

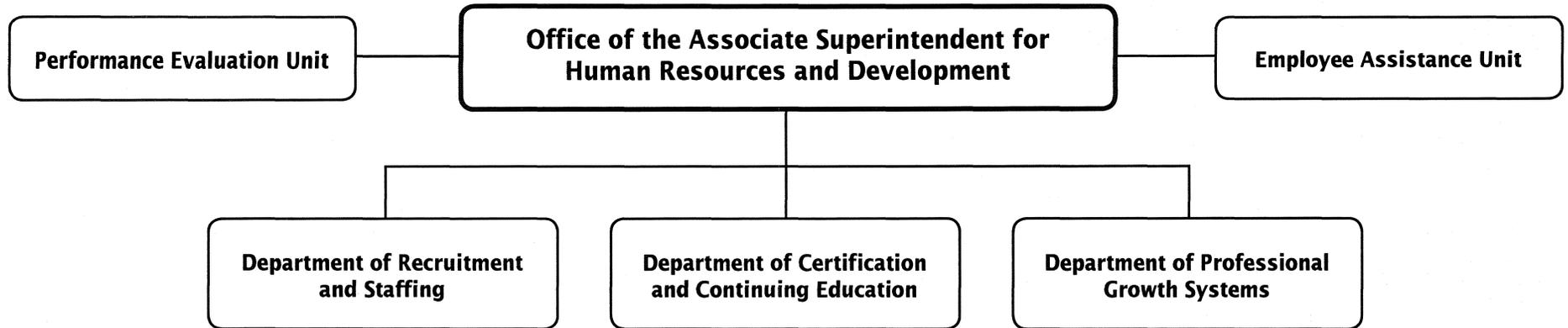
## Office of Human Resources and Development

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**Office of Human Resources and Development**  
**Summary of Resources**  
**By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 BUDGET	FY 2015 CHANGE
<b>POSITIONS</b>					
Administrative	21.000	21.000	21.000	21.000	
Business/Operations Admin.					
Professional	40.100	44.100	44.100	44.100	
Supporting Services	53.375	52.375	52.375	52.375	
<b>TOTAL POSITIONS</b>	<b>114.475</b>	<b>117.475</b>	<b>117.475</b>	<b>117.475</b>	
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$2,626,021	\$2,841,739	\$2,841,739	\$2,881,520	\$39,781
Business/Operations Admin.					
Professional	4,013,472	4,379,978	4,379,978	4,550,771	170,793
Supporting Services	3,513,630	3,759,874	3,759,874	3,755,405	(4,469)
<b>TOTAL POSITION DOLLARS</b>	<b>10,153,123</b>	<b>10,981,591</b>	<b>10,981,591</b>	<b>11,187,696</b>	<b>206,105</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	982,976	1,203,868	1,203,868	1,045,815	(158,053)
Supporting Services	173,450	257,319	257,319	266,260	8,941
<b>TOTAL OTHER SALARIES</b>	<b>1,156,426</b>	<b>1,461,187</b>	<b>1,461,187</b>	<b>1,312,075</b>	<b>(149,112)</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>11,309,549</b>	<b>12,442,778</b>	<b>12,442,778</b>	<b>12,499,771</b>	<b>56,993</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>319,898</b>	<b>336,957</b>	<b>336,957</b>	<b>262,395</b>	<b>(74,562)</b>
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>133,936</b>	<b>320,102</b>	<b>320,102</b>	<b>222,250</b>	<b>(97,852)</b>
<b>04 OTHER</b>					
Local/Other Travel	85,654	94,677	94,677	71,500	(23,177)
Insur & Employee Benefits	5,718,705	4,266,963	4,266,963	4,827,963	561,000
Utilities					
Miscellaneous	30,691	110,735	110,735	98,235	(12,500)
<b>TOTAL OTHER</b>	<b>5,835,050</b>	<b>4,472,375</b>	<b>4,472,375</b>	<b>4,997,698</b>	<b>525,323</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$17,598,433</b>	<b>\$17,572,212</b>	<b>\$17,572,212</b>	<b>\$17,982,114</b>	<b>\$409,902</b>

# Office of Human Resources and Development—Overview



Chapter 10 – 3

# Office of the Associate Superintendent for Human Resources and Development

Performance Evaluation Unit	
Director II (Q)	1.0
Coordinator (N)	1.0
Investigation Specialist (25)	1.0
Data Management Specialist (19)	1.0
Administrative Secretary III (16)	1.0
Personnel Assistant III (12)	2.0
Personnel Assistant I (10)	0.875

Associate Superintendent	1.0
Assistant to Associate Superintendent (N)	1.0
Personnel Specialist (25)	1.0
Fiscal Specialist II (25)	1.0
A&S Personnel Assistant (23)	1.0
Administrative Services Manager I (17)	1.0
Communications Assistant (16)	1.0

Employee Assistance Unit	
Employee Assistance Specialist (B-D)	2.1
Secretary (12)	1.0

**MISSION** *The Office of Human Resources and Development (OHRD) is committed to excellence, equity, and lifelong learning. OHRD builds an effective workforce of diverse professionals who contribute to the success of all students by ensuring access to growth and recognition opportunities. OHRD utilizes systems that recruit, select, support, retain, and develop the highest performing, most diverse workforce to ensure high achievement for every student while eliminating racial and academic disparities.*

## MAJOR FUNCTIONS

### Overview

OHRD oversees the Department of Recruitment and Staffing, the Department of Certification and Continuing Education, and the Department of Professional Growth Systems. The Performance Evaluation and Compliance Unit and the Employee Assistance Program Unit also are included in this office.

The OHRD Leadership Team is a professional learning community comprising representatives from all three employee associations and every OHRD department and unit. The OHRD Leadership Team's charge is to align and implement a vision for OHRD that is focused on support to schools and the Montgomery County Public Schools (MCPS) workforce. Through a shared ownership of problems of practice, the OHRD Leadership Team has committed to seek the expertise of team members, encourage risk taking, and hold each other accountable for decisions and actions designed for continuous improvement. The OHRD Leadership Team meets monthly to continuously question the current state, gather data and feedback from our customers, problem solve, seek more efficient and effective methods, test those new methods, and reflect and act on the results.

### Recruitment and Staffing

OHRD, through the Department of Recruitment and Staffing, recruits, hires, and conducts selection and assessment processes for all MCPS staff and monitors employment laws. The department recruits nationwide to ensure that teacher and supporting services positions are filled from a broad, diverse, and high-quality applicant pool. Applicants are recruited through visits to college campuses, job fairs, and association and community events. University partnerships, career awareness programs, and employee referrals provide additional recruitment opportunities for the department. Furthermore, MCPS recruitment efforts are evident in various publications, recruiting sources, and the recruitment website. To ensure that employees' knowledge, skills, and abilities are matched appropriately with assigned positions, the department administers processes for voluntary and involuntary transfers, promotions, and reassignments. The department also interviews and staffs substitute teacher positions.

### Performance Evaluation and Compliance

OHRD, through the Performance Evaluation and Compliance Unit, conducts pre-employment background checks, including processing 2,690 fingerprints during the 2012–2013 school year and monitoring more than 1,400 drug tests. This unit also monitors litigation, equal employment opportunity alignment, human relations, and *Americans with Disabilities Act* issues that are raised by employees; assists in adjudicating grievances; represents administrators in matters of discipline, hearings, arbitrations, and grievances; participates in the collective bargaining process; handles all employee investigations; oversees the employee evaluation systems; and processes all employee dismissals and nonrenewals.

### Employee Assistance Program

The Employee Assistance Program Unit provides counseling and consultation services to intervene in and prevent work performance issues.

### Certification and Continuing Education

The Department of Certification and Continuing Education manages and monitors the certification needs of more than 13,000 certificated employees and also manages and monitors both pre- and post-employment higher education partnerships. The department advises all MCPS staff on matters related to certification and classification and takes leadership in ensuring that all policies and regulations related to human resources are implemented and updated, as appropriate. In addition, the Department of Certification and Continuing Education provides oversight of Continuing Professional Development (CPD) courses that are available primarily to teaching staff seeking academic credit for salary advancement and certification renewal. The Department of Certification and Continuing Education also is responsible for the oversight and processing of tuition reimbursement requests for administrators, support staff, and teachers. This department serves as the MCPS liaison to the Maryland State Department of Education (MSDE) for matters related to certification, CPD courses, and selected higher education partnerships, and works collaboratively with the Montgomery County Association of Administrators and Principals (MCAAP), the Service Employees International Union (SEIU) Local 500, and the Montgomery County Education Association (MCEA) to promote the ongoing professional growth and development of the MCPS workforce.

### Professional Growth Systems

The Department of Professional Growth Systems provides support for the three professional growth systems: administrators; teachers; and supporting services. The Consulting Teacher team, the Skillful Teaching and Leading team, the Staff Development Programs team, and the Onboarding, Induction, and Growth team establish and clarify standards of performance for all employees, provide support to employees who need additional assistance, and support a collaborative process used to measure each employee's job performance. The onboarding process, mentoring system, professional development opportunities, support systems,

and evaluation processes have resulted in a systematic approach to the development of all staff. As a result, the training and development programs provided are research-based, job-embedded, and results-oriented. Also, there is a deliberate emphasis on building systemic capacity to eliminate the institutional barriers that perpetuate inequities in student achievement by race, ethnicity, socioeconomic status, language, and disability. The major functions of the office support and implement numerous projects and programs. The focus of each team and the projects implemented is to build a high-quality workforce. The teams lead and facilitate staff development efforts for individual staff members to support continuous improvement initiatives. Projects within the Department of Professional Growth Systems focus on specific client groups or specific project goals.

OHRD celebrates the accomplishments of great teachers and administrators through the coordination of many awards. OHRD serves as the MCPS liaison to MSDE for matters related to National Board for Professional Teaching Standards (NBPTS) certification and works collaboratively with MCEA to promote, recruit, and select MCPS teachers to pursue NBPTS certification. Additionally, the office arranges selected systemwide recognition events and oversees MCPS employee award and recognition programs, including MCPS Years of Service, the MCPS Retiree Celebration, the Mark Mann Excellence and Harmony Award, Montgomery County Teacher of the Year, Maryland State Teacher of the Year, The Washington Post Agnes Meyer Outstanding Teacher Award, The Washington Post Distinguished Educational Leadership Award, and the Shirley J. Lowrie “Thank You for Teaching” Award.

**ACCOMPLISHMENTS AND INITIATIVES**

OHRD fills each administrative position with the most qualified and productive applicant or employee. OHRD also continues to aggressively recruit a strong and diverse applicant pool for administrative vacancies. The office is impacted by an increasingly veteran workforce that is eligible for retirement; a student population with diverse educational and social needs; increased requests for services and information; and increased legislation and mandates at the federal, state, and local level. Community demands for higher standards of accountability for all personnel and the need for student achievement and safety require more frequent investigations and a greater commitment of time to employee evaluations.

- » For the 2012–2013 school year, 60 qualified assistant principal (AP) candidates were processed for acceptance into the AP eligibility pool; 53 assistant principal vacancies were filled with the following diversity—42 percent African American, 6 percent Asian American, 6 percent Hispanic, 0 percent Native American Indian and 46 percent White; and 21 assistant school administrator vacancies were filled with the following diversity—66 percent African American, 0 percent Asian American, 10 percent Hispanic, and 24 percent White.

- » The professional growth systems for all employees are implemented fully. Each professional growth system has an evaluation component, professional development plan, and peer assistance process to support continuous improvement of employee performance.
- » Ongoing collaborative meetings were held between the Office of School Support and Improvement and OHRD to clarify the evaluation cycles for AP1s, AP2s, and principal interns.
- » OHRD is responsible for assisting administrators and supervisors with internal investigations and all facets of disciplinary action for employees. Seventy-five investigations were conducted during the 2012–2013 school year. All legal actions related to employment and disciplinary actions are coordinated through this office. The quality of investigations and collaboration with employee associations has led to a decrease in the number of overall grievances.
- » In FY 2013, 619 individual cases were handled through the Employee Assistance Program Unit, and the unit conducted 73 auxiliary services—e.g., workshops, crisis responses, and orientation presentations—resulting in a well-supported and more productive workforce.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of employees who indicate satisfaction after using employee assistance services.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
97%	97%	97%

**Explanation:** This measure reports the percentage of employees who report satisfaction on the Employee Assistance Client Survey.

**Performance Measure:** The diversity of the Board of Education-appointed administrators new to the position will remain above 30 percent and will increase by 1 percent each year.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
42%	43%	44%

**Explanation:** This measure highlights the percentage of the Board of Education-appointed administrative new hires, which includes principals and central services administrators.

## OVERVIEW OF BUDGET CHANGES

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### **FY 2015 Recommended Budget**

The FY 2015 recommended budget for this office is \$1,798,286, a decrease of \$56,561 from the current FY 2014 budget. An explanation of this change follows.

### ***Same Service Level Changes—(\$9,411)***

#### ***Continuing Salary Costs—\$209***

There is an increase of \$209 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

#### ***Realignments to Meet Expenditure Requirements and Priorities—(\$9,620)***

Realignments are budgeted to address priority spending needs in this department. There is a realignment of \$10,000 from program supplies to fund consultant service and contractual services. In addition, there is a realignment of \$9,620 from this office to the Department of Materials Management to cover costs for office paper.

### ***Program Efficiencies and Reductions—(\$47,150)***

There is a reduction of \$24,650 for supporting services part-time salaries, a reduction of \$10,000 for awards for the employee recognition ceremony, a reduction of \$6,500 for office supplies, a reduction of \$2,500 for books and subscription, a reduction of \$1,500 for local travel mileage reimbursement, a reduction of \$1,000 for training stipends, and a reduction of \$1,000 for dues, registration and fees. These reductions can be made based on prior year spending trends.

# Office of the Assoc Supt for HR & Dev - 381/314

Carole Goodman, Associate Superintendent

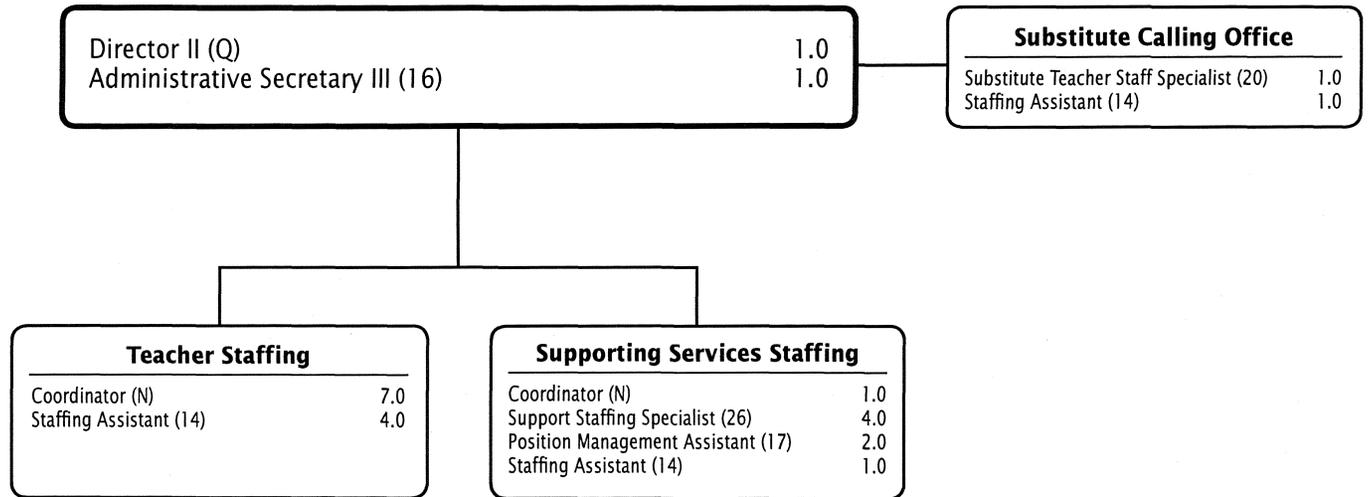
Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	18.975	17.975	17.975	<b>17.975</b>	
Position Salaries	\$1,588,553	\$1,653,075	\$1,653,075	<b>\$1,653,284</b>	\$209
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		1,000	1,000		(1,000)
Professional Part Time		1,400	1,400	<b>1,400</b>	
Supporting Services Part Time		65,947	65,947	<b>41,297</b>	(24,650)
Other					
Subtotal Other Salaries	91,951	68,347	68,347	<b>42,697</b>	(25,650)
<b>Total Salaries &amp; Wages</b>	1,680,504	1,721,422	1,721,422	<b>1,695,981</b>	(25,441)
<b>02 Contractual Services</b>					
Consultants		17,000	17,000	<b>25,000</b>	8,000
Other Contractual		27,060	27,060	<b>29,060</b>	2,000
<b>Total Contractual Services</b>	89,576	44,060	44,060	<b>54,060</b>	10,000
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		23,853	23,853	<b>9,233</b>	(14,620)
Other Supplies & Materials		36,791	36,791	<b>25,291</b>	(11,500)
<b>Total Supplies &amp; Materials</b>	23,481	60,644	60,644	<b>34,524</b>	(26,120)
<b>04 Other</b>					
Local/Other Travel		8,721	8,721	<b>6,221</b>	(2,500)
Insur & Employee Benefits					
Utilities					
Miscellaneous		20,000	20,000	<b>7,500</b>	(12,500)
<b>Total Other</b>	7,064	28,721	28,721	<b>13,721</b>	(15,000)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$1,800,625</u>	<u>\$1,854,847</u>	<u>\$1,854,847</u>	<u>\$1,798,286</u>	<u>(\$56,561)</u>

# Office of the Assoc Supt for HR & Dev - 381/314/614

Carole Goodman, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>381 Office of the Assoc Supt for HR &amp; Dev</b>						
1	Associate Superintendent		1.000	1.000	1.000	<b>1.000</b>	
1	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
1	N Asst. to Assoc Supt		1.000	1.000	1.000	<b>1.000</b>	
1	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
1	25 Personnel Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	25 Fiscal Specialist II		1.000	1.000	1.000	<b>1.000</b>	
1	25 Investigation Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	23 A&S Personnel Assistant		1.000	1.000	1.000	<b>1.000</b>	
1	19 Data Management Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
1	16 Communications Assistant		1.000	1.000	1.000	<b>1.000</b>	
1	14 Personnel Assistant			1.000	1.000		(1.000)
1	14 Staffing Assistant		1.000				
1	12 Personnel Assistant III		2.000	1.000	1.000	<b>2.000</b>	1.000
1	10 Personnel Assistant I		.875	.875	.875	<b>.875</b>	
	<b>Subtotal</b>		<b>15.875</b>	<b>14.875</b>	<b>14.875</b>	<b>14.875</b>	
	<b>314 Employee Assistance Unit</b>						
1	BD Employee Assistance Spec		2.100	2.100	2.100	<b>2.100</b>	
1	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>3.100</b>	<b>3.100</b>	<b>3.100</b>	<b>3.100</b>	
	<b>Total Positions</b>		<b>18.975</b>	<b>17.975</b>	<b>17.975</b>	<b>17.975</b>	

# Department of Recruitment and Staffing



**MISSION** *The mission of the Department of Recruitment and Staffing is to promote workforce excellence by recruiting, hiring, and retaining highly qualified, diverse individuals for teaching, supporting services, and substitute positions to support student achievement through effective communication, management of resources, and systematic accountability to all stakeholders.*

## MAJOR FUNCTIONS

### Recruitment

The department recruits nationwide to ensure that teacher and supporting services positions are filled from a broad, diverse, and high-quality applicant pool. Applicants are recruited through visits to college campuses, job fairs, and association and community events. University partnerships, career-awareness programs, and employee referrals provide additional recruitment opportunities for the department. Furthermore, Montgomery County Public Schools (MCPS) recruitment efforts are evident in various newsprint, publications, e-recruiting sources, and the recruitment website.

### Certification and Continuing Education

The department, in collaboration with the Department of Certification and Continuing Education, manages MCPS pre-employment and recruitment partnerships with local universities that increase the number of applicants from diverse ethnic backgrounds and in critical shortage areas.

The department interviews and evaluates the credentials of all candidates and works closely with school-based administrators and program managers to hire the most qualified applicants to work with students. The department ensures that vacancies are filled only in allocated positions. The department also works to ensure that there is a significant number of highly qualified candidates for all vacant positions, and is committed to balanced staffing and a diverse workforce.

To ensure that employees' knowledge, skills, and abilities are matched appropriately with assigned positions, the department administers processes for voluntary and involuntary transfers, promotions, and reassignments. The department conducts interviews and staffs substitute teacher positions.

### Accomplishments and Initiatives

- » Increased competition for highly qualified teacher candidates—especially with the current nationwide teacher shortage in special education, speech/language pathologists, occupational therapists/physical therapists, mathematics, physics, chemistry, and world languages—continues to require innovative recruiting and hiring practices that focus on the pursuit of equity and excellence.

- » Staffs in the Department of Recruiting and Staffing have trained over 60 principals, assistant principals, and central services staff members in the practices of screening teacher candidate résumés for the interview selection process. This collaborative effort is part of our system's Hiring for Equity and Excellence initiative, which seeks to ensure that, collectively, we are actively seeking to recruit an exceptional workforce that is dynamic and diverse.
- » The department began the 2013–2014 school year with all teacher-level positions filled by contracted teachers or qualified substitute teachers, and 3,139 transactions were completed for assignments to positions. As a result of an aggressive recruitment campaign targeting historically black colleges and universities and other institutions and organizations with high percentages of racial and ethnic diversity for FY 2014, on the opening day of school, the diversity of the 715 new employees hired for teacher-level positions were as follows—70.2 percent White, 10.6 percent African American, 6.6 percent Asian American, 6.7 percent Hispanic, and 5.9 percent unspecified or two or more races. The department will continue to work toward increasing the diversity of the teacher workforce.
- » The Supporting Services team is responsible for the recruitment, hiring, promotions, and all other staffing functions for the non-certificated and non-administrative employees. The representation of diversity among the staffing analysts is 40 percent Hispanic, 20 percent African American, 20 percent Asian American, and 20 percent White. For supporting services positions, 239 new permanent employees and 113 temporary and substitutes were hired, and 728 employees received transfers or promotions for the start of FY 2014.
- » 1,265 employee transactions were completed.
- » A total of 577 candidates were hired for supporting services positions from 3,955 applicants. The representation of diversity, hiring is well served with the following demographics: 30.5 percent African Americans; 27 percent Hispanic; 36 percent White; 5 percent Asian; and 1.5 percent undisclosed.
- » Support staffers are involved in the screening and selection process of candidates accepted into the various partnership programs. These partnership programs are part of the Career Pathways Program, which is detailed in the SEIU 500 contract, giving supporting services employees opportunities for career advancement. Universities in the partnership include the following:
  - » Creative Initiatives in Teacher Education (University of Maryland)—17 interns (14 current participants and 3 graduates)
  - » Special Education Teacher Immersion Training/Professional Immersion Special Education Master of Science (Johns Hopkins University)—13 interns (8 current participants and 5 graduates for FY 2013)

- » Master of Arts in Teaching Program (Towson University)—31 interns (21 current participants and 10 graduates)
- » Washington Adventist University—18 interns (10 current participants and 8 graduates for FY 2013)

The pool of available, qualified substitute teachers is strong for FY 2014. Our Substitute Employee Management System allows classroom teachers, special education paraeducators, substitutes, and administrators to prearrange substitute assignments; match teachers to the most highly qualified substitutes available; integrate with the Human Resources Information System to more efficiently track employee leave and time; use text-to-speech and attach lesson plans to prepare substitutes for assignments; improve the monitoring of staff absences; and more easily identify substitutes in their schools through enhanced reporting capabilities. Strategies to keep the unfilled substitute job rate at 3 percent or lower include daily and monthly monitoring of leave and monthly substitute orientation sessions.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of filled vacancies for teaching positions at the opening of school will increase by 1 percent annually.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
97%	98%	99%

**Explanation:** This measure reports the percentage of vacant teaching positions filled at the start of the school year.

**Performance Measure:** The percentage of teachers in Title I schools designated as “highly qualified” will increase to 100 percent.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
99.6%	100%	100%

**Explanation:** This measure reports the percentage of teachers in Title I schools designated “highly qualified,” as required by *No Child Left Behind* legislation.

**Performance Measure:** The percentage of unfilled rate for teacher absences will decrease to 1 percent or lower.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
1%	0.75%	0.50%

**Explanation:** This measure reports the percentage of unfilled rate for teacher absences.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this department is \$2,238,544, an increase of \$76,025 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$76,525**

*Continuing Salary Costs—\$76,525*

There is an increase of \$76,525 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

**Program Efficiencies and Reductions—(\$500)**

There is a reduction of \$500 for local travel mileage reimbursement. This reduction can be made based on prior year spending trends.

# Department of Recruitment and Staffing - 382

Jeffrey M. Martinez, Director II

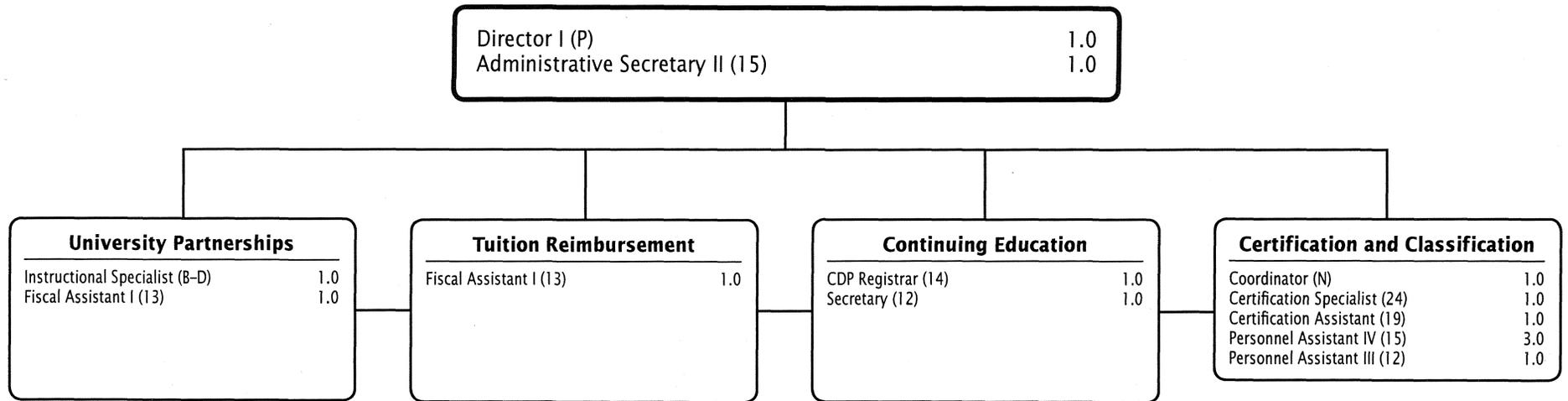
Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	23,000	23,000	23,000	23,000	
Position Salaries	\$2,036,226	\$2,104,297	\$2,104,297	\$2,180,822	\$76,525
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		25,199	25,199	25,199	
Other					
Subtotal Other Salaries	-8,214	25,199	25,199	25,199	
<b>Total Salaries &amp; Wages</b>	2,028,012	2,129,496	2,129,496	2,206,021	76,525
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		11,098	11,098	11,098	
<b>Total Contractual Services</b>	10,288	11,098	11,098	11,098	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		5,000	5,000	2,000	(3,000)
<b>Total Supplies &amp; Materials</b>	2,077	5,000	5,000	2,000	(3,000)
<b>04 Other</b>					
Local/Other Travel		16,925	16,925	19,425	2,500
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	25,101	16,925	16,925	19,425	2,500
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$2,065,478</u>	<u>\$2,162,519</u>	<u>\$2,162,519</u>	<u>\$2,238,544</u>	<u>\$76,025</u>

## Department of Recruitment and Staffing - 382

Jeffrey M. Martinez, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
1	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
1	N Coordinator		8.000	8.000	8.000	<b>8.000</b>	
1	26 Support Staffing Specialist		4.000	4.000	4.000	<b>4.000</b>	
1	20 Substitute Teacher Staff Spec			1.000	1.000	<b>1.000</b>	
1	19 Employment Process Coordinator		1.000				
1	17 Position Management Assistant			2.000	2.000	<b>2.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
1	15 Personnel Assistant IV		3.000				
1	14 Staffing Assistant		4.000	6.000	6.000	<b>6.000</b>	
1	12 Personnel Assistant III		1.000				
	<b>Total Positions</b>		<b>23.000</b>	<b>23.000</b>	<b>23.000</b>	<b>23.000</b>	

# Department of Certification and Continuing Education



Chapter 10 - 15

**MISSION** *The Department of Certification and Continuing Education (DCCE) is committed to providing certification and professional development services to all Montgomery County Public Schools (MCPS) staff.*

## MAJOR FUNCTIONS

### Overview

DCCE works collaboratively with administrators, supervisors, teachers, specialists, support professionals, state agencies, and college and university partners to promote the ongoing professional growth and development of a high-quality workforce in MCPS. The major functions of DCCE are divided into four units/programs:

- » Certification Unit
- » Continuing Professional Development Program
- » Higher Education Partnership Program, including the Student Teaching/Internship Program
- » Tuition Reimbursement Program

### Certification Unit

The Certification Unit ensures that only qualified instructional professionals work directly with students. This unit 1) evaluates the credentials of prospective teachers, administrators, and specialists; 2) evaluates educator records for endorsement requests; 3) processes all certificate-related requests through the Maryland State Department of Education (MSDE) Educator Information System; 4) maintains certification records and highly qualified designations for all educators; 5) monitors and informs educators of requirements to renew certificates; and 6) implements the Maryland Quality Teacher Incentive Act. Additionally, the unit monitors local contingencies and state requirements for compliance; complies with state audits for Title I and related MSDE requests; processes salary lane changes and national license supplements for educators on the A–D professional salary schedule; and reviews professional leave requests and clearance for professional and support staff.

Part of ensuring high-quality service in each position includes providing staff with what they need to meet the needs of our diverse learners. 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 graduate-level courses and receive credit from MSDE for certification renewal and salary advancement. CPD courses are offered each semester and in the summer.

### Higher Education Partnerships

The Higher Education Partnership Program is a learning community that fosters collaboration between institutions of higher education and MCPS to provide opportunities for the

academic development of all staff and mutually beneficial partnerships that build the capacity of MCPS and college/university staff. The mission of the program is to provide current MCPS staff and candidates seeking employment with MCPS with opportunities to further their education, extend their professional skills, conduct action research on problems of practice, engage in academic discussions, apply theoretical concepts, and increase their learning to better meet systemwide priorities. There are three main higher education partnership program categories: teacher preparation, career enhancement, and leadership development.

### Tuition Reimbursement

MCPS has a vested interest in making sure all employees have the knowledge and skills that will help them succeed at work. To that end, MCPS offers tuition reimbursement to all staff to encourage them to take courses that will benefit them and MCPS. The tuition reimbursement program helps foster employee job satisfaction, improve productivity, and contribute to the overall success of the school system. It is an effective way to recruit and retain a highly competent workforce as the long-term value of a more highly educated workforce cannot be overstated. Tuition reimbursement programs increase the quality of a career life for employees and, at the same time, add investment value to the system's human resources.

## ACCOMPLISHMENTS AND INITIATIVES

### Certification Unit

- » For Fiscal Year (FY) 2013, 99.6 percent of Title I teachers were designated “highly qualified.” Additionally in FY 2013, 97.2 percent of classes were taught by teachers designated “highly qualified.”
- » Teachers are required to renew their certificates based on their renewal cycles. In FY 2013, 2,567 certificate renewals were reviewed and processed for January and July 2013 cycles.

### Tuition Reimbursement

- » Tuition reimbursement is available for supporting services staff, teachers, and administrators who choose to further their education. In FY 2013, MCPS offered \$3 million in reimbursement to 4,971 employees.
- » Higher education partnerships continue to meet the system's critical needs in hiring and workforce diversity, in training in bilingual special education, and in building workforce capacity. These critical-need areas include secondary mathematics, science, special education, and world languages.
- » MCPS has one of the few higher education partnership programs in the state that provide matriculation through a doctorate degree. This year, 270 teachers and 58 supporting services staff graduated from various partnership programs, including three staff members who earned doctoral degrees.

- » Approximately 320 teachers, 20 administrators, and 85 supporting services staff currently are participating in higher education partnerships.
- » There are 17 participants in the Alternative Certification for Effective Teaching program that focuses on resident teacher certification in mathematics, chemistry, French, and Spanish.
- » Development of additional partnerships is ongoing to continuously meet the academic needs of the MCPS workforce. A partnership was developed with McDaniel College to provide MCPS personnel with graduate coursework leading to a certificate in Equity and Excellence in Education. The first cohort of this partnership began in fall 2011 and 23 staff members graduated in December 2012.
- » New partnerships that focus on creating teacher leaders in middle school mathematics and elementary and middle school science began in fall 2012.

**Student Teacher Placement Program**

- » A new professional development school (PDS) partnership was established with American University and Walt Whitman High School and Bethesda Elementary School. This brings the total number of PDSs to 32.

In FY 2013, 350 student teacher interns completed their student teaching experience in the MCPS Continuing Professional Development program.

- » Opportunities for professional development for new and veteran educators also are available through the CPD program. Through this program, teachers are able to complete courses and receive credit from MSDE for certification renewal and salary advancement.
- » For FY 2013, 46 CPD courses (147 sections) were offered, with 3,194 participants completing coursework.
- » Three full online courses with 17 sections as well as seven hybrid (online and traditional) courses with 53 sections were offered, based on input from participants.
- » Two new mathematics courses—MA-79, Developing Student Understanding of the Number System and Fractions and MA-80, Developing Student Understanding of Geometry Grades 4 through 8—were offered during FY 2013.

**PERFORMANCE MEASURES**

**Performance Measure:** The percentage of teachers in Title I schools designated as “highly qualified” will increase to 100 percent.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
99.6%	100%	100%

**Explanation:** This measure reports the percentage of teachers in Title I schools designated “highly qualified,” as required by *No Child Left Behind* legislation.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this department is \$5,151,375, an increase of \$531,038 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$739,598**

**Continuing Salary Costs—\$39,598**

There is an increase of \$39,598 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

**Other—\$700,000**

There is an increase of \$700,000 for the employee tuition reimbursement program based on prior year spending trends.

**Program Efficiencies and Reductions—(\$208,560)**

There is a reduction of \$139,000 for university partnership tuition due to a decrease in candidate enrollment and program operation efficiencies. There is a reduction of \$40,000 for professional development stipends due to a fewer number of instructors that are needed to teach continuing professional development classes. In addition, there are reductions of \$15,212 for supporting services part-time salaries, \$5,963 for substitute teacher salaries, \$4,000 for contractual services, \$2,000 for consultant services, \$1,250 for local travel mileage reimbursement, and \$1,135 for program supplies. These reductions can be made based on prior year spending trends.

# Department of Certification & Continuing Ed - 383/657/658/659

Dr. Inger H. Swimpson, Director I

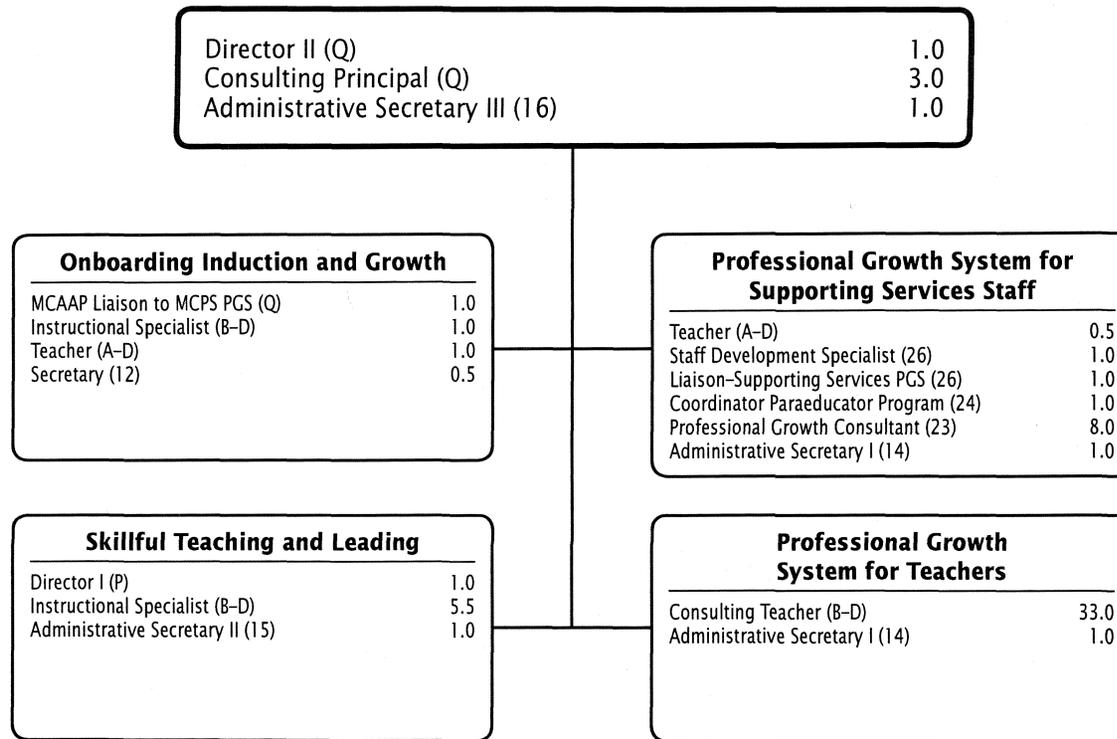
Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	14,000	14,000	14,000	<b>14,000</b>	
Position Salaries	\$984,635	\$1,012,339	\$1,012,339	<b>\$1,051,937</b>	\$39,598
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		9,975	9,975	<b>4,012</b>	(5,963)
Stipends		132,000	132,000	<b>122,000</b>	(10,000)
Professional Part Time		4,800	4,800	<b>4,800</b>	
Supporting Services Part Time		31,712	31,712	<b>16,500</b>	(15,212)
Other		107,630	107,630	<b>77,630</b>	(30,000)
Subtotal Other Salaries	204,230	286,117	286,117	<b>224,942</b>	(61,175)
<b>Total Salaries &amp; Wages</b>	1,188,865	1,298,456	1,298,456	<b>1,276,879</b>	(21,577)
<b>02 Contractual Services</b>					
Consultants		2,000	2,000		(2,000)
Other Contractual		24,000	24,000	<b>20,000</b>	(4,000)
<b>Total Contractual Services</b>	15,249	26,000	26,000	<b>20,000</b>	(6,000)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		4,135	4,135	<b>3,000</b>	(1,135)
<b>Total Supplies &amp; Materials</b>	8,389	4,135	4,135	<b>3,000</b>	(1,135)
<b>04 Other</b>					
Local/Other Travel		3,000	3,000	<b>1,750</b>	(1,250)
Insur & Employee Benefits		3,288,746	3,288,746	<b>3,849,746</b>	561,000
Utilities					
Miscellaneous					
<b>Total Other</b>	4,815,525	3,291,746	3,291,746	<b>3,851,496</b>	559,750
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$6,028,028</u>	<u>\$4,620,337</u>	<u>\$4,620,337</u>	<u><b>\$5,151,375</b></u>	<u>\$531,038</u>

# Department of Certification & Continuing Ed - 383/657/658/659

Dr. Inger H. Swimpson, Director I

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>383 Department of Certification &amp; Continuing Ed</b>						
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
1	N Coordinator		1.000	1.000	1.000	<b>1.000</b>	
1	24 Certification Specialist		1.000	1.000	1.000	<b>1.000</b>	
1	19 Certification Assistant		1.000	1.000	1.000	<b>1.000</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
1	15 Personnel Assistant IV		1.500	2.500	2.500	<b>3.000</b>	.500
1	14 Staffing Assistant		1.500	.500			
1	12 Personnel Assistant III		1.000	1.000	1.500	<b>1.000</b>	(.500)
	<b>Subtotal</b>		<b>9.000</b>	<b>9.000</b>	<b>9.000</b>	<b>9.000</b>	
	<b>657 Continuing Education</b>						
2	14 CPD Registrar		1.000	1.000	1.000	<b>1.000</b>	
2	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	
	<b>658 University Partnerships</b>						
2	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
2	13 Fiscal Assistant I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	<b>2.000</b>	
	<b>659 Tuition Reimbursement</b>						
2	13 Fiscal Assistant I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>1.000</b>	<b>1.000</b>	<b>1.000</b>	<b>1.000</b>	
	<b>Total Positions</b>		<b>14.000</b>	<b>14.000</b>	<b>14.000</b>	<b>14.000</b>	

# Department of Professional Growth Systems



**MISSION** *The mission of the Department of Professional Growth Systems (PGS) is threefold: 1) to establish and clarify standards of performance for all employees, including administrators, teachers, and support professionals; 2) to provide support 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 Montgomery County Public Schools (MCPS) and through direct instructional support of novice and experienced staff performing below standard. The Administrative and Supervisory PGS (A&S PGS) supports development of high-performing staff and instructional leaders who have the knowledge, skills, strategies, beliefs, and practices that result in student achievement. The Supporting Services PGS (SSPGS) ensures the development of supporting services staff through professional development courses, coaching, modeling, mentoring support, direct support to staff performing below competency, and promotion of the continued professional development of the MCPS workforce. All three professional growth systems reflect the MCPS focus on career-long learning through the professional and academic growth and development of all members of the workforce.*

## MAJOR FUNCTIONS

### Consulting Teachers

The major functions of this department are supported by five teams: the Consulting Teacher team (supports the Teacher PGS); the Consulting Principal team (supports the A&S PGS); the Supporting Services Professional Growth System team (supports the SSPGS); the Skillful Teaching and Leading team; and the Onboarding, Induction, and Growth team. The Skillful Teaching and Leading and Onboarding, Induction, and Growth teams support employees in all three professional growth systems.

The function of the Consulting Teacher team 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 comprise both 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. An implementation team ensures that the work of the Teacher PGS is put into practice at a high-quality level.

The vision of the A&S PGS 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 lifelong learning. An implementation team ensures that the work of the A&S PGS is put into practice at a high-quality level.

### Consulting Principals

The function of the Consulting Principals team is to provide individualized support to novice principals, principals who have moved to a new level (elementary, middle, or high school), principal interns, and principals and other administrators who have been identified as underperforming.

### Skillful Teaching

The functions of the Skillful Teaching and Leading team are the training and the support of staff to implement the knowledge, skills, strategies, beliefs, and practices of six courses taught by the team: Studying Skillful Teaching 1 and 2; Observing and Analyzing Teaching 1 and 2; Studying Skillful Teaching for Paraeducators: Supporting Teaching and Learning; and Supervising and Evaluating Performance (SEP) for central services and business and operations administrators. All of these courses are built on the premise that effective effort and belief in continuous improvement creates a cycle of motivation and success. Finally, the core knowledge presented in these courses focuses on student achievement and learning through expert instruction and leadership. The Skillful Teaching and Leading team also coordinates the Traditions course, which is the first professional development experience for all new employees participating in the Onboarding process (see below). The team also coordinates Facilitative Leadership, which trains MCPS staff to facilitate teams, work groups, and committees effectively. Another project by the team is the Student Learning Objectives (SLO) initiative. The team developed and conducted training sessions to help leadership teams implement the rollout of the SLO initiative in all MCPS schools.

### Professional Growth Systems

The Supporting Services Professional Growth System (SSPGS) includes an evaluation process, training and development opportunities, career ladder options, and a peer assistance program for underperforming staff. When a support professional is identified as not meeting competency due to his/her performance, one of the supports provided by the SSPGS is support from a professional growth consultant (PGC). The Supporting Services Training and Development program (SSTD) provides professional development experiences that are aligned with the seven core competencies identified in the SSPGS. Trainings include paraeducator career lattice training, training for instructional data assistants, face-to-face computer classes, School Finance Basic

Training, English language instruction courses, and a new training model, called Open Labs, to assist support professionals who are beginner computer users. An implementation team ensures that the work of the SSPGS is put into practice at a high-quality level.

A Joint PGS Implementation team, comprising all members of each implementation team, is charged with increasing consistency among the PGSs while valuing and recognizing differences through: 1) learning from each PGS to share and implement best practices; 2) clarifying process to improve effectiveness, efficiency, and transparency; and 3) analyzing data from all three PGSs, including disaggregated client data by race, gender, and other factors to ensure equity and due process for all employees. The Joint PGS Implementation team also is charged with ensuring that the components of the PGSs (Attracting, Recruiting, Mentoring, Developing, Evaluating, Recognizing, and Retaining) are fully implemented for all employees with fidelity.

### New Teacher Induction

The Onboarding, Induction, and Growth team's function is to welcome and orient all new employees into the organization and prepare them to succeed at their jobs by becoming fully engaged, productive members of the school system. By adding the Onboarding experience, the team provides a seamless, consistent, and positive experience for all new hires. The New Teacher Induction Program provides a comprehensive induction program to teachers new to MCPS. It includes orientation, peer support, courses, mentoring, and workshops to enhance instructional practices and ensure professional growth.

## ACCOMPLISHMENTS AND INITIATIVES

### Teacher Professional Growth

The consulting teachers work to provide intensive individualized instructional support and resources to every novice and underperforming teacher within the Peer Assistance and Review (PAR) program. Their work is guided by the MCPS Teacher Performance Standards.

- » In Fiscal Year (FY) 2013, 29 consulting teachers worked with 572 novice and underperforming teachers.

The Studying Skillful Teaching and Observing and Analyzing Teaching coursework not only focuses on teacher quality, but it also provides opportunities for administrators and support professionals to build their instructional and supervisory skills.

- » During FY 2013 there was continued countywide implementation of Skillful Teaching through the following graduate college courses: Studying Skillful Teaching (SST) 1, SST 2, Observing and Analyzing Teaching (OAT) 1, OAT 2, and SST for Paraeducators: Supporting Teaching and Learning.
- » During FY 2012, the SST 1 course title was changed to Studying Skillful Teaching: Data Day to Day.

Additionally, a new edition of the text and subject content of making thinking visible, cultural proficiency, and assessment as a data tool added another dimension to the course.

- » A total of 453 teachers participated in SST 1 classes, 291 teachers participated in SST 2 classes, 192 school leaders and aspiring administrators participated in OAT 1 classes, 152 school leaders participated in OAT 2 classes, and 86 paraeducators participated in SST for Paraeducators: Supporting Teaching and Learning. In addition, 30 central services and business and operations administrators participated in Supervisory and Evaluating Performance (SEP) classes.
- » 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 end-of-course surveys also indicate that participants are implementing strategies from each strand of the course. Instructional specialists are supporting teachers, paraeducators, leadership teams, instructional councils, and administrators at their sites as they implement Skillful Teacher/Leader strategies.

The New Teacher Induction (NTI) Program provides a comprehensive induction experience to teachers new to MCPS.

- » The program provided six sessions of the course Mentoring for All: Strategies, Assessments, and Activities (116 participants) in FY 2013.
- » The program also provided four modules of the course Landing on Your Feet (85 participants), which covered classroom management, parent and home involvement, beliefs and high expectations, and managing time.
- » The induction program included 200 mentors, 714 new teachers, and 552 Traditions participants.
- » Data from end-of-course/workshop surveys indicate that an overwhelming majority of participants were satisfied with the courses and modules. Data from the New Educator Orientation (NEO) indicated that 95 percent of the new educators who attended NEO recommended the event highly to other new teachers.
- » The NTI team works collaboratively with other PGS units to deliver Traditions: An Onboarding Experience to all new MCPS employees, including management of logistics, site coordination, and observation of trainers for 60 sessions and 1,195 participants.

### A&S Professional Growth

The A&S PGS 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 on the A&S PGS website and is available 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, assistant school administrators, and coordinators of school-based programs. This

set of standards and performance criteria is aligned with the principals' standards in order to facilitate a consistent approach to school leadership.

- » A third set of standards has been developed for central services administrators and a fourth set for business and operations administrators. While these sets of standards and performance criteria were derived from the principals' standards, the resultant performance criteria were adjusted to fit the different roles within central services and business and operations.
- » In FY 2013, three consulting principals provided one-on-one mentoring for new principals, principals who changed levels, principals new to MCPS, principal interns, and principals and other administrators who were identified as having performance issues.
- » A PAR Panel of associate superintendents, directors of school support and improvement, and principals supports the work of the consulting principals with novice principals, principals who changed levels, principals new to MCPS, and underperforming principals and administrators. This panel provides additional support in assisting principals to be highly effective. Ultimately, the PAR panel makes recommendations to the superintendent of schools regarding the employment status of principals and administrators.
- » PAR Panels for assistant principals, central services administrators and supervisors, and business and operations administrators also have been established.

### Supporting Services Professional Growth

The SSPGS was developed in collaboration with Service Employees International Union Local 500. This system is 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 staff in all 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 are the direct liaison among supporting services employees, administrators/supervisors, and the PAR Panel.
- » The SSPGS PIP offers supporting services professionals several options to address issues of underperformance, including a six-month PAR program, a 90-day special evaluation, or an opportunity for reassignment to a

previously held position in which the employee was successful. PAR provides underperforming supporting services employees with 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. 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 and development for each client.

- » Over the eight-year implementation of the SSPGS, PGCs have provided an average of 75.4 hours of support per client who completed the six-month PAR program. Approximately 85 percent of those clients were able to successfully return to their professional growth cycle.
- » In addition to providing support to clients, PGCs coordinate and facilitate the Supporting Services New Employee Orientation, facilitate Traditions (the first step of Onboarding), and teach a variety of in-house trainings through the SSTD that have provided over 43,500 hours of face-to-face training time to support the professional development of support professional employees and administrators/supervisors.
- » Professional Development Plans (PDPs) were developed by supporting services professionals in all schools and offices. To assist employees and supervisors in the completion of PDPs, electronic interactive tutorials were created and posted on the SSPGS website.
- » The Department of Transportation, Division of School Plant Operations, and the Supporting Services Training Corps (SSTC) have each been assigned one PGC to assist in implementing the SSPGS and building the capacity of supporting services professionals. These PGCs will support these focus areas in addition to their regular duties.

The Supporting Services Training and Development (SSTD) team provides professional development opportunities that support the seven core competencies of the Supporting Services Professional Growth System (SSPGS). The team mission is to assist supporting services professionals in acquiring the skills to achieve excellence in their present positions and to work toward obtaining positions of increasing responsibility within the system.

- » Offerings include more than 60 training titles covering communication skills, diversity awareness, organizational skills, computer literacy, office skills, career development, and supervisory skills.
- » In addition to general competency training, open to all supporting services staff, training is delivered for specific audiences, including school financial agents, instructional data analysts, English Language Learners, and paraeducators.

- » New training implemented this year included blended online and face-to-face training for 125 first-year paraeducators, using PD Now paraeducator training modules by Master Teacher.
- » The attendance total for SSTD-sponsored training this past year was 3,368.
- » Implementation of the Supporting Services Training Corps (SSTC) will provide 38 in-house trainers by selecting and training support professionals who, in addition to their primary duties, will be released to deliver supporting services training four times per year. The SSTC will deliver training in the areas of school finance, written communication, behavior management, bullying awareness and prevention, and computer literacy. The SSTC will benefit the system by creating capacity to meet critical, immediate training needs and yielding both budget savings and improved opportunities to develop high-quality, MCPS-specific learning opportunities.

**PERFORMANCE MEASURES**

**Performance Measure:** Percentage of teachers successfully returned to the Professional Growth System.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
88%	100%	100%

**Explanation:** This measure demonstrates the effectiveness of the program by providing the percentage of consulting teacher clients who successfully completed the PAR process and were returned to the professional growth cycle. The remaining clients resigned, retired, received a second year of PAR support, were on extended leave, or were nonrenewed.

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

	FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
OAT1	100%	100%	100%
SST1	10%	100%	100%
SST-Para	100%	100%	100%
SST2	100%	100%	100%

**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:** Percentage of participants who demonstrated their knowledge through performance assessments.

	FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
OAT1	98%	100%	100%
SST1	98%	100%	100%
SST-Para	98%	100%	100%
SST2	98%	100%	100%
OAT2	98%	100%	100%

**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 applying the learning.

**Performance Measure:** Percentage of participants who felt the New Teacher Induction courses were relevant.

FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
100%	98%	99%

**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 and provide support to improve instructional practices. These courses include Landing on Your Feet (novice teachers) and Mentoring for All: Strategies, Assessments and Activities (mentors).

**Performance Measure:**

	FY 2013 Actual	FY 2014 Estimate	FY 2015 Recommended
Introduction to Promethean Board	100%	100%	99%
Mentor Forum	100%	98%	99%
Managing Stress	100%	100%	99%
How to Work with Your Paraeducator	100%	98%	99%
Time Management	100%	98%	99%
Activinspire	100%	98%	99%
Interesting Websites	85%	90%	90%
Professionalism and Ethics	100%	98%	99%
Digital Portfolio	100%	100%	99%
Discovery Streaming	100%	100%	100%

**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 and provide support to improve instructional practices. These workshops will include new ideas such as Professionalism and Ethics.

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

FY 2013 Actual	FY 2014 Estimate	FY 2015 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 aligned directly with the consulting principals' job description and performance standards in the A&S PGS.

**OVERVIEW OF BUDGET CHANGES**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this department is \$3,893,444, a decrease of \$344,312 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—(\$169,499)**

*Continuing Salary Costs—(\$113,939)*

There is a decrease of \$113,939 for continuing salary costs. The costs associated with the annualization of the step provided to employees on February 8, 2014 are offset by reductions for staff turnover.

*Realignments to Meet Expenditure Requirements and Priorities—(\$55,560)*

There are a number of realignments budgeted to address priority spending needs within this department. There is a decrease of \$10,000 for supporting services part-time salaries and a corresponding increase for professional part-time salaries. There is a decrease of \$27,546 for contractual services and the funds are realigned to provide additional training stipends. In addition, there is a realignment of \$55,560 from this department to the Division of School Plant Operations to support costs associated with the Montgomery College Mechanical Skills courses.

**Program Efficiencies and Reductions—(\$174,813)**

There are reductions of \$63,000 for stipends to pay for teacher mentor training, \$35,616 for program supplies, \$43,000 for training stipends, \$17,070 for contractual services, \$8,727 for office supplies, \$5,000 for substitute teachers, and \$2,400 for building rental. These reductions can be made based on prior year spending trends.

**Title II A—Improving Teacher Quality, Skillful Teaching and Leading Program**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this program is \$355,443. There is no change from the current FY 2014 budget.

**Program's Recent Funding History**

	FY 2014 Projected 7/1/13	FY 2014 Received 11/30/13	FY 2015 Projected 7/1/14
Federal	\$355,433	\$355,433	\$355,433
State			
Other			
County			
<b>Total</b>	<b>\$355,433</b>	<b>\$355,433</b>	<b>\$355,433</b>

**Title II A—Improving Teacher Quality, Teacher Mentoring Program**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this program is \$249,480. There is no change from the current FY 2014 budget.

**Program's Recent Funding History**

	FY 2014 Projected 7/1/13	FY 2014 Received 11/30/13	FY 2015 Projected 7/1/14
Federal	\$249,480	\$249,480	\$249,480
State			
Other			
County			
<b>Total</b>	<b>\$249,480</b>	<b>\$249,480</b>	<b>\$249,480</b>

**Title II A—Improving Teacher Quality, Consulting Teacher Program**

**FY 2015 Recommended Budget**

The FY 2015 recommended budget for this program is \$4,295,542, an increase of \$203,712 from the current FY 2014 budget. An explanation of this change follows.

**Same Service Level Changes—\$203,712**

*Continuing Salary Costs—\$203,712*

There is an increase of \$203,712 for continuing salary costs for current employees. This amount includes the cost associated with the annualization of the salary step provided to eligible employees on February 8, 2014.

**Program's Recent Funding History**

	FY 2014 Projected 7/1/13	FY 2014 Received 11/30/13	FY 2015 Projected 7/1/14
Federal	\$3,205,176	\$2,910,100	\$2,910,100
State			
Other			
County	\$879,354	\$886,654	\$1,385,442
<b>Total</b>	<b>\$4,084,530</b>	<b>\$3,796,754</b>	<b>\$4,295,542</b>

**Dept. of Prof. Growth Systems - 384/653/654/655/656/665**

**David Steinberg, Director II**

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	28.500	28.500	28.500	<b>28.500</b>	
Position Salaries	\$2,706,225	\$3,101,731	\$3,101,731	<b>\$2,987,792</b>	(\$113,939)
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		40,688	40,688	<b>45,688</b>	5,000
Stipends		300,956	300,956	<b>300,956</b>	
Professional Part Time		70,052	70,052	<b>21,632</b>	(48,420)
Supporting Services Part Time		34,970	34,970	<b>76,227</b>	41,257
Other		334,413	334,413	<b>274,289</b>	(60,124)
Subtotal Other Salaries	500,262	781,079	781,079	<b>718,792</b>	(62,287)
<b>Total Salaries &amp; Wages</b>	3,206,487	3,882,810	3,882,810	<b>3,706,584</b>	(176,226)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		175,292	175,292	<b>96,730</b>	(78,562)
<b>Total Contractual Services</b>	120,639	175,292	175,292	<b>96,730</b>	(78,562)
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		13,000	13,000	<b>8,000</b>	(5,000)
Other Supplies & Materials		125,623	125,623	<b>63,026</b>	(62,597)
<b>Total Supplies &amp; Materials</b>	54,675	138,623	138,623	<b>71,026</b>	(67,597)
<b>04 Other</b>					
Local/Other Travel		41,031	41,031	<b>19,104</b>	(21,927)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	13,375	41,031	41,031	<b>19,104</b>	(21,927)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$3,395,176</b>	<b>\$4,237,756</b>	<b>\$4,237,756</b>	<b>\$3,893,444</b>	(\$344,312)

# Dept. of Prof. Growth Systems - 384/654/653/656/665

David Steinberg, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>384 Dept. of Prof. Growth Systems</b>						
2	Q Director II		1.000	1.000	1.000	<b>1.000</b>	
2	Q Consulting Principal		3.000	3.000	3.000	<b>3.000</b>	
2	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	<b>5.000</b>	
	<b>654 Onboarding, Induction &amp; Professional Growth</b>						
2	Q MCAAP Liaison to MCPS PGS		1.000	1.000	1.000	<b>1.000</b>	
3	BD Instructional Specialist		1.000	1.000	1.000	<b>1.000</b>	
3	AD Teacher		1.000	1.000	1.000	<b>1.000</b>	
2	12 Secretary		.500	.500	.500	<b>.500</b>	
	<b>Subtotal</b>		<b>3.500</b>	<b>3.500</b>	<b>3.500</b>	<b>3.500</b>	
	<b>656 Supporting Services PGS</b>						
3	AD Central Off Teacher	X	.500	.500	.500	<b>.500</b>	
2	26 Staff Development Specialist		1.000	1.000	1.000	<b>1.000</b>	
2	26 Liaison - Supporting Svcs PGS		1.000	1.000	1.000	<b>1.000</b>	
3	24 Coordinator Paraeducator Prog		1.000	1.000	1.000	<b>1.000</b>	
3	23 Professional Growth Consultant		8.000	8.000	8.000	<b>8.000</b>	
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>12.500</b>	<b>12.500</b>	<b>12.500</b>	<b>12.500</b>	
	<b>665 Skillful Teaching and Leading</b>						
2	P Director I		1.000	1.000	1.000	<b>1.000</b>	
3	BD Instructional Specialist		5.500	5.500	5.500	<b>5.500</b>	
2	15 Administrative Secretary II		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>7.500</b>	<b>7.500</b>	<b>7.500</b>	<b>7.500</b>	
	<b>Total Positions</b>		<b>28.500</b>	<b>28.500</b>	<b>28.500</b>	<b>28.500</b>	

# Title II A - Skillful Teaching and Leading Project - 915

## David Steinberg, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes		51,655	51,655	<b>51,655</b>	
Stipends					
Professional Part Time					
Supporting Services Part Time		17,790	17,790	<b>17,790</b>	
Other					
Subtotal Other Salaries	246,359	69,445	69,445	<b>69,445</b>	
<b>Total Salaries &amp; Wages</b>	246,359	69,445	69,445	<b>69,445</b>	
<b>02 Contractual Services</b>					
Consultants		80,507	80,507	<b>80,507</b>	
Other Contractual					
<b>Total Contractual Services</b>	83,536	80,507	80,507	<b>80,507</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		109,200	109,200	<b>109,200</b>	
<b>Total Supplies &amp; Materials</b>	44,094	109,200	109,200	<b>109,200</b>	
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		5,556	5,556	<b>5,556</b>	
Utilities					
Miscellaneous		90,735	90,735	<b>90,735</b>	
<b>Total Other</b>	25,257	96,291	96,291	<b>96,291</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$399,246</b>	<b>\$355,443</b>	<b>\$355,443</b>	<b>\$355,443</b>	

## Title II A - Teacher Mentoring Project - 917

David Steinberg, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)					
Position Salaries					
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends		56,000	56,000	<b>56,000</b>	
Professional Part Time					
Supporting Services Part Time					
Other		175,000	175,000	<b>175,000</b>	
Subtotal Other Salaries	121,838	231,000	231,000	<b>231,000</b>	
<b>Total Salaries &amp; Wages</b>	121,838	231,000	231,000	<b>231,000</b>	
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>					
<b>04 Other</b>					
Local/Other Travel					
Insur & Employee Benefits		18,480	18,480	<b>18,480</b>	
Utilities					
Miscellaneous					
<b>Total Other</b>	17,835	18,480	18,480	<b>18,480</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$139,673</u>	<u>\$249,480</u>	<u>\$249,480</u>	<u>\$249,480</u>	

# Prof. Growth System for Teachers - 660/961

David Steinberg, Director II

Description	FY 2013 Actual	FY 2014 Budget	FY 2014 Current	FY 2015 Request	FY 2015 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	30.000	34.000	34.000	<b>34.000</b>	
Position Salaries	\$2,837,484	\$3,110,149	\$3,110,149	<b>\$3,313,861</b>	\$203,712
<b>Other Salaries</b>					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
<b>Total Salaries &amp; Wages</b>	<b>2,837,484</b>	<b>3,110,149</b>	<b>3,110,149</b>	<b>3,313,861</b>	<b>203,712</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>					
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		2,500	2,500	<b>2,500</b>	
<b>Total Supplies &amp; Materials</b>	<b>1,576</b>	<b>2,500</b>	<b>2,500</b>	<b>2,500</b>	
<b>04 Other</b>					
Local/Other Travel		25,000	25,000	<b>25,000</b>	
Insur & Employee Benefits		954,181	954,181	<b>954,181</b>	
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>930,893</b>	<b>979,181</b>	<b>979,181</b>	<b>979,181</b>	
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<b>\$3,769,953</b>	<b>\$4,091,830</b>	<b>\$4,091,830</b>	<b>\$4,295,542</b>	<b>\$203,712</b>

# Prof. Growth System for Teachers - 660/961

David Steinberg, Director II

CAT	DESCRIPTION	10 Mon	FY 2013 ACTUAL	FY 2014 BUDGET	FY 2014 CURRENT	FY 2015 REQUEST	FY 2015 CHANGE
	<b>660 Prof. Growth System for Teachers</b>						
3	AD Teacher, Consulting	X	6.750	10.250	10.250	<b>11.000</b>	.750
2	14 Administrative Secretary I		1.000	1.000	1.000	<b>1.000</b>	
	<b>Subtotal</b>		<b>7.750</b>	<b>11.250</b>	<b>11.250</b>	<b>12.000</b>	<b>.750</b>
	<b>961 Title II A - PGS for Teachers</b>						
3	AD Teacher, Consulting	X	22.250	22.750	22.750	<b>22.000</b>	(.750)
	<b>Subtotal</b>		<b>22.250</b>	<b>22.750</b>	<b>22.750</b>	<b>22.000</b>	<b>(.750)</b>
	<b>Total Positions</b>		<b>30.000</b>	<b>34.000</b>	<b>34.000</b>	<b>34.000</b>	