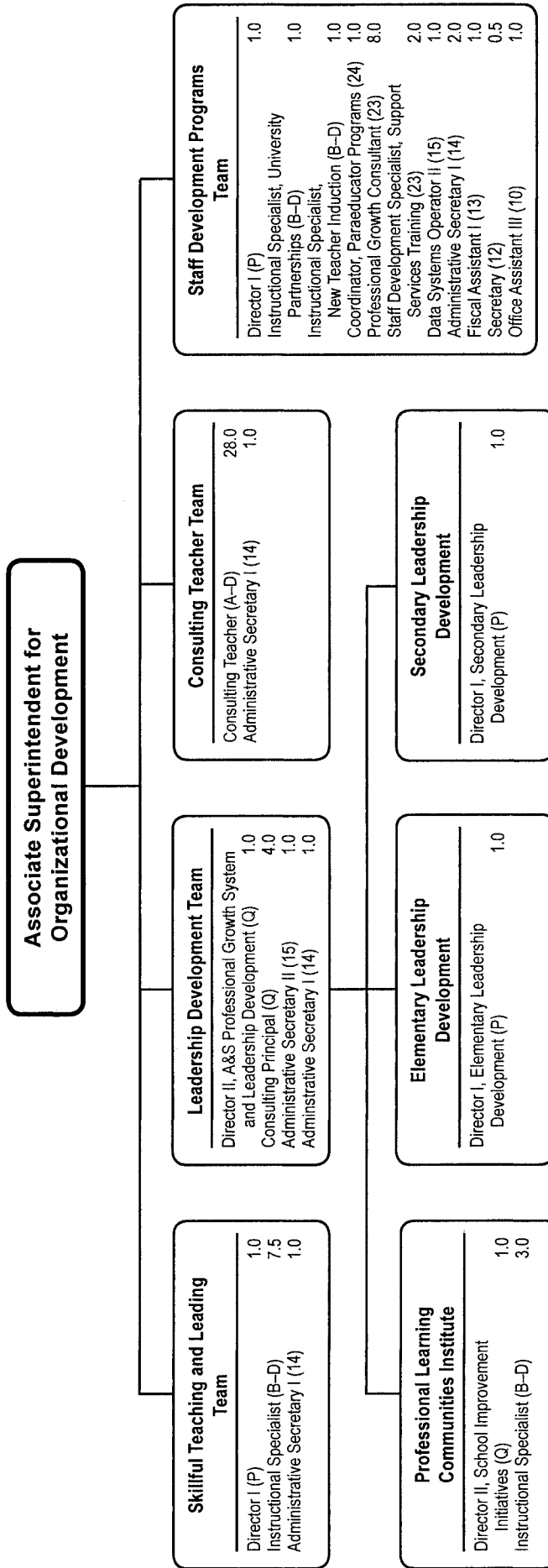
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	42,000	34,000	33,000	24,000	(9,000)
Position Salaries	\$4,031,451	\$3,772,860	\$3,662,254	\$2,599,484	(\$1,062,770)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		279,959	279,959	191,418	(88,541)
Stipends		1,516,283	1,516,283	867,555	(648,728)
Professional Part Time		45,442	45,442	30,442	(15,000)
Supporting Services Part Time		16,000	16,000	16,000	
Other					
Subtotal Other Salaries	1,462,687	1,857,684	1,857,684	1,105,415	(752,269)
Total Salaries & Wages	5,494,138	5,630,544	5,519,938	3,704,899	(1,815,039)
02 Contractual Services					
Consultants		90,750	90,750	24,250	(66,500)
Other Contractual		62,740	62,740	14,100	(48,640)
Total Contractual Services	84,793	153,490	153,490	38,350	(115,140)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		173,600	173,600	43,969	(129,631)
Total Supplies & Materials	81,679	173,600	173,600	43,969	(129,631)
04 Other					
Local Travel		4,545	4,545	12,726	8,181
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	36,579	4,545	4,545	12,726	8,181
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$5,697,189	\$5,962,179	\$5,851,573	\$3,799,944	(\$2,051,629)

Department of Staff Development Initiatives - 650/651/652

Betty Collins, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
2	Q Director II		1.000	1.000	1.000	1.000	
2	P Director I		2.000	2.000	2.000	2.000	
3	BD Instructional Specialist		34.000	26.000	25.000	16.000	(9.000)
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	12 Secretary		2.000	2.000	2.000	2.000	
2	11 Office Assistant IV		2.000	2.000	2.000	2.000	
	Total Positions		42.000	34.000	33.000	24.000	(9.000)

Professional Growth System



Professional Growth System—655/631/632/633/653/654/656/657/658/ 659/660/665/915/961

James Virga Jr., Associate Superintendent

301-601-0300

Mission

The mission of the Professional Growth System (PGS) is threefold: 1) to establish and clarify standards of performance for all employees, including administrators, teachers, and support professionals; 2) to provide supports to employees who need additional assistance; and 3) to support a collaborative process used to measure each employee's job performance. The Teacher PGS includes the development of teaching staff through a comprehensive induction program for teachers new to MCPS and through direct instructional support of novice and experienced staff performing below standard; the Administrative and Supervisory PGS (A&SPGS) supports development of high performing staff and instructional leaders who have the knowledge, skills, strategies, beliefs and practices that result in student achievement; and the Supporting Services PGS (SSPGS) ensures the development of supporting services staff through professional development courses, coaching, modeling, and mentoring support, and the promotion of the continued professional development of the MCPS workforce. All three professional growth systems reflect the Montgomery County Public Schools focus on career-long learning through the professional and academic growth and development of all members of the workforce.

Major Functions

The major functions of this program are divided into four teams: the Consulting Teacher Team (supports the Teacher PGS), the Leadership Development Team (supports the A&S PGS), the Staff Development Programs Team (supports the SS PGS) and the Skillful Teaching and Leading Team, which supports employees in all three professional growth systems.

The Consulting Teacher (CT) Team's function is to support novice and underperforming teachers through ongoing coaching, modeling, observation, and review. Consulting teachers provide intensive, individualized instructional support and resources to teachers. Their caseloads are composed of novice and underperforming teachers and are dependent on the number of novice teachers hired in a year and the number of teachers identified as underperforming.

The Leadership Development Team (LDT) oversees the Administrative and Supervisory (A&S) Professional Growth System and other leadership development projects including Professional Learning Communities Institute and the Leadership Training and Development program. The vision of the Administrative and Supervisory Professional Growth System 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 was begun. An implementation team ensures that the work of the A&S PGS is put into practice with quality. A multi-faceted action plan has been generated and administrative leaders have been given the opportunity to provide feedback on the priorities that have been 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 are as follows:

- An orientation program for new administrators,
- A course on data analysis for principals and selected teacher leaders,
- In-service programs on developing a portfolio and creating a professional development plan.

Another major function of the Leadership Training and Development Team is the design, implementation and oversight of the Leadership Development Program (LDP) within the Administrative and Supervisory Professional Growth System. The LDP supports assistant school administrators, school-based coordinators, assistant principals, elementary and secondary school interns in developing the knowledge, skills, strategies, attitudes and aspirations to become effective school-based leaders and to improve student learning. Consulting principals on the Leadership Development Team provide individualized support to novice principals, principals who have moved to a new level (elementary, middle, or high school), and principals who have been identified as under-performing.

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 higher education partnerships, tuition reimbursement, continuing professional development courses (CPD), 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: Pursuit of Excellence*. The team develops, coordinates, leads and facilitates staff development academic growth and development efforts to support continuous improvement initiatives. The professional growth consultants (PGCs) on the Staff Development Programs team provide individualized support to supporting services employees who have been identified as not meeting one or more of the SSPGS competencies, which establish clear expectations for the job performance of every support professional.

The functions of the Skillful Teaching/Leading Team are the training and the support of staff to implement the knowledge, skills, strategies, beliefs and practices of five courses taught by the team: Studying Skillful Teaching 1 and 2, Observing and Analyzing Teaching 1 and 2 and Studying Skillful Teaching for Paraeducators: Supporting Teaching and Learning. The outcome for each course is listed below:

- Studying Skillful Teaching 1: Teachers will expand their repertoire of instructional strategies and reflect on the impact of matching strategies to student needs; examine how teacher and student beliefs impact student learning, 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 plan, investigate, and implement strategies 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.
- Studying Skillful Teaching for Paraeducators: Supporting Teaching and Learning: Paraeducators will examine how paraeducator, teacher, and student beliefs impact student learning; learn strategies to assist student academic achievement; and learn and practice communication skills to be more effective in supporting student learning.

Trends and Accomplishments

Consulting Teacher Team

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. In FY 2008, 36 consulting teachers worked with a total of 550 novice and underperforming teachers.

Leadership Development Team

OOD has focused on the quality of its administrators and supervisors through the development of systems of support. The leadership development program (LDP) is a comprehensive three-year program that includes 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 experienced MCPS principals. All new principals participated in monthly seminars on current issues. They also received individualized mentoring from one of the consulting principals. Assistant school administrators from the secondary program received summer and monthly seminars on the Administrative and Supervisory Professional Growth System standards.

The Secondary Internship Program 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 of 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 fully in FY 2005. Since that time, all principals scheduled for evaluation have been evaluated using the new leadership standards and performance criteria.

A handbook with the standards is distributed annually 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 set of online modules providing training on the leadership standards is used for the professional development of all assistant principals in the leadership development program and is now available for use by all administrators. 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 within central services.

In FY 2008, two consulting principals and several retired principals hired as professional part-time staff provided 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, directors of school performance, and principals analyzes the work of the consulting principals. This panel will provide additional support in assisting principals to be highly effective. Ultimately, the review panel makes recommendations to the superintendent regarding employment status of principals. Review panels for assistant principals and central services administrators and supervisors also have been established.

Staff Development Programs Team

A critical component of the workforce initiative for the Staff Development Programs Team develops 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 levels and to introduce them to the ideas of MCPS professional learning communities. Tiered support is offered to new educators in the form of consulting teachers for novices and mentors for experienced teachers. New Educator Orientation (NEO) is held at the beginning of the school year for all new educators. This year, 490 participants attended 3½ days of training in curriculum, instruction, and MCPS policies and procedures. The number of NEO participants represents approximately 90 percent of the new educators under contract for the opening of the new school year.

When a teacher is new to Montgomery County Public Schools, but has previous experience as a teacher in another system, he/she does not receive consulting teacher support. Instead, these experienced, new to MCPS teachers receive one-on-one support from highly trained and qualified mentor teachers. During the 2007–2008 school year, a total of 195 educators completed the Mentoring the New Teacher course and 324 peer mentors spent over 11,750 hours working with new teachers ensuring that they had the resources

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and supports they needed to be successful and remain in MCPS. In addition, 145 new teachers attended the New Teacher Training courses (NTT-01, Beginning Your First Year of Teaching; NTT-02, Finishing Your First Semester of Teaching; and NTT-03, Finishing Your First Year of Teaching), which provided resources on creating a positive classroom environment, planning for instruction, differentiation, and strategies for exceptional learners. Furthermore, 171 new educators, mentors, and paraeducators participated in ten New Educator workshops and mentor forums. Ninety-five percent of the workshop participants felt the workshops were relevant and provided them an opportunity to apply knowledge and skills.

A new teacher focus group worked with the NEO design team by sharing their unique perspectives and experiences to enhance NEO 2007. The New Teacher Induction team is building a profile of new teacher concerns through surveys, focus groups, and other data collection tools to further differentiate the needs of novice and experienced teachers. These opportunities provided data-driven, research-based instructional strategies to meet the needs of diverse student learners. Evaluation data from new teachers indicates that the quality and support of the induction program is critical to their decision to remain in MCPS.

Supporting Services Development

In collaboration with SEIU Local 500, Montgomery County Public Schools has developed the Supporting Services Professional Growth System (SSPGS). This system is directly aligned to Goal 4 of *Our Call to Action: Pursuit of Excellence* and based on core competencies and performance criteria that reflect the high level of skills and commitment to excellence expected of all supporting services personnel. The SSPGS recognizes the roles of supporting services employees as multifaceted, ever-changing, and integral to supporting high-quality teaching and learning. It establishes an infrastructure that describes the skills and knowledge required for support professionals to assist in building learning communities for students and staff. Similar to the professional growth systems for teachers and administrative and supervisory personnel, the purpose of the SSPGS is to institute a comprehensive system for recruiting, staffing, evaluating, developing, recognizing, and retaining high-quality supporting services in all of our schools and offices. One component of the SSPGS is the performance improvement process (PIP) which includes eight professional growth consultants (PGCs) who are the supporting services equivalent of the consulting teachers and consulting principals. The PGCs completed training to enable them to effectively support underperforming supporting services employees in meeting competency. The PGCs are the direct liaison among supporting services employees, administrators/supervisors, and the Peer Assistance and Review panel. PIP provides underperforming supporting services employees an opportunity to receive the intensive, individualized assistance and professional development necessary to improve job performance and meet the core competency criteria of the SSPGS. The SSPGS PIP offers support professionals several options to address issues of

underperformance, including a six-month Peer Assistance & Review (PAR) program, a 90-day special evaluation, or an opportunity for reassignment to a previously held position at which the employee was successful. PGCs fulfill their roles of providing intensive, individualized support to underperforming support professionals as generalists. As such, the intricate and complex nature of their work requires dedicated time to coordinate resources, provide support, monitor progress and document professional growth for each client. Over the two-year implementation of the SSPGS, PGCs have spent an average of 55 hours per client to complete the six-month PAR program.

To assist in increasing the awareness of supporting services staff around the SSPGS, the PGCs conducted overview presentations for approximately 5,140 staff, 94 percent of whom either agreed or strongly agreed on having increased their knowledge of the SSPGS as a result of the overview presentation. Additionally, a series of evaluator trainings was developed and delivered to MCPS staff responsible for evaluating supporting services employees.

The paraeducator coordinator housed in the Office of Organizational Development works collaboratively with the Staff Development Programs Team, other teams within OOD, and SEIU Local 500 to design, plan, and implement professional development opportunities for paraeducators and other support professionals. In FY 2008 all 10-month supporting services employees were provided with multiple opportunities to attend four hours of paid training on "no work" days throughout the calendar. Over 1,000 support professionals took advantage of this opportunity and provided very positive feedback on the training that was provided.

Paraeducator Career Ladder training was designed in 2003 in collaboration with SEIU Local 500 to provide an 18-hour course to enhance the classroom skills of MCPS paraeducators and to provide paraeducators with an opportunity for advancement. Approximately 2,300 paraeducators are eligible for this training. Since the implementation of this training, 1,517 paraeducators have completed the training and have earned a grade increase. OOD will continue to offer this opportunity, and the number of sessions will decrease as more paraeducators complete the training.

The Department of Transportation and the Division of Food and Nutrition Services, in collaboration with the Career Development and Education Improvement Committee (CDEI), OOD, and the Office of Shared Accountability, conducted an employee survey to identify and analyze the needs of employees with limited English proficiency. The survey will be conducted for other departments and groups of employees in the coming year. Meanwhile, pilot programs were implemented beginning this fall to determine materials and delivery systems that are most appropriate for diverse audiences. Training also has been developed to improve access to our diverse workforce. Target audiences will be trainers as well as supervisors of entry level staff.

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The Supporting Services PGS established the School Finance Training Committee in January 2007. The School Finance Training Project has produced a series of training modules for MCPS employees who deal with school finances. These modules include a general overview of the MCPS finance system, as well as additional modules specific to four job descriptions: elementary school administrative secretary, financial assistant, business manager, and visiting book-keeper. The first training module was delivered in Fall 2007.

The successful training partnership between MCPS and Montgomery County Government is in its third year. The two agencies shared a total of 46 classes in FY 2007. In addition to shared classes, Montgomery County, Montgomery College, the Montgomery County Housing Opportunity Commission, and MCPS collaborated to present the 3rd Annual Administrative Professionals Conference at Johns Hopkins University, which was attended by 250 administrative secretaries, 72 of who are from MCPS.

Skillful Teaching and Leading Team

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, but also provides opportunities for administrators and support professionals to build their Instructional and Supervisory skills. FY 2008 was the eighth year of implementation of the Studying Skillful Teaching 1 course, the fifth year of implementation of Studying Skillful Teaching 2, the tenth year of implementation of Observing and Analyzing Teaching and the second year for Studying Skillful Teaching for Paraeducators: Supporting Teaching and Learning. During FY 2008, 508 teachers participated in Studying Skillful Teaching 1 classes, 230 teachers participated in Studying Skillful Teaching 2 classes, 198 school leaders and aspiring administrators participated in Observing and Analyzing Teaching (OAT) 1 classes, 63 school leaders participated in (OAT) 2 classes, and 216 paraeducators participated in Studying Skillful Teaching for Paraeducators: Supporting Teaching and Learning. Data from end-of-course surveys indicate that an overwhelming majority of the participants were satisfied with their 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: Pursuit of Excellence 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. Workshops designed collaboratively with the Diversity Training and Development Team have reinforced how strategies learned in Skillful Teacher/Leader coursework supports equity and closing the achievement gap.

No Child Left Behind legislation has made it clear that quality teaching goes beyond training classroom teachers and includes paraeducators. The Skillful Teaching/Leading Team collaborated with an outside consultant during FY 2005 to design a Studying Skillful Teacher course for paraeducators, piloted the first Studying Skillful Teaching for Paraeducators: Supporting Teaching and Learning during FY 2006, and offered multiple sections during FY 2007.

Other Professional Development Projects

Other initiatives, including continuing professional development courses, tuition reimbursement, and higher education partnerships, focus on specific needs of individual staff, hiring needs, and training needs. For those individuals who choose to further their education, tuition reimbursement is available for supporting services staff, teachers, and administrators. MCPS offered \$2.9 million in reimbursement to 2,535 teachers for taking 5,074 higher education courses in FY 2008.

Higher education partnerships continue to increase in number and in areas of critical need and those of a diverse work force. This year, 108 teachers and 16 supporting services staff graduated from various partnership programs. Also, through the efforts of OOD and the Office of Human Resources (OHR), 69 career changers were brought into MCPS via partnerships focusing on critical hiring areas. These critical need areas included secondary mathematics, science, English, languages, and computer science. In FY 2007, a grant was awarded to MCPS and the University of Maryland, College Park, to support a literacy coaching partnership for secondary teachers and middle school mathematics teachers. The number of Professional Development Schools (PDS) decreased from 53 to 33 to better align the recruitment needs of MCPS with the placement of student teaching interns. Approximately 400 teachers, 15 administrators, and 60 supporting services staff are currently participating in higher education partnerships and 35 interest meetings were held to share information on various higher education partnerships for approximately 500 teachers and supporting services staff. Information on higher education partnerships also is communicated through the OOD and OHR Web pages and brochures that outline teacher preparation, career enhancement, and leadership development degree pathways. There are approximately 90 teaching fellows participating in teacher preparation partnerships through OHR with support from OOD.

Opportunities for professional development for new educators as well as veteran educators also are available through the Continuing Professional Development (CPD) program. Through this program, teachers are able to complete courses and receive credit from the Maryland State Department of Education for certification renewal and salary advancement. For FY 2008, 62 CPD courses (147 sections) were offered with 3,161 participants completing coursework. In addition, the registration process has been automated and two full-online courses were offered as well as partial online sessions for elementary reading and HR courses.

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Major Mandates

- The Board of Education academic 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 provide for 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 differentiated 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/Leading coursework is supported by the work of the PGS Implementation Team which has representatives from MCEA, MCAASP, and SEIU Local 500.
- 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: Percentage of teachers successfully released to the Professional Growth System.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
87%	80%	80%

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 resigned, retired, received a second year of PAR support, were on extended leave, or were non-renewed/dismissed.

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

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
98%	98%	98.5%

Explanation: Participants report satisfaction with both SST and OAT classes. Participant feedback is used in planning sessions in order to better meet the needs of our customers.

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

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
97%	95%	98%

Explanation: Data indicates that participants have been able to apply their learning on the performance assessments. The Skillful Teaching and Leading team members continue to work beyond the completion of the course with those staff members who need support in being able to apply the learning.

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Performance Measure: Percent of participants who felt the new teacher induction courses were relevant.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
95.4 %	96.4%	97.4%

Explanation: Data indicates that participants feel the courses offered through the new teacher induction program are relevant. The new teacher induction program will continue to offer courses that enhance the comprehensive induction model.

Performance Measure: Percent of participants who felt the new teacher induction workshops were relevant.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
96.3%	97.3%	98.3%

Explanation: Data indicates that participants feel the workshops offered through the new teacher induction program are relevant. The new teacher induction program will continue to offer workshops that enhance the comprehensive induction model.

Performance Measure: Percent of novice principals who indicated that they are satisfied with the supports they receive from their consulting principals.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
98%*	98%	100%

Explanation: This measure provides information on the actual impact of the differentiated and job-embedded training and development support provided by the consulting principals to novice principals through analysis of the novice principals' experiences as the clients who received the services. The training and support is directly aligned with the consulting principals' job description and performance standards in the A&S PGS. (*Of respondents)

Performance Measure: Percent of novice principals who met standard on the A&S PGS evaluation.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
92%	98%	98%

Explanation: This measure provides information on the actual impact of the differentiated and job-embedded training and development support provided by the consulting principals to novice principals through analysis of the community superintendents' assessments of the quality of the novice principals' performance. The evaluations are aligned with the standards and performance criteria in the A&S PGS.

Performance Measure: Percent of principals who have successfully completed the course "Instructional Leadership through Data-driven Decision-making."

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
94%	95%	100%

Explanation: This measure provides information on the rate of implementation of training on data analysis/decision-making for principals. This training is directly aligned with Standard 2 of the A&S PGS. (*184/200) Due to new appointments, promotions, and retirements, fifty-three current principals need to complete the course.

Performance Measure: Percent of principals who responded that the course "Instructional Leadership through Data-driven Decision-making" was relevant to their work in raising student achievement.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
100%	100%	100%

Explanation: This measure provides information on the actual impact of the data/analysis/decision-making training on the work of principals. This training is directly aligned with Standard 2 of the A&S PGS.

Performance Measure: Percent of administrators who indicated that professional development seminars (e.g. evaluation writing, portfolio development) were relevant to their work in schools or central offices.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
99%	99%	100%

Explanation: This measure provides information on the actual impact of professional development seminars on the work of school-based and central services administrators and supervisors. This training is directly aligned with Standard 5 of the A&S PGS.

Budget Explanation Professional Growth System— 655/631/ 632/633/653/654/656/657/658/659/ 660/665

The current FY 2009 budget for this program is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of the realignment of \$110,606 from this program's budget into the Department of Staff Development Initiatives' budget to fund a 1.0 instructional specialist position.

The FY 2010 request for this program is \$11,510,339 an increase of \$16,155 from the current FY 2009 budget of \$11,494,184. An explanation of this change follows.

Professional Growth System—655/631/632/633/653/654/656/657/658/ 659/660/665/915/961

James Virga Jr., Associate Superintendent

301-601-0300

Continuing and Negotiated Salary Costs—\$55,398

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$55,398 in continuing salary costs to reflect step or longevity increases for current employees.

Realignments—(\$136,801)

Administrative and Supervisory Professional Growth System—\$583,589

The budget includes a number of realignments among and between various programs under the Office of Organizational Development to align budgeted resources with program needs for FY 2010. Specifically, there is a realignment of 4.0 consulting principal positions and \$584,992 from the Professional Learning Communities Institute (PLCI) project into this program's budget. There are also line item realignments decreasing consultants by \$4,860, local travel by \$5,870 and increasing professional part-time salaries by \$377, program supplies by \$2,950, and supporting services part-time salaries by \$6,000.

New Teacher Induction Project—(\$60,468)

There are realignments decreasing substitutes, stipends, supporting services part-time salaries, and consultants by \$87,147. Funds totaling \$26,679 are realigned into this project to support professional part-time salaries, building rental costs, program supplies, and travel for staff development.

Teacher Professional Growth System—(\$16,526)

There are realignments decreasing program supplies by \$3,246 and local travel by \$13,280 to support various other OOD budgets.

Elementary Leadership Development

Project—(\$53,771)

There are realignments decreasing professional part-time salaries, supporting services part-time salaries, consultants, building rental costs, program supplies, and local travel by \$53,771 to support various other OOD budgets.

Secondary Leadership Development Project—(\$1,273)

There are realignments decreasing consultants by \$42,720 and building rental costs by \$3,516 and increasing professional part-time salaries, program supplies, and local travel by \$44,963.

Professional Learning Communities Institute (PLCI)

Project—(\$450,604)

There is a realignment of 4.0 consulting principal positions and \$584,992 from this project into the Administrative and Supervisory Professional Growth System's budget. In addition, there is a realignment of a 1.0 instructional specialist position and \$110,515 from the Department of Staff Development Initiatives into this project's budget. There are also line item realignments decreasing building rental costs by \$22,128 and increasing substitutes, supporting services part-time salaries, program supplies, and local travel by \$46,001.

Supporting Services Professional Growth System—(\$33,384)

There are realignments decreasing stipends, supporting services part-time salaries, consultants, and building rental costs by \$80,308 and increasing professional part-time salaries and program supplies by \$46,924.

Continuing Professional Development Project—\$15,621

There are realignments decreasing consultants by \$2,900 and program supplies by \$3,217 and increasing substitutes, professional part-time salaries, and building rental costs by \$21,738.

Higher Education Partnerships Project—(\$25,000)

There are realignments decreasing stipends, consultants, program supplies, and travel for staff development by \$27,162. There are also realignments increasing substitutes and program supplies by \$2,162.

Substitute Teacher Training Project—(\$38,352)

There are realignments decreasing substitutes, building rental costs, and program supplies by \$38,352 to support various other OOD budgets.

Local Skillful Teaching and Leading

Project—(\$56,633)

There is a realignment of a 0.3 instructional specialist position and \$32,633 from this project into the budget for the Innovative Professional Development Team. There are also line item realignments decreasing substitutes, stipends, building rental costs, program supplies, and local travel by \$85,318. Other realignments increase professional part-time salaries and supporting services part-time salaries by \$61,318.

Enrollment Changes—\$420,000

There is an increase of 6.0 consulting teacher positions and \$420,000 due to rising enrollment projections and to help reduce the consulting teacher caseload.

Other—\$699,557

Tuition Reimbursement Project—\$400,000

An additional \$400,000 is budgeted for tuition reimbursement. These funds are necessary to cover the costs associated with contractually mandated tuition reimbursement for employees. Costs for this project have been steadily increasing as more employees are participating in additional education opportunities.

Teacher Professional Growth System—\$299,557

There is a shift of 3.0 consulting teacher positions and \$299,557 for salaries for consulting teachers from the Title IIA—Consulting Teacher Project Grant budget to the locally funded budget for this program.

Reductions—(\$1,021,999)

Elementary Leadership Development

Project—(\$33,000)

There is a reduction in the Elementary Leadership Development Project of \$33,000 for professional part-time salaries.

Professional Growth System—655/631/632/633/653/654/656/657/658/ 659/660/665/915/961

James Virga Jr., Associate Superintendent

301-601-0300

Secondary Leadership Development Project—(\$33,000)

There is a reduction in the Secondary Leadership Development Project of \$33,000 for professional part-time salaries.

Administrative and Supervisory Professional Growth System—(\$100,000)

Reductions in the Administrative and Supervisory Professional Growth System are as follows:

- Professional part-time salaries—(\$70,000)
- Program supplies—(\$5,000)
- Consultants—(\$25,000)

New Teacher Induction Project—(\$31,375)

Reductions in the New Teacher Induction Project are as follows:

- Professional part-time salaries—(\$3,000)
- Program supplies—(\$23,000)
- Building rental costs—(\$4,000)
- Travel for staff development—(\$1,375)

Supporting Services Professional Growth System—(\$145,000)

Reductions in the Supporting Services Professional Growth System are as follows:

- Professional part-time salaries—(\$35,000)
- Supporting services part-time salaries—(\$100,000)
- Program supplies—(\$10,000)

Continuing Professional Development Project—(\$400)

There is a reduction in the Continuing Professional Development Project of \$400 for building rental costs.

Higher Education Partnerships Project—(\$38,951)

Reductions in the Higher Education Partnerships Project are as follows:

- 0.5 instructional specialist position—(\$34,063)
- Travel for staff development—(\$4,888)

Local Skillful Teaching and Leading Project—(\$220,273)

There is a reduction in the Local Skillful Teaching and Leading Project of 3.2 instructional specialist positions and \$220,273.

Teacher Professional Growth System—(\$420,000)

There is a reduction in the Teacher Professional Growth System of 6.0 consulting teacher positions and \$420,000.

Budget Explanation Title IIA—Improving Teacher Quality Grant, Skillful Teaching and Leading Project—915

The FY 2010 request for this grant project is \$604,923, no net change from the current FY 2009 budget.

Realignments—\$0

The budget includes various budget neutral realignments for FY 2010. There are realignments from stipends, consultants, and training supplies to fund substitutes, professional part-

time salaries, building rental costs, and employee benefits associated with part-time salaries.

Project's Funding History

Sources	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$604,923	\$604,923	\$604,923
State			
Other			
County			
Total	\$604,923	\$604,923	\$604,923

Budget Explanation Title IIA—Improving Teacher Quality Grant, Consulting Teacher Project—961

The FY 2010 request for this grant project is \$3,672,598, a decrease of \$3,828 from the current FY 2009 budget of \$3,676,426. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$486,802

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$486,802 in continuing salary costs to reflect step or longevity increases for current employees.

Other—(\$490,630)

There is a shift of \$490,630 for salaries and benefits for 3.0 consulting teacher positions from the Title IIA—Consulting Teacher Project budget to the locally funded budget for the Professional Growth System.

Project's Funding History

Sources	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$4,025,595	\$3,676,598	\$3,672,598
State			
Other			
County			
Total	\$4,025,595	\$3,676,598	\$3,672,598

Prof. Growth Sys. - 655/631/632/633/653/654/656/657/658/659/660/665

James Virga Jr., Associate Superintendent

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	48.000	45.000	46.000	46.000	
Position Salaries	\$4,575,723	\$4,421,550	\$4,532,156	\$4,710,657	\$178,501
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		303,082	303,082	261,617	(41,465)
Stipends		891,000	891,000	747,652	(143,348)
Professional Part Time		769,267	769,267	718,055	(51,212)
Supporting Services Part Time		479,786	479,786	390,410	(89,376)
Other					
Subtotal Other Salaries	1,663,743	2,443,135	2,443,135	2,117,734	(325,401)
Total Salaries & Wages	6,239,466	6,864,685	6,975,291	6,828,391	(146,900)
02 Contractual Services					
Consultants		612,571	612,571	474,098	(138,473)
Other Contractual		100,089	100,089	28,947	(71,142)
Total Contractual Services	716,807	712,660	712,660	503,045	(209,615)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		239,327	239,327	237,803	(1,524)
Total Supplies & Materials	106,962	239,327	239,327	237,803	(1,524)
04 Other					
Local Travel		73,012	73,012	52,256	(20,756)
Staff Development		5,050	5,050		(5,050)
Insurance & Employee Benefits					
Utilities					
Miscellaneous		3,488,844	3,488,844	3,888,844	400,000
Total Other	3,682,778	3,566,906	3,566,906	3,941,100	374,194
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$10,746,013	\$11,383,578	\$11,494,184	\$11,510,339	\$16,155

Title II A - Skillful Teaching and Leading Project - 915

James Virga Jr., Associate Superintendent

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE) Position Salaries					
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		43,006	43,006	120,355	77,349
Stipends		103,680	103,680	72,480	(31,200)
Professional Part Time		20,344	20,344	42,616	22,272
Supporting Services Part Time					
Other					
Subtotal Other Salaries	229,496	167,030	167,030	235,451	68,421
Total Salaries & Wages	229,496	167,030	167,030	235,451	68,421
02 Contractual Services					
Consultants		192,250	192,250	162,250	(30,000)
Other Contractual				8,568	8,568
Total Contractual Services	192,250	192,250	192,250	170,818	(21,432)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		124,129	124,129	70,613	(53,516)
Total Supplies & Materials	6,077	124,129	124,129	70,613	(53,516)
04 Other					
Local Travel					
Staff Development		109,205	109,205	109,205	
Insurance & Employee Benefits		12,309	12,309	18,836	6,527
Utilities					
Miscellaneous					
Total Other	110,913	121,514	121,514	128,041	6,527
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$538,736	\$604,923	\$604,923	\$604,923	

Title II A - Consulting Teacher Project - 961

James Virga Jr., Associate Superintendent

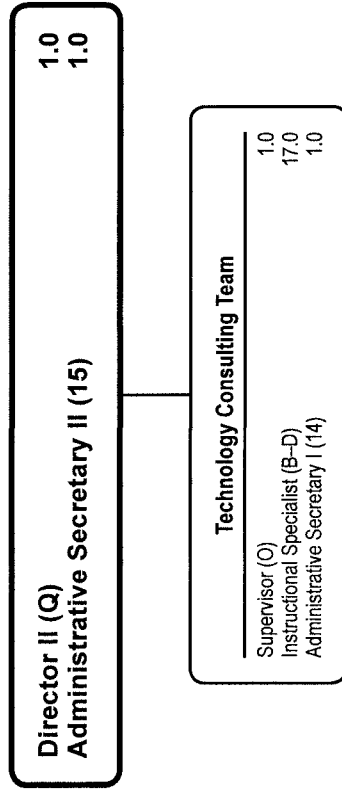
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	35.000	28.000	28.000	25.000	(3.000)
Position Salaries	\$3,251,961	\$2,635,723	\$2,635,723	\$2,729,128	\$93,405
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries	5,831				
Total Salaries & Wages	3,257,792	2,635,723	2,635,723	2,729,128	93,405
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials	42,978				
04 Other					
Local Travel					
Staff Development					
Insurance & Employee Benefits		1,040,703	1,040,703	943,470	(97,233)
Utilities					
Miscellaneous					
Total Other	1,044,046	1,040,703	1,040,703	943,470	(97,233)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$4,344,816	\$3,676,426	\$3,676,426	\$3,672,598	(\$3,828)

Prof. Growth Sys. - 655/653/631/632/633/654/656/657/658/659/660/665/915/961

James Virga Jr., Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
2	Q Director II		3.000	2.000	2.000	2.000	
2	Q Consulting Principal		3.000	4.000	4.000	4.000	
2	P Director I		4.000	4.000	4.000	4.000	
3	BD Instructional Specialist		16.500	14.500	15.500	12.500	(3.000)
3	AD Teacher, Consulting	X	36.000	28.000	28.000	28.000	
3	24 Coordinator Paraeducator Prog		1.000	1.000	1.000	1.000	
2	23 Staff Development Spec		2.000	2.000	2.000	2.000	
3	23 Professional Growth Consultant		8.000	8.000	8.000	8.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	15 Data Systems Operator II		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		5.000	5.000	5.000	5.000	
2	13 Fiscal Assistant I		1.000	1.000	1.000	1.000	
2	12 Secretary		.500	.500	.500	.500	
2	10 Office Assistant III		1.000	1.000	1.000	1.000	
Total Positions			83.000	73.000	74.000	71.000	(3.000)

Department of Technology Consulting



Mission

The mission of the Department of Technology Consulting (DTC) is to assure the successful integration of technologies that support student achievement and workforce excellence, facilitate the identification of needs that can be addressed through technology, and educate stakeholders on how MCPS leverages technology.

Major Functions

The department accomplishes its mission by providing technology consultation services to school leadership, conducting staff training on technology use on systemwide applications to support teaching and learning, supporting school improvement plans with proven technologies, collaborating with MCPS offices and schools to identify needs for which technology solutions can be applied, and developing, distributing, and supporting interactive distance learning. DTC provides leadership and program management for the implementation of the Technology for Curriculum Mastery (TCM), which deploys new technologies to schools to increase teacher capacity by saving valuable time. The DTC manages the Center for Technology Innovation which is the school system's primary technology training facility for all staff. The department supports the instructional implementation of the Educational Technology Policy in all schools and the Technology Modernization Program. The department collaborates with appropriate staff to create communication plans and products for Office of Organizational Development customers and stakeholder groups.

The department provides on-site, centralized, and web-based training to school and office staff on skills and strategies needed for data-driven decision-making, integrating technology into instructional and management practices including using Performance Matters, Integrated Quality Management System (comprised of the Data Warehouse and the Instructional Management System), assessment technologies, communications applications, curriculum and course management platforms, instructional applications and electronic resources. The department develops online training modules using state-of-the-art tools and methodologies, translation of application functions into MCPS business practices, and research and development of the latest instructional tools and software. The department consults with school leadership and identifies targeted, exemplary technology integration practices. The department also helps identify hardware, software, and electronic resources to support school improvement objectives, and provides support and training to media specialists, media assistants, and other school staff. The department also supports the Middle School Integrated Reform Initiative 21st Century Classroom project to increase student engagement using interactive instructional technologies. In addition, development of deployment of training and documentation for the new Financial Management System has continued.

Trends and Accomplishments

Educational technology has evolved from being viewed solely as a tool to support direct instruction and provide valuable resources to students to include tools to efficiently provide meaningful information about student performance that guides instructional and school improvement decisions. The web has increasingly become a primary source for providing easily accessible information about what students are expected to know and be able to do, communicating to students, parents, and the community secure and appropriate information on achievement, locating and delivering targeted instructional resources aligned to curricular outcomes, and providing just-in-time professional development opportunities to teachers and administrators. New technologies make it possible to assess student progress on a regular basis, efficiently score and report results in a timely manner to help teachers and administrators make real-time decisions, provide a tailored instructional program to students, and allocate human and capital resources quickly to achieve desired results. While there are a wide variety of technology solutions for many of the work related tasks and functions required in a school system, it is imperative to continually receive feedback regarding the time saving value and effectiveness of these solutions. The mission of the DTC has been crafted to meet the challenges of the dynamic nature of technology and the unique needs of Montgomery County Public Schools.

During the 2007–2008 school year, 21st Century ActivClassrooms, including Promethean boards, were installed in a number of MCPS schools, including Phase I Middle School Reform sites and schools already scheduled for Technology Modernization. The infusion of this new technology is intended to more fully engage students in instruction and therefore, increase learning. Professional development was provided to teachers and staff members to support full utilization of the new technologies. In selected middle schools, Performance Matters was also instituted as a data analysis tool for teachers to use to inform instruction. Teachers in grades K–12 have online access to curriculum documents and student formative and summative assessment data. For articulation purposes, middle and high school staff are able to see data on incoming 6th or 8th graders while those students are still in feeder schools. Technology for Curriculum Mastery continued in elementary schools, providing hand-held assessment tools to monitor reading achievement and report results, a platform for developing and delivering formative achievement checks on student learning, and technologies that simplify record-keeping for teachers, and improve school/family communication through a website that reports student progress. The Measure for Academic Progress–Reading (MAP–R), another TCM initiative, was deployed by the DTC in all elementary and middle schools. This computer adaptive test is taken by students online and provides longitudinal information about reading in a highly effective manner. Each school received direct support from a DTC Technology Consultant to provide School Improvement Plan technology-based strategies, train staff on technologies to support the SIP, and collect and report feedback on

technology systems. The department supports Unitedstreaming from Discovery Communications, which provides schools with access to a vast on-demand video library to support instruction. The department designed and provided oversight to the construction of the Center for Technology Innovation, the school system's new state-of-the-art technology training facility.

Major Mandates

Title II Part D of the *No Child Left Behind* (NCLB) legislation has as its primary goal to “improve student academic achievement through the use of technology in elementary schools and secondary schools” which includes:

- all students being technologically literate by the time they finish the 8th grade.
- the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods.
- The Maryland Instructional Leadership Framework developed by the Maryland State Department of Education (MSDE) and adopted by the Maryland State Board of Education states in outcome 6 that school leadership will “use technology and multiple sources of data to improve classroom instruction.”

Strategies

- Assure the successful integration of technologies that support student achievement and workforce excellence by embedding achievement technologies within SIP activities, provide principals with look-fors and monitoring tools, and develop anywhere/anytime support training materials.
- Develop relationships to facilitate the identification of needs that can be addressed through technology and formalize user feedback channels to application development/deployment teams.

Performance Measurements

Performance Measure: Satisfaction with Technology Training (Scale: 1–Poor to 5–Excellent)

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
4.2	4.5	4.7

Explanation: Measure the degree to which training sessions meet the stated outcomes and needs of participants as indicated on post training survey.

**Budget Explanation
Department of Technology
Consulting—415/435**

The FY 2010 request for this department is \$2,777,089, a decrease of \$427,902 from the current FY 2009 budget of \$3,204,991. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$29,631)

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$29,631 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignments—(\$112,435)

The budget includes a number of realignments among and between various programs under the Office of Organizational Development to align budgeted resources with program needs for FY 2010. Specifically, there is a realignment of a 1.0 instructional specialist position and \$112,435 from the Department of Technology Consulting into the Innovative Professional Development Team. In addition there are various budget neutral line item realignments decreasing stipends, contractual maintenance, training supplies, and local travel to support substitutes, instructional materials, and travel for staff development.

Reductions—(\$285,836)

Reductions in the Department of Technology Consulting are as follows:

- 1.0 specialist position—(\$119,390)
- 1.0 instructional specialist position—(\$68,908)
- Instructional materials—(\$68,371)
- Contractual maintenance—(\$7,025)
- Travel for staff development—(\$11,942)
- Furniture and equipment—(\$10,200)

Department of Technology Consulting - 415/435

John L. Burke, Director II

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	26.000	24.000	24.000	21.000	(3,000)
Position Salaries	\$2,504,956	\$2,642,345	\$2,642,345	\$2,311,981	(\$330,364)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		17,115	17,115	37,611	20,496
Stipends		402,302	402,302	324,494	(77,808)
Professional Part Time					
Supporting Services Part Time		22,500	22,500	22,500	
Other					
Subtotal Other Salaries	346,316	441,917	441,917	384,605	(57,312)
Total Salaries & Wages	2,851,272	3,084,262	3,084,262	2,696,586	(387,676)
02 Contractual Services					
Consultants					
Other Contractual		15,028	15,028	8,000	(7,028)
Total Contractual Services	6,031	15,028	15,028	8,000	(7,028)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		53,230	53,230	39,900	(13,330)
Office					
Other Supplies & Materials		18,731	18,731	11,305	(7,426)
Total Supplies & Materials	57,076	71,961	71,961	51,205	(20,756)
04 Other					
Local Travel		23,540	23,540	21,298	(2,242)
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	33,462	23,540	23,540	21,298	(2,242)
05 Equipment					
Leased Equipment					
Other Equipment		10,200	10,200		(10,200)
Total Equipment		10,200	10,200		(10,200)
Grand Total	\$2,947,841	\$3,204,991	\$3,204,991	\$2,777,089	(\$427,902)

Department of Technologoy Consulting - 415/435

John L. Burke, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
1	Q Director II		1.000	1.000	1.000	1.000	
1	O Supervisor		1.000	1.000	1.000	1.000	
1	M Specialist		1.000	1.000	1.000		(1.000)
3	BD Instructional Specialist		21.000	19.000	19.000	17.000	(2.000)
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
1	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
	Total Positions		26.000	24.000	24.000	21.000	(3.000)