A BASE BUDGET REVIEW OF MONTGOMERY COUNTY PUBLIC SCHOOLS STAFF DEVELOPMENT

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EXECUTIVE SUMMARY

This study by the Office of Legislative Oversight (OLO) is a base budget review of MCPS' staff development function. This assignment was part of the County Council's initiative to explore different ways of enhancing how the Council approaches its annual budget decision-making.

In FY06, the Montgomery County Public Schools (MCPS) budget allocates $52.6 million for staff development. This allocation represents 3.1% of MCPS' total FY06 budget. MCPS' single largest staff development expense is for permanent staff salaries and benefits at a cost of $36.6 million for 352.5 workyears. Staff development project costs (such as stipends, substitutes, and tuition reimbursement) represent the remaining $16.0 million in FY06.

MCPS' FY06 approved staff development spending is a $24.5 million (87%) increase over FY01 approved spending. Comparatively, total MCPS FY06 spending is an increase of 41% over FY01. MCPS implemented its Workforce Excellence initiative in FY01, and the budget increase for staff development reflects both additional programs and a realignment of resources within MCPS' program budgeting system.

MCPS' FY07 budget request includes a 6% increase (nearly paralleling MCPS' total requested increase) in staff development spending and the addition of eight workyears.

During the course of its review, OLO identified three factors that help drive MCPS staff development spending:

- MCPS' policy decision to place a staff development teacher in every school;
- MCPS' annual compensation adjustments; and
- The cost of stipends versus the cost of substitute teachers.

MCPS uses a five-level evaluation model for assessing the effectiveness of staff development programs. MCPS staff development evaluation activities include feedback from participants and staff and formal program evaluations.

The package of recommendations presented in this OLO report promotes a new approach to how the Council reviews MCPS' budget request for staff development. In sum, OLO recommends that the Council:

- Determine the format and content of total staff development spending information to request from MCPS on an annual basis;
- Request that MCPS present annual staff development budget increases in a way that connects marginal changes to the policy decisions or factors driving those cost increases;
- Request that MCPS report back to the Council on recommended outcome measures for staff development based on MCPS' staff development evaluation model; and
- Schedule one or more Education Committee worksessions with MCPS staff during FY07 to further understand the operations and effectiveness of MCPS' staff development function.

Office of Legislative Oversight Report 2006-4

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Chapter I. Authority, Scope, and Organization of Report

A. Authority

Council Resolution 15-1092, *FY 2006 Work Program of the Office of Legislative Oversight*, adopted July 26, 2005.

B. Purpose and Scope of Review

This report is a base budget review of the Montgomery County Public School's staff development function. Staff development (also referred to as professional development) is defined as the continuous process by which educators and other school staff acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students and to achieve personal, professional and organizational goals.

MCPS' FY06 budget, as approved by the Council, includes approximately $52.6 million and 352 workyears allocated for staff development activities. As stated in OLO's FY06 Work Program, approved by the Council in July 2005, the purpose of the base budget review of MCPS' staff development function was to provide the Council with greater understanding of:

- MCPS' overall goals and desired outcomes for staff development;
- Trends in MCPS spending on staff development;
- What the funds allocated for staff development buy in terms of services, programs, and activities;
- How MCPS selects staff development activities;
- How MCPS measures the results and evaluates the effectiveness of staff development; and
- How MCPS uses the results of these evaluations.

The scope of OLO's assignment included a review of how MCPS evaluates the effectiveness of its staff development programs. It did not, however, extend to an independent assessment of the effectiveness of individual staff development programs or projects.

C. Organization of Report

Chapter II, Staff Development Governance Structure, provides an overview of key governing documents that create a framework for staff development programs including federal and state law, Board of Education policies and MCPS regulations, and labor agreements.

Chapter III, FY06 MCPS Staff Development Spending, details MCPS' FY06 staff development spending by program and project, and highlights changes between FY06 spending and MCPS' FY07 budget request.

Chapter IV, MCPS Staff Development Spending Trends, details MCPS' staff development spending over the past six years (FY01 through FY06), as well as requested spending levels for FY07. It further provides a breakdown of staff development position and project cost trends.

Chapters V, MCPS Staff Development Programs, describes MCPS' FY06 staff development programs and projects, and presents available program participation data.

Chapter VI, MCPS' Evaluation of Staff Development Programs, summarizes MCPS' process for analyzing the effectiveness of staff development programs and reviews internal and external evaluations conducted to date.

Chapters VII and VIII present OLO's Findings and Recommendations

D. Methodology

Office of Legislative Oversight staff members Craig Howard, Kristen Latham and Scott Brown conducted this study. OLO gathered information through document reviews, general research, and interviews with staff members from Montgomery County Public Schools. OLO worked with agency staff to compile program budget and staffing data.

OLO primarily used four different sources for the cost and budget information presented in this chapter:

- MCPS' budget reporting system;
- MCPS' FY01-FY06 Approved and FY07 Requested Operating Budgets;
- MCPS' FY01 through FY07 Program Budget and Budget Staffing Guidelines; and
- The Office of Organizational Development's FY06 and FY07 Staff Development Training Plans.

E. Acknowledgements

OLO received a high level of cooperation from everyone involved in this study. OLO appreciates the information shared and the insights provided by all staff who participated. In particular, OLO thanks: Chief Operating Officer Larry Bowers; Deputy Superintendent John Q. Porter; Associate Superintendent Darlene Merry, Nicky Diamond, and Simon Seaforth from the Office of Organizational Development; and Director Marshall Spatz and Linda Lucey from the Department of Management, Budget and Planning.

Chapter II. Staff Development Governance Structure

This chapter provides an overview of key governing documents that create a framework for the provision of staff development programs in Montgomery County Public Schools (MCPS).

- **Part A** introduces key federal laws related to school system staff development programs;

- **Part B** summarizes State of Maryland laws and regulations that establish requirements and guidelines for school system staff development programs; and

- **Part C** describes the relevant Montgomery County Board of Education policies and MCPS regulations impacting staff development, as well as the MCPS Strategic Plan and labor agreements.

A. Federal Laws

This section highlights the staff development provisions of two federal education laws: the No Child Left Behind Act and the Individuals with Disabilities Education Act.

1. No Child Left Behind Act

The No Child Left Behind Act of 2001 (NCLB), which amended and reauthorized the Elementary and Secondary Education Act of 1965, contains provisions related to staff development. First, NCLB establishes a standard for local school districts to employ "highly qualified" teachers. Second, NCLB provides funding for improving "teacher quality."

Highly Qualified Teachers. NCLB requires states to ensure that all teachers of core academic subjects be "highly qualified" by the end of the 2005-06 school year. Core subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.[1] NCLB defines a "highly qualified teacher" as someone who has a bachelor's degree, full state certification or licensure, and demonstrated competence in subject knowledge and teaching.[2] NCLB further requires states to measure the extent to which all students have "highly qualified" teachers and adopt goals and plans to ensure all teachers are "highly qualified."[3]

Improving Teacher Quality. Both Titles I and II of NCLB provide funding requirements and opportunities related to teacher quality. NCLB requires that local educational agencies receiving assistance under Title I ensure that all teachers hired and teaching in a program supported with Title I funds are "highly qualified." Additionally,

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[1] U.S. Department of Education, *Teacher Quality: Frequently Asked Questions.* http://www.ed.gov/print/nclb/methods/teachers/teachers-faq.html
[2] U.S. Department of Education, *Teacher Quality: Frequently Asked Questions.*
[3] U.S. Department of Education, *Teacher Quality: Frequently Asked Questions.*

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each local school system that receives Title I funds must provide high-quality professional development that will improve teaching.[4]

Each local school system receiving Title I funds must spend at least five percent of its Title I allocation on professional development activities to help teachers become highly qualified. Additionally, any school not meeting its adequate yearly progress target for two consecutive years must use at least ten percent of its Title I funds for professional development activities.[5]

Title II, Part A (II-A) of NCLB provides federal funding to state and local educational agencies for staff development, recruitment, and retention activities. Local educational agencies submit an application to receive Title II-A funds to the state educational agency (LEA). Each LEA that applies for Title II-A funds receives a set amount (based on FY01 funding levels) plus additional funds (if available) based on the number of students they serve and the economic characteristics of their students.

A local educational agency may use Title II-A funds to:

- Develop and implement mechanisms and initiatives to assist in recruiting and retaining highly qualified teachers, principals, and pupil services personnel;
- Provide professional development activities that improve the knowledge and quality of teachers, principals, and paraprofessionals;
- Hire highly qualified teachers in order to reduce class sizes;
- Create teacher advancement initiatives that promote professional growth and emphasize multiple career paths and pay differentiation; and
- Implement programs and activities related to exemplary teachers.[6]

Additionally (in accordance with Part E, Section 9501 of Title II), local educational agencies that spend Title II-A funds on professional development activities must spend a proportionate amount on professional development activities for private school staff within that LEA's geographic boundaries. This condition only applies to the Title II-A funds spent on professional development activities.[7]

2. Individuals with Disabilities Education Act

Reauthorized in November 2004, the Individuals with Disabilities Education Act (IDEA) establishes broad federal mandates for the delivery of special education and other related services to students with disabilities. The 2004 reauthorization of IDEA extends the No Child Left Behind Act's "highly qualified" teacher requirements to special education teachers. Under IDEA, all special education teachers who teach core academic subjects

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[4] U.S. Department of Education website, http://www.ed.gov/policy/elsec/leg/esea02/pg2.html
[5] U.S. Department of Education website, http://www.ed.gov/policy/elsec/leg/esea02/pg2.html
[6] U.S. Department of Education website, http://www.ed.gov/policy/elsec/leg/esea02/pg20.html
[7] U.S. Department of Education website, http://www.ed.gov/policy/elsec/leg/esea02/pg20.html

must meet the "highly qualified" definition in NCLB by the end of the 2005-2006 school year.[8]

Part D of IDEA includes grant funding opportunities designed to improve professional development activities related to educating students with disabilities. IDEA Part D, Section 650 states that: "High quality, comprehensive professional development programs are essential to ensure that the persons responsible for the education or transition of children with disabilities possess the skills and knowledge necessary to address the educational and related needs of those children."[9]

B. State of Maryland Laws and Regulations

This section highlights Maryland's Bridge to Excellence Act and the Code of Maryland Regulations that establish requirements and/or guidelines for local school system staff development. The MSDE has endorsed state standards and processes for high quality professional development. The Staff Professional Development Advisory Committee used a process to develop and improve these standards.

1. Bridge to Excellence in Public Schools Act

In May 2002, the Maryland General Assembly passed The Bridge to Excellence in Public Schools Act. In addition to restructuring Maryland's education aid formulas for public schools and establishing academic performance standards, Bridge to Excellence also requires each local school system to implement a comprehensive master plan that includes goals and strategies to promote academic excellence and eliminate gaps in performance. The master plan must address factors central to improved teaching and learning such as recruitment and retention, professional development, and the use of best practices. Local school systems must annually review and update these master plans.

2. Code of Maryland Regulations

State of Maryland regulations (COMAR) establish requirements for how local school systems must provide staff development programs in order to comply with federal and state laws. Multiple chapters in Title 13A (*State Board of Education*) of COMAR address staff development, including establishing program and teacher certification requirements. Table 1 on the next page summarizes each chapter in Title 13A that contains a staff development provision.

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[8] http://thomas.loc.gov/cgi-bin/query/z?c108:h.1350.enr:
[9] http://thomas.loc.gov/cgi-bin/query/z?c108:h.1350.enr:

TABLE 1: PROFESSIONAL DEVELOPMENT REGULATIONS IN TITLE 13A OF COMAR

Subtitle	Chapter	Overview
Subtitle 01 -- State School Administration	Chapter 04 -- Public School Standards	Requires school improvement plans for schools not meeting adequate yearly progress requirements. The plan must include funds and strategies to implement high quality professional development.
Subtitle 04 -- Specific Subjects	Chapter 05 -- Education that is Multicultural	Requires staff development activities that prepare school system personnel to design, manage, implement, and evaluate multicultural education.
Subtitle 07 -- School Personnel	Chapter 01 -- Teacher Mentoring Programs	Provides requirements for teacher mentoring programs that are aligned with the 2-3 year probationary period for new public school teachers, including required qualifications of mentors and specific characteristics of mentoring programs.
	Chapter 06 -- Programs for Professionally Certified Personnel	Requires the use of MSDE-approved standards when developing programs that provide professional certification for teachers.
	Chapter 07 -- Tuition Reimbursement for Retraining Teachers in Mathematics or Science	Establishes a tuition reimbursement program for current Maryland public school system teachers who wish to become certified to teach math or science.
Subtitle 08 -- Students	Chapter 04 -- Student Behavior Interventions	Requires each public school system to provide professional development and training student behavior interventions based on current professionally accepted standards and practices.
Subtitle 12 -- Certification	Chapter 01 -- General Provisions	Establishes requirements and procedures for the issuance and renewal of professional certification for teachers and administrators. Renewal requirements include obtaining continuing professional development course credits and, in some cases, the creation of a professional development plan.

Source: Code of Maryland Regulations and OLO, January 2006

C. Board of Education Policies and MCPS Regulations, MCPS Strategic Plan, and Labor Agreements

This section summarizes Montgomery County Board of Education (BOE) policies, MCPS regulations, parts of the MCPS Strategic Plan, and labor agreements between the BOE and local unions that relate to staff development.

1. Staff Development Policies and Regulations

State law provides that the county Board of Education, with the advice of the Superintendent, determines the educational policies of the school system. Regulations are created by MCPS staff and sent to the Superintendent and deputy superintendent for review and approval.

The Montgomery County Board of Education (BOE) has adopted eight policies and MCPS has adopted five regulations that entirely or partially address staff development issues. The thirteen policies and regulations are:

TABLE 2: BOARD OF EDUCATION POLICIES AND MCPS REGULATIONS RELATED TO STAFF DEVELOPMENT

Policy/Regulation	Overview
Policy GMA, *Human Relations Training of MCPS Staff*	Outlines MCPS' commitment to providing opportunities for staff to learn about various cultures and to improve their skills in cross-cultural communication; and contains six implementation strategies including training on cross-cultural communication and maintaining a current library of multimedia resources.
Policy GMB, *Internship Program in School Administration*	Creates an internship program for the preparation of school administrators. It requires program participants to serve in schools where vacancies occur in the position of assistant principal for a period of one year. Participants are assigned duties similar to those performed by assistant principals and participate in relevant administrative training activities.
Policy IEA, *Framework and Structure of Early Childhood/Elementary Education*	Recommends regular and systematic opportunities for all staff to improve skills and adapt to the changing needs of society. Also requires curriculum training, resources and support for in-service training, intensive training and supervision for beginning teachers, and systemwide coordination of all staff training.
Policy IEB, *Middle School Education*	Requires MCPS staff to work closely with local teacher training institutions to share information regarding content enrichment, interdisciplinary instructional practices, and the unique needs of middle school students. Also requires in-service training to assist with middle school program implementation.
Policy IED, *Framework and Structure of High School Education*	Recommends regular and systematic opportunities for all staff to improve skills and adapt to the changing needs of society. Also requires curriculum training, resources and support for in-service training, intensive training and supervision for beginning teachers, and systemwide coordination of all staff training.

TABLE 2: BOARD OF EDUCATION POLICIES AND MCPS REGULATIONS RELATED TO STAFF DEVELOPMENT (CONTINUED)

Policy/Regulation	Overview
Policy IEF, *Early Childhood Education*	Requires the provision of in-service training concerning curricula, developmentally appropriate practices, infusion of multiculturalism in the curricula, recent legislation, and continuing advances in early childhood education. Also requires training in early childhood education for all principals and system wide coordination of all staff training.
Policy IFA, *Curriculum*	Requires implementation of staff development designed to prepare staff members to teach the written curriculum and ensure that staff members have appropriate knowledge, skills, and practices to teach effectively.
Policy IOD, *Education of English Language Learners*	States that staff development is an integral component of a quality program and that Staff development opportunities will be offered to all staff.
Regulation GMD-RA, *In-Service Course for Teachers*	Contains detailed procedures for establishing, renewing, and evaluating in-service courses for teachers. It defines an in-service course as "a work-related graduate level instructional activity designed to increase knowledge and professional competence of teachers in a specific area." The regulation also calls for "systematic, continuous evaluations of programs....to determine both immediate and long-range staff training needs."
Regulation GMF-RA, *Staff Development Programs for Supporting Services Employees*	Provides information on staff development programs for support staff employees in accordance with MCPS' negotiated agreement with SEIU Local 500. The regulation details procedures for attending in-service programs, seminars, and workshops; procedures for attending educational opportunities outside of MCPS; and eligibility and procedures for obtaining tuition reimbursement.
Regulation GMG-RA, *Tuition Reimbursement for Teachers*	Establishes eligibility criteria and procedures for tuition reimbursement for teachers in accordance with MCPS' negotiated agreement with the Montgomery County Education Association.
Regulation GMH-RA, *Graduate Course Tuition Reimbursement for Eligible MCAASP Unit Members*	Establishes eligibility criteria and procedures for tuition reimbursement in accordance with MCPS' negotiated agreement with the Montgomery County Association of Administrative and Supervisory Personnel.
Regulation ACA-RA, *Human Relations*	Establishes a framework for the creation, implementation, and maintenance of human relations programs within MCPS. The Office of Organizational Development provides professional development to build the cultural competence of staff to ensure support for all students in our diverse community.

Source: http://www.mcps.k12.md.us/departments/policy/ and OLO

2. MCPS Strategic Plan

The MCPS Strategic Plan (*Our Call to Action: Pursuit of Excellence*), approved by the Board of Education updated in May 2004, recognizes "Workforce Excellence" as a fundamental element in raising the level of student achievement. MCPS defines "Workforce Excellence" as "providing a quality teacher in every classroom, an

outstanding principal in every school, and an excellent support team in every building."[10]
MCPS' Strategic Plan includes four system goals and numerous objectives; three of the
system goals (listed below) contain objectives related to staff development:

- **Goal 1: Ensure success for every student,** includes objectives for teachers to
  gain the skills to meet students' diverse learning needs.

- **Goal 2: Provide an effective instructional program,** includes an objective that
  all instructional staff know what their students are expected to know and provide
  and adjust instruction accordingly.

- **Goal 3: Strengthen productive partnerships for education,** includes an
  objective to maintain partnerships with higher education for a diverse, high-
  quality workforce.

- **Goal 4: Create a positive work environment in a self-renewing organization,**
  includes objectives to have professional growth systems for teachers,
  administrators and supervisors, and supporting services staff; and includes an
  objective to promote diversity and cultural competency in the workforce.

3. Negotiated Agreements with Employee Bargaining Units

The Board of Education's negotiated labor agreements with the Montgomery County
Association of Administrative and Supervisory Personnel (MCAASP), the Montgomery
County Education Association (MCEA), and the Service Employees International Union
(SEIU) Local 500 each include provisions related to staff development.

MCAASP. In March 2003, the Board of Education and MCAASP signed a labor
agreement for the School Years 2003-2006 (subsequently supplemented and extended
through 2007). With respect to professional development, the agreement:[11]

- Establishes a joint administrative advisory committee to advise the superintendent
  and MCAASP about professional development for administrators, assess and
  review models of training, and conduct needs assessments of staff development;

- Establishes an annual budget of $100,000 for MCAASP members to attend or
  make presentations at non-MCPS conferences and meeting, and provides personal
  leave days for members to attend professional meetings; and

- Establishes a tuition reimbursement program.

MCEA. In May 2004, the Board of Education and MCEA signed a labor agreement for
the school years 2005-2007. Articles 14, 15, and 21 of the Agreement address
professional development and training for MCPS teachers.[12] Articles 14 and 15 provide
detailed information on: the principles of professional development; the Professional

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[10] MCPS website, http://www.mcps.k12.md.us/departments/superintendent/
[11] MCPS website, http://www.mcps.k12.md.us/departments/publishingservices/PDF/MCAASP.pdf
[12] MCPS website, http://www.mcps.k12.md.us/departments/publishingservices/PDF/MCEA.pdf

Growth System (PGS) for teachers, including the personnel evaluation system under the PGS; and the Peer Assistance and Review Program.

Article 21 of the agreement establishes differentiated rates of compensation by tiers for MCEA members attending staff development training, and states that the "identification of a tier level for MCPS course offerings will be a collaborative effort between MCPS and MCEA."

- *Tier 1* – Training programs of the highest priority for MCPS; those that are the result of critical initiatives and/or the strategic plan. MCEA members are paid to attend based upon their regular per diem rate (annual salary divided by 195 regular duty days) for Tier 1 training taken outside of regular duty hours.

- *Tier 2* – Training programs that provide important content or skill enhancement. Tier 2 training taken outside of regular duty hours is compensated at a rate of $20 per hour.

- *Tiers 3 and 4* – Other courses that enable members to meet state or local certification mandates or are self-selected. Tiers 3 and 4 training are not compensated.

SEIU Local 500. In March 2005, the Board of Education and SEIU Local 500 signed a labor agreement for support staff for school years 2005-2007. Article 26 of the Agreement addresses career development and training. Specifically, the Article requires:[13]

- A budget of $100,000 per year for instructional support for system designed training programs, to hire consultants, and to develop programs;
- A tuition reimbursement program;
- Support of released time (i.e. work time spent attending trainings outside of MCPS) for professional development;
- A budget of no less than $15,000 a year for the purchase of books, equipment, and other educational resources related to career development; and
- Continuation of a Career Development and Educational Improvement Committee to make recommendations and participate in the planning of professional development opportunities.

Additionally, the Agreement establishes differentiated rates of compensation for SEIU Local 500 members attending different categories of staff development training as follows:

- *Tier 1 (Mandated Training)* – Training that is required for employees to retain certification or licensure or to meet core competencies. Tier 1 training taken outside of regular duty hours is compensated at the employee's normal hourly rate.

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[13] MCPS website, http://www.mcps.k12.md.us/departments/publishingservices/PDF/MCCSSE.pdf

- *Tier 2 (MCPS Initiatives Training)* – Training that is recommended or strongly encouraged by MCPS. Tier 2 training taken outside of regular duty hours is compensated at a rate of $15 per hour.

- *Tier 3 (Professional Development Training)* – Training that is optional and can further employees' education and/or job skills. Tier 3 training taken outside of regular duty hours is not compensated.

Chapter III. FY06 MCPS Staff Development Spending

This chapter details MCPS' FY06 staff development spending by program and project, and highlights significant changes between FY06 spending and MCPS' FY07 budget request. Beginning with FY06, MCPS' program budgeting system combined with an annual Staff Development Training Plan compiled by the Office of Organizational Development (OOD) link staff development costs to specific programs and projects. This chapter is organized as follows:

- **Part A** describes MCPS' staff development spending funding structure;
- **Part B** summarizes FY06 staff development spending by program; and
- **Part C** examines FY06 staff development spending by position and project costs, and FY07 proposed changes.

A. MCPS Staff Development Funding Structure

The Office of Organizational Development (OOD) coordinates all of MCPS' staff development programs. In FY06, five MCPS offices/departments receive staff development funding: the Office of Organizational Development, the Office of School Performance, the Department of Technology Consulting and Communications, the Department of Facilities Management, and the Department of Transportation. This section provides an overview of these five offices/departments and their respective staff development activities.

Other MCPS offices/departments (e.g., the Office of Curriculum and Instructional Programs, the Office of Special Education and Student Services) assist with providing or coordinating staff development activities in their particular area of expertise. However, these offices/departments do not receive funds identified for staff development activities. Additionally, when MCPS receives grant funding it often includes a staff development component. While the grant manager administers these funds, the OOD coordinates the staff development activities.

1. Office of Organizational Development

The Office of Organizational Development (OOD) coordinates MCPS' staff development programs and activities. The OOD, headed by the Associate Superintendent for Organizational Development, reports directly to the Deputy Superintendent of Information and Organizational Systems. In addition, the associate superintendent has a direct liaison relationship with the other two deputy superintendents. The mission of the OOD, as described in the Superintendent's Recommended FY07 Operating Budget, is to:

> Develop all staff and improve the effectiveness of the organization to ensure high achievement for every student. This mission includes a focus on instruction, curriculum, assessment, planning, expectations, and a professional learning community. It emphasizes a competency-based professional growth system for all employees.

OOD is organized into eight teams, listed in the table on the next page along with a brief description of each team's function.

TABLE 3: MCPS OFFICE OF ORGANIZATIONAL DEVELOPMENT (OOD) TEAMS

OOD Team	Function
Curriculum Training and Development Team	Coordinates activities intended to build the capacity of MCPS staff to effectively implement the prek-12 curriculum.
Staff Development Teacher Project Team	Coordinates activities intended to ensure that every school has a high quality staff development teacher to support schools and help build a professional learning community.
Consulting Teachers Team	Coordinates activities intended to support novice and underperforming teachers in meeting MCPS' teaching standards and increase student learning through effective teaching.
Skillful Teaching and Leading Team	Coordinates activities intended to develop the capacity of staff to provide high quality instruction by teaching the Studying Skillful Teaching and Observing and Analyzing Teaching courses.
Staff Development Programs Team	Coordinates activities intended to deliver quality services, resources, and programs which support and promote continued improvement of the MCPS workforce, including new educator induction, university partnerships, supporting services training, tuition reimbursement, and continuing professional development coursework.
Leadership Development Team	Coordinates activities intended to ensure MCPS has highly effective administrators and supervisors.
Main Office Team	Coordinates various activities with other departments and provides oversight for all OOD teams and projects.
Diversity Training and Development Team	Coordinates activities intended to build the capacity of all MCPS individuals and groups to close the achievement gap by ethnicity, race, socio-economics, language and disability.

Source: MCPS

2. Office of School Performance

The Office of School Performance funds school-based personnel (teachers, principals, etc.). The school-based personnel funded through this office include staff development teachers and staff development substitute teachers.

3. Other MCPS Departments

MCPS specifically budgets funds for staff development activities or personnel in three other departments:

- The Department of Technology Consulting and Communications;
- The Department of Facilities Management; and
- The Department of Transportation.

The Department of Technology Consulting and Communications includes the Technology Consulting Team, which receives personnel and operating funding for 20 positions dedicated to integrating technology resources into staff development training and activities. The Department of Facilities Management's Division of School Plant Operations receives funding for three positions dedicated to building services training; and the Department of Transportation receives funding for three positions dedicated to transportation safety training.

B. Overview of Staff Development Spending by Program

Each year MCPS publishes a program budget document that breaks down funding by program. Some programs are funded within a single departmental budget while others are funded in multiple departmental budgets. For staff development, MCPS' program budget format and breakdown has varied since FY01 as programs were initiated and the provision of services restructured. MCPS reports that these changes are based on relevant student learning data and that OOD utilizes a zero-based budgeting process to realign resources.

In FY06, MCPS breaks down staff development funds allocated across the offices and departments listed in Part A into five programs:

- Staff Development Teachers Program;
- Professional Growth System Program;
- Support for Professional Development Program;
- Curriculum Training Program; and
- Diversity Training Program.

Each staff development program consists of one or more Office of Organizational Development (OOD) Team that administers staff development projects. In turn, each staff development project consists of multiple professional development activities (i.e. the actual training courses, classes, or sessions taken by MCPS staff). The diagram below shows the hierarchy from staff development program to professional development activities.

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+--------------------------------------------------+
|            Staff Development Program              |
|                        ↓                          |
|   Office of Organizational Development Team(s)    |
|                        ↓                          |
|            Staff Development Project(s)            |
|                        ↓                          |
|       Professional Development Activities         |
+--------------------------------------------------+
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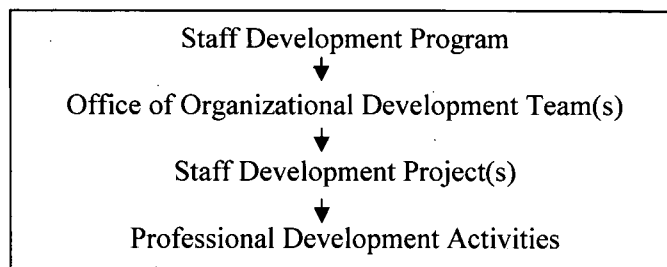
The table on the next page shows the linkages between MCPS' five staff development programs, eight OOD teams, and 31 staff development projects in FY06. Chapter V (page 30) contains written descriptions of the programs, teams, and projects (including the types of training activities provided by each project).

TABLE 4: FY06 MCPS STAFF DEVELOPMENT PROGRAMS, TEAMS, AND PROJECTS

Staff Development Program	OOD Team	Staff Development Project
Staff Development Teachers Program	Staff Development Teacher Project Team	• Staff Development Teacher
Professional Growth System Program	Consulting Teacher Team	• Consulting Teachers
	Skillful Teaching Team	• Skillful Teacher • Title II Staff Development
	Staff Development Programs Team	• New Teacher Induction • University Partnerships • Supporting Staff • Tuition Reimbursement • Continuing Professional Development
	Leadership Training and Development Team	• Administrative and Supervisory Professional Growth System • Administrative Training and Development • Online Learning • Professional Learning Communities
Support for Professional Development Program	Main Office Team	• Staff Development Substitute Teacher • Substitute Teacher Training • Student and Family Services • Leadership • OOD Office • Office of Shared Accountability Testing Preparation • Baldrige Training • Reading Intervention • Technology Consulting
Curriculum Training Program	Curriculum Development and Training Team	• Early Childhood • Elementary Curriculum • Secondary Curriculum, Assessment, and Instruction • Office of Curric. & Instruc. Programs Elementary School • Office of Curric. & Instruc. Programs Middle School • Office of Curric. & Instruc. Programs High School • Department of Curriculum & Instruction • Resource Teacher Development
Diversity Training Program	Diversity Training and Development Team	• Diversity Training

Source: MCPS

Total FY06 Staff Development Spending by Program. In FY06, MCPS' program budgeting system began linking specific position and overall project costs with the five staff development programs. Additionally, the Office of Organizational Development's FY06 Training Plan links overall project costs back to each of the 31 staff development projects. As a result, OLO reports and analyzes FY06 staff development program spending in this chapter by position costs and project costs. Position costs consist of the annual salary and benefit costs for permanent staff associated with a particular staff development program. Project costs consist of the non-permanent staff and operating costs associated with a particular staff development program.

Table 5 shows the FY06 position, project, and total spending for each staff development program. The data show that position costs represent 70% and project costs represent 30% of FY06 staff development spending.

TABLE 5: MCPS STAFF DEVELOPMENT SPENDING BY PROGRAM ($'S IN MILLIONS)

Staff Development Programs	FY06 Spending		
	Position	Project	Total
Staff Development Teachers	20.1	0.1	20.2
Professional Growth System	9.2	7.7	16.9
Support for Professional Development	3.3	4.4	7.7
Curriculum Training	3.4	3.4	6.8
Diversity Training	0.6	0.4	1.0
FY06 Total	**$36.6**	**$16.0**	**$52.6**

Source: MCPS budget reporting system and FY06 Staff Development Training Plan

Two of the programs, the Staff Development Teachers Program and the Professional Growth System Program, account for 70% of FY06 staff development spending.

CHART 1: PERCENT FY06 STAFF DEVELOPMENT SPENDING BY PROGRAM

Total: $52.6 Million
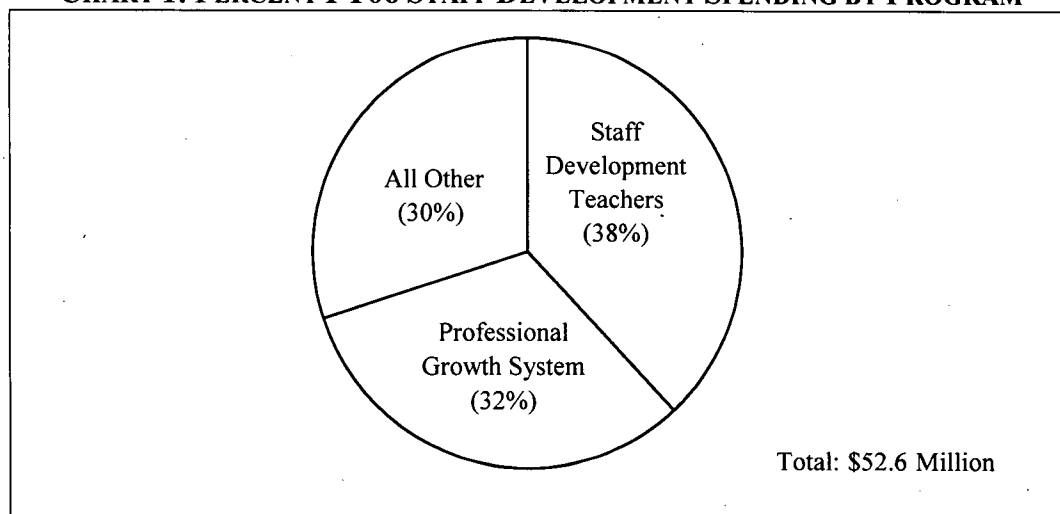
Source: MCPS budget reporting system, 2006

FY06 Staff Development Position Costs. In FY06, the nearly $37 million in staff development position costs support 352.5 workyears in five different position types: staff development teachers, instructional specialists, consulting teachers, administrative staff, and supporting services staff. Table 6 provides the FY06 position costs for each position type across all five staff development programs.

<center>TABLE 6: FY06 TOTAL STAFF DEVELOPMENT POSITION COSTS</center>

Position Type	Number	Position Costs* (in Millions)	Average Cost per Position**	% of Total Costs
Staff Development Teacher	188	$19.1	$101,607	52%
Instructional Specialist	74	$8.5	$114,608	23%
Consulting Teacher	38	$4.1	$109,556	12%
Administrative	24	$3.2	$132,703	9%
Supporting Services	28.5	$1.7	$59,754	4%
Total	**352.5**	**$36.6**	**$103,926**	**100%**

*Includes salary and estimated benefit costs.
**OLO calculated the average cost per position by dividing the position costs by the number of workyears.
Source: MCPS budget reporting system, 2006

FY06 Staff Development Project Costs. In FY06, the $16 million in project costs include four types of non-position costs (stipends, substitutes, professional part-time, and supporting part-time) and five types of operating costs (consulting, materials, facility rental, tuition reimbursement, and other). Each type of project cost is defined below along with any specific FY06 cost rates:

- *Stipends* – annual wage and benefits costs for teachers or supporting services staff in addition to their regular salary. In FY06, Teachers and other MCEA members receive as a stipend their hourly rate of pay (which averages approximately $40) for Tier 1 (mandatory) training and $20/hour for Tier 2 (recommended by MCPS) training taken outside the normal duty day. Support staff and other SEIU Local 500 members receive as a stipend of their hourly rate of pay for Tier 1 training and $15/hour for Tier 2 training taken outside the normal duty day.

- *Substitutes* – annual wage and benefits costs for substitute teachers needed when permanent teachers attend staff development sessions during the school day. In FY06, substitute teachers receive $15/hour. Staff development substitute teachers, used when teachers participate in job-embedded professional development, earn $125/day.

- *Professional Part-Time* – annual wage and benefits costs for professional-level staff (primarily current or retired MCPS employees) to perform part-time, temporary work associated with a specific staff development program or project.

- *Supporting Part-Time* – annual wage and benefits costs for supporting services-level staff to perform part-time, temporary work associated with a specific staff development program or project.

- *Consulting* – annual operating costs for MCPS contracts with outside vendors to provide specific staff development-related services for a flat fee.

- *Materials* – annual operating costs for supplies and materials.

- *Facility Rental* – annual operating costs for renting facilities to hold training sessions.

- *Tuition Reimbursement* – annual operating costs to reimburse eligible employee tuition costs as governed by MCPS regulations.

- *Other* – annual operating costs for travel and mileage, equipment, and miscellaneous spending.

Table 7 provides the FY06 project costs across all staff development programs.

TABLE 7: FY06 STAFF DEVELOPMENT PROJECT COSTS ($'S IN MILLIONS)

Project Cost Type		Project Costs*	Percent of Total
Non-Position	Stipends	$6.7	42%
	Substitutes**	$3.2	20%
	Professional Part-Time	$1.2	8%
	Supporting Part-Time	$0.2	1%
Operating	Tuition Reimbursement	$1.7	11%
	Consulting	$1.2	8%
	Materials	$0.8	5%
	Other	$0.7	4%
	Facility Rental	$0.3	2%
Total		$16.0	100%

Source: MCPS FY06 Staff Development Training Plan
*All non-position costs include estimated benefits.
**$2.4 million of the substitutes cost is for staff development substitute teachers.

C. Staff Development Position and Project Costs by Program

This section details the FY06 staff development position and project costs for each of MCPS' five staff development programs. It also provides information on changes between FY06 spending and MCPS' FY07 budget request.

1. Staff Development Teachers Program

The Staff Development Teachers Program includes over $20 million in position costs and $121K in project costs in FY06.

Positions. Table 8 on the next page summarizes the $20.1 million in FY06 position costs for 201 workyears in the Staff Development Teachers Program. Since MCPS places a

staff development teacher in every school, the majority of staff development teacher position costs occur at the elementary level.

TABLE 8: FY06 POSITION COSTS – STAFF DEVELOPMENT TEACHERS PROGRAM

Position Type	Workyears	Total Costs*
Staff Development Teachers (Elementary)	125	$12,787,657
Staff Development Teachers (Middle)	38	$3,769,849
Staff Development Teachers (High)	25	$2,544,523
Subtotal Staff Development Teachers	**188**	**$19,102,029**
Instructional Specialists	12	$991,260
Supporting Services	1	$41,349
Total	**201**	**$20,134,638**

*Includes salary and estimated benefit costs.
Source: MCPS budget reporting system, 2006 and OLO

Projects. The table below summarizes the $121K in project costs for the one project within the Staff Development Teachers Program.

TABLE 9: FY06 PROJECT COSTS – STAFF DEVELOPMENT TEACHERS PROGRAM

Project	Non-Position* ($)				Operating ($)				Total
	Stipends	Subs.	Prof. PT	Supp. PT	Consult.	Materials	Facility Rental	Other	
Staff Development Teacher Project	3,919	15,376	4,666	3,391	26,000	15,820	35,622	16,000	$120,794

*All non-position costs include estimated benefit costs.
Source: MCPS FY06 Staff Development Training Plan

FY07 Proposed Changes. MCPS' FY07 budget request contains an overall increase of approximately $1.9 million for the Staff Development Teachers Program related to current and new permanent staff. Changes include:

- **A $1.9 million increase in position costs.** MCPS requests the addition of five staff development teacher workyears related to the opening of four elementary schools (Clarksburg/Damascus Elementary School #7, Northeast Consortium Elementary School #16, Northwest Elementary School #7, and Downcounty Consortium Elementary School #27) and one high school (Clarksburg High School) at a cost of $283K. MCPS also increases funding $1.6 million for compensation adjustments for existing staff.

- **A $50K increase in project costs.** MCPS increases funding for stipend costs ($90K) while decreasing funding for all other categories of Staff Development Teacher Project costs, including the elimination of all substitute costs.

2. Professional Growth System Program

The Professional Growth System Program includes over $9 million in position costs and over $7 million in project costs in FY06.

Positions. Table 10 summarizes the $9.2 million in FY06 position costs for 88 workyears in the Professional Growth System Program. 45% ($4.2 million) of these costs are associated with 38 consulting teacher positions.

TABLE 10: FY06 POSITION COSTS – PROFESSIONAL GROWTH SYSTEM PROGRAM

Position Type	Workyears	Total Costs*
Consulting Teachers	38	$4,163,128
Administrative	17	$2,223,062
Instructional Specialists	16.5	$1,883,672
Supporting Services	16.5	$923,670
Total	**88**	**$9,193,532**

*Includes salary and estimated benefit costs.
Source: MCPS budget reporting system, 2006 and OLO

Projects. The table on the next page summarizes the $7.7 million in FY06 project costs for the 11 projects within the Professional Growth System Program. The data show that:

- Nearly 75% of the project costs come from stipends (39%), tuition reimbursement (22%), and consulting (13%).

- Tuition Reimbursement is the most expensive single project at a cost of nearly $1.7 million.

TABLE 11: FY06 PROJECT COSTS – PROFESSIONAL GROWTH SYSTEM PROGRAM

Projects	Non-Position* ($)				Operating ($)					Total ($)
	Stipends	Subs.	Prof. PT	Supp. PT	Consult.	Materials	Facility Rental	Tuition Reimb.	Other	
Tuition Reimbursement	--	--	--	--	--	--	--	1,688,844	--	1,688,844
New Teacher Induction	1,513,180	--	26,874	11,208	7,500	72,630	--	--	9,000	1,640,392
Skillful Teacher	628,177	--	5,486	19,517	257,350	87,913	10,710	--	10,000	1,019,153
Supporting Staff	326,948	6,151	32,379	30,910	322,900	18,488	5,428	--	11,000	754,204
Title II Staff Development	429,809	--	10,148	9,186	--	63,250	--	--	155,944	668,337
Administrator Training	--	--	506,451	20,995	20,000	17,163	5,000	--	91,992	661,601
Continuing Profess. Development	--	3,690	424,103	210	31,200	62,121	--	--	--	521,324

TABLE 11: FY06 PROJECT COSTS – PROFESSIONAL GROWTH SYSTEM PROGRAM (CONTINUED)

Projects	Non-Position* ($)				Operating ($)					Total ($)
	Stipends	Subs.	Prof. PT	Supp. PT	Consult.	Materials	Facility Rental	Tuition Reimb.	Other	
Online Learning	--	--	--	--	350,000	600	--	--	--	350,600
Admin. and Supervisory PGS	--	--	64,152	--	30,000	4,501	5,712	--	9,000	113,365
Consulting Teacher	--	--	--	--	2,500	19,000	--	--	88,200	109,700
Prof. Learning Communities	69,004	7,749	--	5,144	--	15,502	4,284	--	--	101,683
University Partnerships	62,986	26,898	--	--	5,000	425	1,000	--	5,400	101,709
Total ($)	**3,030,104**	**44,488**	**1,069,593**	**97,170**	**1,026,450**	**361,593**	**32,134**	**1,688,844**	**380,536**	**$7,730,912**

*All non-position costs include estimated benefit costs.
Source: MCPS FY06 Staff Development Training Plan

FY07 Proposed Changes. MCPS' FY07 proposed budget requests includes an overall increase of approximately $1 million for the Professional Growth System Program. Changes include:

- **A $1 million increase in position costs.** MCPS requests the addition of two supporting services workyears (supporting services professional growth system peer consultants), and realigns an additional administrative workyear (Director of School Improvement Initiatives) from the Support for Professional Development Program budget at a cost of $330K. MCPS also increases funding approximately $670K for compensation adjustments for existing staff.

- **A $53K decrease in project costs.** MCPS increases funding for tuition reimbursement ($700K) for MCEA members, substitutes ($320K), and materials ($281K) while reducing funding for stipends ($1.3 million), professional part-time, supporting part-time, and consulting. Also of note, MCPS' reduces funding for the Skillful Teacher Project from $1 million to $365K, which includes a $561K reduction in stipends. Office of Organizational Development staff report that this is a result of redirecting funds from Skillful Teacher training into other activities, such as contractually mandated teacher tuition reimbursement, along with a more accurate projection of stipend cost as many participating teachers have been taking the courses for credit instead of receiving a stipend.

3. Support for Professional Development Program

The Support for Professional Development Program includes over $3 million in position costs and over $4 million in project costs in FY06.

Positions. Table 12 summarizes the $3.3 million in FY06 position costs for 31.5 FTE's in the Support for Professional Development Program. 75% ($2.5 million) of these costs are associated with 22.5 instructional specialist positions.

TABLE 12: FY06 POSITION COSTS – SUPPORT FOR PROFESSIONAL DEVELOPMENT PROGRAM

Position Type	Workyears	Total Costs*
Instructional Specialists	22.5	$2,496,556
Administrative	3	$419,926
Supporting Services	6	$415,732
Total	**31.5**	**$3,332,214**

*Includes salary and estimated benefit costs.
Source: MCPS budget reporting system, 2006 and OLO

Projects. The table below summarizes the $4.4 million in FY06 project costs for the nine projects within the Support for Professional Development Program. Staff Development Substitutes accounts for 61% ($2.7 million) of the project costs.

TABLE 13: FY06 PROJECT COSTS – SUPPORT FOR PROFESSIONAL DEVELOPMENT PROGRAM

Projects	Non-Position* ($)				Operating ($)				Total ($)
	Stipends	Subs.	Prof. PT	Supp. PT	Materials	Consult.	Facility Rental	Other	
Staff Develop. Substitutes	--	2,702,697	--	--	--	--	--	--	2,702,697
OOD Office	44,090	25,093	55,474	3,563	85,571	15,000	16,710	198,462	443,963
Technology Consulting	226,920	76,305	15,015	23,485	61,400	5,500	--	18,404	427,029
Leadership	--	--	29,048	13,852	126,000	15,000	74,400	24,000	282,300
Baldrige Training	262,440	--	--	11,547	3,125	--	--	4,000	281,112
Substitute Teacher	--	147,610	4,666	1,199	6,000	--	5,000	--	164,474
Student and Family Services	25,133	7,134	--	--	8,460	4,500	13,680	--	58,907
OSA Testing Preparation	--	20,296	--	--	2,300	--	7,854	--	30,450
Reading Intervention	--	--	--	--	--	40,000	--	--	40,000
Total ($)	**558,582**	**2,979,136**	**104,203**	**53,646**	**292,856**	**80,000**	**117,644**	**244,866**	**$4,430,933**

*All non-position costs include estimated benefit costs.
Source: MCPS FY06 Staff Development Training Plan

FY07 Proposed Changes. MCPS' proposed FY07 budget requests an overall increase of $47K for the Support for Professional Development Program. Changes include:

- **A $261K increase in position costs.** MCPS requests the addition of one administrative workyear related to the Technology Consulting Project, and realigns one administrative workyear (Director of School Improvement Initiatives) into the Professional Growth System Program budget for a net reduction of $16K. MCPS also increases funding approximately $277K for compensation adjustments for existing staff.

- **A $214K decrease in project costs.** MCPS reduces funding for nearly all types of project costs, particularly in stipends, professional and supporting services part-time, consulting, and materials.

4. Curriculum Training Program

The Curriculum Training Program includes over $3 million in position costs and over $3 million in project costs in FY06.

Positions. Table 14 summarizes the $3.4 million in FY06 position costs for 27 FTE's in the Curriculum Training Program. 81% ($2.8 million) of these costs are associated with 20 instructional specialist positions.

TABLE 14: FY06 POSITION COSTS – CURRICULUM TRAINING PROGRAM

Position Type	Workyears	Total Costs*
Instructional Specialists	20	$2,760,668
Administrative	3	$412,960
Supporting Services	4	$251,185
Total	27	$3,424,813

*Includes salary and estimated benefit costs.
Source: MCPS budget reporting system, 2006 and OLO

Projects. The table on the next page summarizes the $3.4 million in FY06 project costs for the eight projects within the Curriculum Training Program. The table shows:

- MCPS spends 58% ($2 million) of project costs at the elementary school level (the Elementary Curriculum and OCIP Elementary projects); and

- Stipends represent 83% ($2.8 million) of project costs.

TABLE 15: FY06 PROJECT COSTS – CURRICULUM TRAINING PROGRAM

Projects	Non-Position* ($)				Operating ($)				Total ($)
	Stipends	Subs.	Prof. PT	Supp. PT	Consult.	Materials	Facility Rental	Other	
Elementary Curriculum	1,656,467	75,097	32,537	18,566	15,000	46,060	47,496	17,000	1,908,223
Secondary CAI	467,634	41,515	19,829	12,830	2,000	10,469	38,590	5,000	597,867
Resource Teacher Devel.	386,116	--	9,331	22,234	22,000	10,625	8,568	--	458,874
Early Childhood	173,388	--	27,714	11,117	--	5,600	7,854	4,000	229,673
OCIP Elementary	64,173	--	4,129	--	--	1,545	714	--	70,560
Dept. of Curric. and Instruction	41,081	5,290	630	--	16,550	1,340	1,750	--	66,641
OCIP High School	19,254	11,439	3,873	--	3,375	960	200	--	39,101
OCIP Middle School	27,812	--	945	--	--	795	--	--	29,552
Total ($)	2,835,925	133,341	98,987	64,748	58,925	77,394	105,172	26,000	$3,400,492

*All non-position costs include estimated benefit costs.
Source: MCPS FY06 Staff Development Training Plan

FY07 Proposed Changes. MCPS' FY07 proposed budget requests an overall decrease of $272K for the Curriculum Training Program. Changes include:

- **A $308K decrease in position costs.** MCPS maintains the same personnel complement but reduces position funding based on anticipated turnover savings from instructional specialist positions.

- **A $36K increase in project costs.** MCPS increases funding $150K for stipend costs, primarily from the addition of curriculum training activities at the middle and high school level. Many of the added middle school training activities are related to MCPS' Middle School Reform Initiative. MCPS reduces funding for substitutes, professional part-time, consulting, and facility rental costs.

5. Diversity Training Program

The Diversity Training Program includes $548K in position costs and $348K in project costs in FY06.

Positions. Table 16 summarizes the $548K in FY06 position costs for five FTE's in the Diversity Training Program.

TABLE 16: FY06 POSITION COSTS – DIVERSITY TRAINING PROGRAM

Position Type	Workyears	Total Costs*
Instructional Specialists	3	$348,594
Administrative	1	$128,935
Supporting Services	1	$71,049
Total	**5**	**$548,578**

*Includes salary and estimated benefit costs.
Source: MCPS budget reporting system, 2006 and OLO

Projects. The table below summarizes the $348K in FY06 project costs for the one project within the Diversity Training Program.

TABLE 17: FY06 PROJECT COSTS – DIVERSITY TRAINING PROGRAM

Project	Non-Position* ($)				Operating ($)				Total
	Stipends	Subs.	Prof. PT	Supp. PT	Consult.	Materials	Facility Rental	Other	
Diversity Training	262,440	6,151	10,498	7,525	26,000	9,280	20,280	6,000	$348,174

*All non-position costs include estimated benefit costs.
Source: MCPS FY06 Staff Development Training Plan

FY07 Proposed Changes. MCPS' proposed FY07 budget requests an overall increase of $150K for the Diversity Training Program. Changes include:

- **A $22K increase in position costs.** MCPS increases funding by $22K for compensation adjustments for existing staff.

- **A $128K increase in project costs.** MCPS increases funding $81K for stipend costs for activities related to implementing diversity/equity training. Also of note, the request increases funding $11K for consulting costs for the services of two national consultants on achievement inequalities.

Chapter IV. MCPS Staff Development Spending Trends

This chapter details MCPS' staff development spending over the past six years (FY01 through FY06), and summarizes MCPS' FY07 staff development budget request.

- **Part A** presents information on MCPS staff development and total spending between FY01 and the FY07 request;

- **Part B** provides a breakdown of staff development position costs between FY01 and the FY07 request; and

- **Part C** provides a breakdown of staff development project costs between FY01 and the FY07 request.

A. FY01 to FY07 MCPS Staff Development Spending Trends

Table 18 below shows approved MCPS annual staff development spending and total MPCS spending since FY01.[1] The $52.6 million approved for MCPS staff development in FY06 was $24.5 million more than the $28.1 million approved in FY01. This 87% increase in staff development spending compares to an overall increase of 41% in MCPS' total budget. The budget changes for staff development reflect both additional programs and realignment of resources from other units to OOD.

TABLE 18: MCPS FY01-FY07 STAFF DEVELOPMENT AND TOTAL SPENDING
($'s IN MILLIONS)

Spending Type	FY01	FY02	FY03	FY04	FY05	FY06	FY07 Request
Staff Development Position Costs	14.5	24.0	30.5	30.8	32.2	36.6	39.5
Staff Development Project Costs	8.8	14.4	15.6	14.9	15.6	16.0	16.0
Staff Development Combined*	4.8	5.6	2.6	--	--	--	--
Total Staff Development	**$28.1**	**$44.1**	**$48.6**	**$45.8**	**$47.9**	**$52.6**	**$55.5**
Total MCPS Budget	**$1,219**	**$1,324**	**$1,412**	**$1,498**	**$1,613**	**$1,715**	**$1,837**

*Includes both position and project costs that MCPS did not break out separately until FY04.
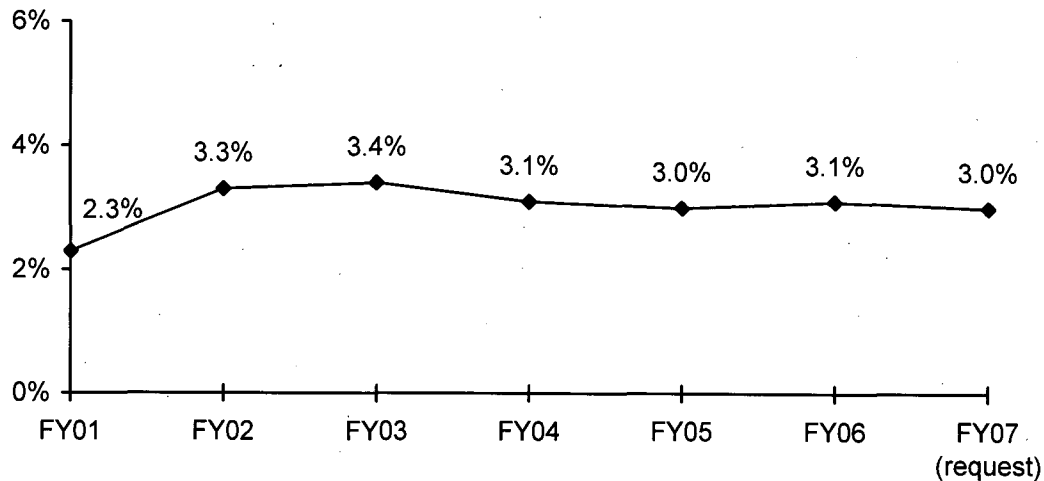Source: MCPS' FY01 through FY07 Program Budget and Budget Staffing Guidelines

Increase Between FY01 and FY02. The $16 million increase in staff development spending between FY01 and FY02 reflects MCPS' FY01 implementation of a multiyear plan to improve professional development as part of the Superintendent's "Workforce Excellence" initiative. According to MCPS' FY01 *Citizens Budget*, this multiyear plan included the implementation of the Teacher Professional Growth System (including a

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[1] OLO uses annual approved staff development spending because MCPS does not maintain actual cost data by program.

staff development teacher at every MCPS school and a Peer Assistance and Review Program for teachers), leadership development programs for training future principals, and improving training for support staff.

Staff Development as a Percent of Total MCPS Budget. In FY06, the $52.6 million MCPS spends on staff development represents 3.1% of MCPS' $1.7 billion total budget. The chart below shows staff development spending as a percent of total MCPS spending from FY01 through the FY07 request. The $16 million staff development spending increase between FY01 and FY02 represented an additional 1% of MCPS' total spending.

CHART 2: FY01-FY07 MCPS STAFF DEVELOPMENT SPENDING AS A PERCENT OF TOTAL MCPS BUDGET

Source: MCPS' FY01 through FY07 Program Budget and MCPS FY07 Citizen's Budget

B. FY01 to FY07 MCPS Staff Development Position Costs

The costs of MCPS staff development positions reflect the salaries and benefits for permanent staff assigned full-time to the staff development function. Table 19 shows the annual MCPS staff development position costs since FY01. The data show:

- The $36.6 million approved for staff development positions costs in FY06 was $22 million more that the $14.5 million approved in FY01. This 152% increase resulted in part from 52.5 additional workyears and in part from annual compensation adjustments for existing staff (i.e. negotiated and continuing salary increases, employee benefits increases).

- MCPS' FY07 budget request includes a $2.9 million (8%) increase in staff development spending for permanent staff. $2.3 million (79%) of the increase is for compensation adjustments and $600K (21%) is for the addition of eight workyears.

TABLE 19: MCPS FY01-FY07 STAFF DEVELOPMENT POSITION SPENDING
($'S IN MILLIONS)

Position Costs	FY01	FY02	FY03	FY04	FY05	FY06	FY07 Request
Total Workyears	300.0	341.7	375.8	339.7*	339.5	352.5	360.5
Position Salaries	$14.5	$24.0	$30.5	$26.6	$27.9	$29.3	$31.6
Position Benefits**				$4.2	$4.3	$7.3	$7.9
Total Position Costs	**$14.5**	**$24.0**	**$30.5**	**$30.8**	**$32.2**	**$36.6**	**$39.5**
Annual % Change***	--	**66%**	**27%**	**1%**	**4%**	**14%**	**8%**

*The decrease in total workyears in FY04 is due to a realignment of positions within MCPS' program budgeting system.
**In the FY01-FY03 Program Budgets, MCPS reported position benefits combined with position salaries. For FY04-FY07, OLO estimated benefit costs using MCPS provided benefit percents.
***The percent change in total position costs from the previous fiscal year.
Source: MCPS' FY01-FY07 Program Budget and Budget Staffing Guidelines

Although data is not available to break out the amount of staff development position cost increases due to growth in positions versus compensation adjustments from FY01 to FY06, data is available on total MCPS budget growth related to compensation adjustments. From FY01 to FY06, $355 million (73%) of the approximately $500 million in total MCPS budget growth was due to compensation adjustments.[2]

C. FY01 to FY07 MCPS Staff Development Project Costs

As described in Chapter III, MCPS staff development project costs consist of four non-position and five operating cost types. Table 20 shows annual MCPS staff development project costs since FY01. The table combines some of the expenditure categories in FY01-FY05 due to how MCPS collected and reported the data at that time. The data show:

- The $16 million approved for staff development project costs in FY06 was $7.2 million (82%) more than the $8.8 million approved in FY01.

- MCPS' FY07 budget request proposes no net change in staff development project spending.

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[2] MCPS *FY 2005 Citizens Budget* (pg. 13) and *FY 2007 Citizens Budget* (pg. 26)

TABLE 20: MCPS FY01-FY07 STAFF DEVELOPMENT PROJECT SPENDING
($'S IN MILLIONS)

Project Costs	FY01	FY02	FY03	FY04	FY05	FY06	FY07 Request
NON-POSITION COSTS							
Stipends	3.5	9.5	11.5	6.1	5.6	6.2	5.3
Substitutes	2.6			3.3	3.6	2.9	3.2
Professional Part-Time	0.2			0.8	1.1	1.2	1.0
Supporting Part-Time	0.1	0.1	0.1	0.1	0.2	0.2	0.2
Non-Position Benefits*	Included above	Included above	Included above	0.8	0.8	0.8	0.8
OPERATING COSTS							
Consulting	0.5	1.5	1.4	1.0	0.8	1.2	1.1
Materials	0.1	0.6	0.7	0.9	1.1	0.8	1.1
Tuition Reimbursement						1.7	2.4
Facility Rental	1.8	2.7	1.9	1.9	2.4	0.3	0.3
Other						0.7	0.6
Total Project Costs	$8.8	$14.4	$15.6	$14.9	$15.6	$16.0	$16.0
Annual % Change*	--	64%	8%	(5%)	5%	3%	0%

*The percent change in total project costs from the previous fiscal year.
Source: MCPS' FY01-FY07 Program Budget and Budget Staffing Guidelines

Chapter V. MCPS STAFF DEVELOPMENT PROGRAMS

This chapter describes Montgomery County Public Schools' (MCPS) FY06 staff development programs and projects, and presents available program participation data. The chapter describes the staffing and projects within each of MCPS' five staff development programs as follows:

- **Part A,** the Staff Development Teachers Program;
- **Part B**, the Professional Growth System Program;
- **Part C,** the Support for Professional Development Program;
- **Part D,** the Curriculum Training Program; and
- **Part E,** the Diversity Training Program.

A. Staff Development Teachers Program

In FY06, the Staff Development Teachers Program includes one Office of Organizational Development (OOD) Team that implements one project, the Staff Development Teacher Project. In addition to the staff within the OOD team (described below), this program includes 188 staff development teachers funded through the Office of School Performance (K-12 budget). The staff and projects within the Staff Development Teachers Program also play an important role in the implementation of school system reform efforts.

1. Staff Development Teacher Project Team

In FY06, the Staff Development Teacher Project Team consists of 14 OOD staff (one director, one supporting services staff member, and 12 staff development specialists) that administer and coordinate the Staff Development Teacher Project. Staff development specialists work with staff development teachers, other teachers, and administrators to ensure the effective development, monitoring, and maintenance of staff development activities. The staff development specialists also serve as a liaison with the Office of School Performance.

Staff Development Teacher Project. MCPS employs 188 staff development teachers, one at each MCPS elementary, middle, and high school. The MCPS' staff development teacher job description states:[1]

> The school-based staff development teacher (SDT) is an instructional leader founded in strong instructional practices who fosters development and growth of professional learning communities and facilitates job-embedded staff development. In collaboration with the principal, school leadership, and other stakeholders, the SDT supports the goal

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[1] MCPS website,
http://www.mcps.k12.md.us/departments/development/documents/sdt_docs/SDT_Job_Description.pdf

of building staff capacity to meet system wide and local school initiatives to increase student learning.

In practice, MCPS reports that staff development teachers use a variety of strategies to teach classroom teachers research-based planning and instruction practices. The staff development teacher job description specifies the roles expected of the position:

- *Catalyst for change* – guide school staff in assessing effectiveness of instructional practices and moving staff to implement necessary systemic changes.
- *Coach* – help teachers transfer learning experience into practice.
- *Consultant* – support individuals or groups in determining the best course of action to carry out specific tasks or meet specific objectives.
- *Facilitator* – design and implement processes to create productive interactions to bring about desired results.
- *Program manager* – manage the comprehensive staff development plan within the school.
- *Resource provider* – provide resources to help school staff reach desired goals.
- *Trainer* – help school staff acquire new skills and knowledge through custom-designed training and job-embedded staff development.

The requirements for becoming an MCPS staff development teacher include a minimum of five years teaching experience and having a "meets standard" rating on the most recent personnel evaluation.

B. Professional Growth System Program

MCPS began implementing a Professional Growth System (PGS) for teachers in FY01, a PGS for administrators and supervisors in FY04, and a PGS for supporting services staff in FY06. This section provides an overview of each of the three systems, followed by a description of the Office of Organizational Development (OOD) Teams and staff development projects that make up the Professional Growth System Program. In FY06, the Professional Growth System (PGS) Program includes four Office of Organizational Development Teams that implement 12 staff development projects:

- Consulting Teachers Project
- Skillful Teacher/Leader Project
- Title II Staff Development Project
- New Teacher Induction Project
- University Partnerships Project
- Supporting Staff Project
- Tuition Reimbursement Project
- Professional Learning Communities

- Continuing Professional Development Project
- Administrative and Supervisory PGS Project
- Administrative Training and Development Project
- Online Learning Project

Professional Growth System for Teachers. MCPS implemented the Teacher PGS in three phases between FY01 and FY03 (34 schools in FY01, 91 schools in FY02, and 67

schools in FY03). MCPS describes the Teacher PGS as having the following components:[2]

- A staff development teacher in all schools;
- Staff development substitute teachers that provide time to support peer visitation, team planning, and work on professional development plans;
- A redesigned teacher evaluation system based on national standards of performance with feedback, a holistic rating, and an analysis of student results;
- The Peer Assistance and Review (PAR) program, including consulting teachers for new and underperforming teachers;
- Professional training and development coursework for evaluators on how to observe and analyze teaching and for teachers on providing skillful teaching;
- An emphasis on building a professional learning community in each school to improve student performance; and
- Professional development plans for teachers and teacher-level staff in order to focus on improvement of specific skills driven by student data results.

The Teacher PGS covers classroom-based teachers and other teacher-level positions, including counselors, media specialists, speech/language pathologists, school psychologists, pupil personnel workers, staff development teachers, parent educators, assistive technology specialists, social workers, instructional specialists, auditory and vision teachers, occupational and physical therapists, reading specialists, and teachers of infants/toddlers.

In FY06, approximately 11,000 MCPS staff will participate in the Teacher PGS. Two different OOD teams within the Professional Growth System Program, the Consulting Teacher Team and the Skillful Teaching and Leading Team, administer components of the Teacher PGS. MCPS does not include staff development teachers and staff development substitutes within the Professional Growth System Program budget. MCPS includes those positions within the Staff Development Teachers Program and Support for Professional Development Program, respectively.

Professional Growth System for Administrators and Supervisors. MCPS implemented the Administrative and Supervisory (A&S) Professional Growth System (PGS) in three phases between FY04 and FY06. MCPS' *Administrative and Supervisory Professional Growth System Handbook* describes the A&S PGS as including the following components:

- A system for attracting and recruiting high-quality administrators and supervisors;
- Individualized Professional Development Plans based on staff member as well as school community or office needs;
- A formal evaluation and annual review process based on specific leadership standards and criteria;

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[2] Memorandum from MCPS' Superintendent of Schools to the Board of Education, *Second-Year Evaluation of the Teacher Professional Growth System*, December 10, 2002.

- Consulting principals to mentor novice principals, principals new to MCPS, and underperforming principals;
- A formal structure to recognize individual achievements of administrative and supervisory staff; and
- Professional development focused on system and school needs.

The Administrative and Supervisory PGS covers the positions of principal, assistant principal, student support specialist, school-based program coordinator, and central service administrator. In FY06, approximately 700 MCPS staff will participate in this professional growth system. MCPS administers the A&S PGS through the Leadership Training and Development Team in the Professional Growth System Program.

Professional Growth System for Supporting Services Staff. MCPS is in the process of implementing the Supporting Services Professional Growth System (SSPGS) over a two-year period beginning in FY06. MCPS describes the SSPGS as "comprised of five components, which are recruiting, staffing, evaluation, development, and retention and recognition. All of these components are built upon core competencies – commitment to students, knowledge of the job, professionalism, interpersonal communication, organization, and problem solving."[3] Similar to the Teacher and A&S PGS, the personnel evaluation component includes a peer consulting program to provide support to both new and underperforming staff.

The SSPGS covers approximately 400 different supporting services position classes, and will include approximately 8,000 MCPS employees when fully-implemented. MCPS administers the SSPGS through the Staff Development Programs Team in the Professional Growth System Program.

1. Consulting Teacher Team

In FY06, the Consulting Teacher Team consists of 39 OOD staff (38 consulting teachers and one support staff position).

Consulting Teacher Project. The Consulting Teacher Project is a component of the Peer Assistance and Review (PAR) program in the Teacher PGS. MCPS designed the PAR program jointly with the Montgomery County Education Association (MCEA) and the Montgomery County Association of Administrative and Supervisory Personnel (MCAASP). The program has two components, the PAR Panel and consulting teachers. The PAR Panel consists of 16 members, eight teacher representatives recommended by MCEA and eight school-based administrators recommended by MCAASP. These teachers and administrators perform their duties on the PAR Panel in addition to their teaching and administrative responsibilities. The PAR Panel selects consulting teachers and reviews teacher evaluation results to determine which teachers need consulting teacher assistance.

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[3] Memorandum from MCPS' Superintendent of Schools to the Board of Education, *Supporting Services Professional Growth System Update*, January 11, 2005.

Consulting teachers support novice and underperforming teachers through ongoing coaching, observation, review, and by providing services such as helping with lesson plans, completing a model lesson, or working on management skills. Consulting teachers are experienced MCPS teachers who apply for the position and perform the duties for a three-year period. Those selected as consulting teachers must agree to return to classroom teaching for a minimum of two years after their assignment ends.

MCPS assigns each of its 38 consulting teachers a caseload of around 16 teachers at any given time. The caseload consists of a combination of novice and underperforming teachers. In FY05 (the most recent full-year of available data), 660 teachers received consulting teacher assistance including 614 novice teachers, 23 underperforming probationary teachers, and 23 underperforming tenured teachers.

In addition to coaching and providing other assistance, consulting teachers conduct classroom observations for each teacher in their caseload and write a follow-up report after each observation for the PAR Panel. The PAR Panel evaluates each teacher's performance as either "meets standard" or "below standard." The PAR Panel then makes a decision regarding a teacher's continued employment with MCPS, with options that include successful completion and exit from the PAR program, continuation in the PAR program for an additional year, or dismissal. As a result of this program, 153 teachers have been dismissed, non-renewed, or have resigned since FY01.

2. Skillful Teacher Project Team

In FY06, the Skillful Teacher Project Team consists of 14 positions that administer two projects for MCPS administrators and school-based professional staff.

Skillful Teacher Project. The Skillful Teacher Project includes a series of two courses on Studying Skillful Teaching (SST) and a series of two courses on Observing and Analyzing Teaching (OAT). Each course is 36 hours completed over six sessions. The SST series consists of the following courses:

- *Studying Skillful Teaching 1 (SST1):* Covers topics in instructional strategies, matching instructional strategies with student needs, and collaborating effectively with peers. MCPS requires successful completion of SST1 for all staff development teachers and instructional specialists, and recommends it for those who aspire to leadership positions. It is expected that teachers complete this course within their first five years in MCPS.

- *Studying Skillful Teaching 2 (SST2):* Covers topics in collecting and analyzing data about student learning to eliminate obstacles for student success. MCPS recommends the course for all school-based professionals who complete SST1.

The OAT series consists of the following courses:

- *Observing and Analyzing Teaching 1 (OAT1):* Covers topics in observing and analyzing teaching, MCPS professional standards, and communicating observations to teachers in a balanced way. MCPS requires successful completion of OAT1 for all staff that write observations that contribute to staff evaluations in the Professional Growth System (principals, assistant principals, student support specialists, consulting teachers, secondary resource counselors, resource teachers, and interdisciplinary resource teachers).

- *Observing and Analyzing Teaching 2 (OAT2):* Covers topics in developing the knowledge, skills, and confidence to confront mediocre and ineffective teaching. MCPS requires successful completion of OAT2 for all staff that write observations that contribute to staff evaluations in the Professional Growth System.

In FY06, 748 MCPS staff will participate in the Skillful Teaching Project courses.

Title II Staff Development Project. This project funds one section of the Studying Skillful Teaching 1 course and staff development activities for non-public school staff with federal dollars through Title II-A of No Child Left Behind. As described in Chapter II, local educational agencies that spend Title II-A funds on professional development activities must spend a proportionate amount on professional development activities for private school staff within that LEA's geographic boundaries. MCPS staff report that they meet the non-public requirement by allowing non-public school staff to attend certain trainings provided by MCPS as well as reimbursing non-public schools for trainings they provide on their own.

3. Staff Development Programs Team

In FY06, the Staff Development Programs Team consists of 10.5 OOD staff that implement five staff development projects for MCPS teachers and supporting services staff.

New Teacher Induction Project. The New Teacher Induction project provides training and structured mentoring to novice and new-to-MCPS teachers. The project includes orientation sessions for all new teacher hires and a variety of workshops and courses on topic areas identified by MCPS as important for new teachers. In FY06, the project includes training and orientation for 990 new MCPS teachers.

The mentoring component of the project pairs experienced teachers who are new to MCPS with veteran teachers to serve as mentors. MCPS teacher mentors: (1) must be tenured teachers with exemplary teaching experience for the past three years; (2) are appointed by their principal or specialty area coordinator (e.g. art, music); (3) must complete a course entitled *Mentoring the New Teacher* either prior to or concurrent with

their first mentoring experience; and 4) receive a stipend of $600 per year for participating in the project. MCPS teacher mentor duties include:[4]

- Meeting with the new teacher weekly for a least one hour or monthly for four hours;
- Maintaining a mentor log and submitting it every month to OOD;
- Promoting the socialization of the new teacher in the school setting;
- Assisting the new teacher with ideas to organize and manage the classroom;
- Helping the new teacher access resources; and
- Suggesting ways to communicate effectively with parents.

MCPS reports that in FY05 (the last full year of available data), 430 teaching mentors provided a total of 6,135 hours of mentoring services.[5]

University Partnerships Project. This project is a collaboration among MCPS and area Universities/Colleges that includes two components, professional development schools and a variety of partnerships with higher education institutions which address areas of critical staffing needs. Professional development schools are partnerships with higher education institutions to provide training towards a Master's degree and/or Maryland State Department of Education certification in specific high-need content areas for MCPS. MCPS currently participates with seven universities/colleges (Bowie State University, Johns Hopkins University, Hood College, McDaniel College, Towson University, Trinity College, and the University of Maryland) in eight content areas (Elementary Education, Human Development, Special Education, English for Speakers of Other Languages, Administration and Supervision, Reading, Educational Technology, and School Library Media). The professional development schools have 54 MCPS participants in FY06.

One of the other types of partnerships is a special education immersion training partnership between MCPS and John Hopkins University aimed at increasing the numbers of qualified special education teachers. MCPS hires participants as special education paraeducators to work at MCPS while completing a degree and receiving State certification as a special education teacher. This training includes 31 participants in FY06. MCPS reports having numerous other partnerships that address staffing in high need areas.

Supporting Staff Project. The Supporting Staff Project consists of specific professional development opportunities for supporting services staff. In FY06, MCPS offers 31 support staff training opportunities in areas such as organizational development, diversity studies, career planning, instructional data, and technology for over 2,000 participants. MCPS also offers several courses in partnership with Montgomery County Government. In FY06, this project includes activities associated with the first year of implementation

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[4] MCPS website,
http://www.mcps.k12.md.us/departments/development/documents/mentor/Criteria_Duties06.pdf
[5] MCPS Office of Organizational Development, *Annual Report 2004-2005.*

of the Supporting Services Professional Growth System (PGS). The Supporting Services PGS includes professional growth consultants who work with underperforming staff.

Tuition Reimbursement Project. As detailed in Chapter II, teachers, administrators, and support staff (in accordance with applicable MCPS Regulations and negotiated agreements with MCEA, MCAASP, and SEIU Local 500) are eligible to receive reimbursement for certain graduate level courses, Continuing Education Units (CEUs) and/or Continuing Professional Development (CPD) courses. MCPS will reimburse up to 50% of the tuition rate of the University of Maryland paid by an employee for an eligible course, and the employee must receive a satisfactory grade in the course. In FY05 (the last full year of available data), over 1,600 teachers received tuition reimbursement for over 2,800 courses.

Continuing Professional Development (CPD) Project. CPDs are Maryland State Department of Education approved credit-bearing courses (formerly known as in-service courses) offered by MCPS or by outside agencies for professional staff. In FY06, MCPS offers 38 CPD courses for up to 5,817 participants and lists another 19 CPD courses offered by outside agencies. CPD credits count toward salary advancement and certification renewals for professional staff. MCPS support staff and substitute teachers are also eligible to attend CPDs on a space available basis.

4. Leadership Training and Development Team

In FY06, the Leadership Training and Development Team consists of nine OOD staff that administer three projects for MCPS administrators and supervisors.

Administrative and Supervisory Professional Growth System Project. This project implements the Administrative and Supervisory Professional Growth System described previously in this chapter. The project includes 11 different training sessions in FY06: types include new administrator orientation, mentoring, professional development plans, program evaluation, and the PAR process. Four consulting principals work with new and underperforming principals by providing support, direction, and mentoring.

Administrative Training and Development Project. This project provides for the selection and training of aspiring MCPS principals. MCPS staff interested in becoming a school-based administrator must first attend a mandatory, four-session *Workshop Opportunity for Future Administrators* to be eligible for selection as an assistant principal. Those selected enter either the Elementary or Secondary component of this project.

The Elementary Principal Training and Development component includes three levels of progression towards a principalship completed over a four-year period: (1) Elementary Assistant Principal I; (2) Elementary Assistant Principal II; and (3) Elementary Internship.

The Secondary Principal Training and Development component also includes four levels of progression towards a principalship completed over a four-year period: (1) Student Support Specialist; (2) Secondary Assistant Principal I; (3) Secondary Assistant Principal II; and (4) Aspiring Secondary Principals Preparation.

For participants in both the Elementary and Secondary components, some of the requirements during this process include the creation of individual professional development plans, participation in monthly professional development seminars, job-embedded training with a principal as the primary trainer, participation in a professional development team, and formal evaluations based on the professional development plan and the PGS standards. In FY06, the Elementary component includes 65 participants and the Secondary component includes 53 participants.

Online Learning Project. The Online Learning Project consists of a contract with a vendor to create online training modules for MCPS to use with staff. In FY05, OOD collaborated with the vendor to develop six online training modules related to the Administrative and Supervisory PGS performance standards. In FY06, the vendor is working with a team of MCPS staff to create six training modules on data-driven decision-making in the classroom.

Professional Learning Communities. This project provides ongoing professional development for leadership teams from eleven MCPS elementary schools. The Professional Learning Communities Project is intended to help schools develop high-performing teams that use collaboration, data analysis, and management strategies to improve student achievement. The project provides professional development through structured sessions held five times through the school year as well as ongoing direct support to the schools.

C. Support for Professional Development Program

In FY06, the Support for Professional Development Program includes one Office of Organizational Development (OOD) Team that implements and coordinates nine staff development projects:

- Staff Development Substitutes Project
- Substitute Teacher Project
- Student and Family Services Project
- Leadership Project
- OOD Office Project
- Office of Shared Accountability Testing Preparation Project
- Baldrige Training Project
- Reading Intervention Project
- Technology Consulting Project

In addition to the staff within the OOD team (described below), this program includes 20 staff (19 instructional specialists and one supporting services position) funded through

The Department of Technology Consulting and Communications; three supporting services staff funded through the Department of Facilities Maintenance; and three supporting services staff funded through the Department of Transportation.

1. Main Office Team

In FY06, the Main Office Team consists of 11.5 OOD staff (including the Associate Superintendent for Organizational Development) that administer and coordinate nine projects along with providing oversight for the other OOD teams and projects.

Staff Development Substitute Teacher Project. The Staff Development Substitute Teacher Project (SDST) allocates a specific amount of substitute time to each MCPS school for teachers to pursue professional development activities during the school day. The goal of this project is to have a substitute teacher at each school who is familiar with the school and students so that instruction can continue at a high level when the assigned teacher is not in the classroom. MCPS states that the intent of the SDST Project is to "create time for teachers to plan, reflect and analyze data together in order to improve student achievement."[6] The types of professional development activities teachers pursue with SDST time include work with a staff development teacher, individual staff development work, peer reflection, work with a group or team, off-site training, data analysis and support, and peer visits to other schools. In FY06, MCPS allocates SDST time to each school based on a formula accounting for the total FTE's and total budget for each school.

Substitute Teacher Project. This project provides training for all MCPS substitute teachers. While the training is offered to all substitutes, it is not mandatory. In FY06, this project includes 1,200 participants.

Student and Family Service Project. This project primarily involves the training of Office of Special Education and Student Services (OSESS) staff, including pupil personnel workers (PPWs), school psychologists, school counselors, and school teams. OSESS administers the training activities in conjunction with OOD. In FY06, this project includes eight different training activities with nearly 1,700 participants. The training topics include:

- The Collaborative Action Process;
- Crisis response;
- Staff development sessions for PPWs and psychologists;
- School counseling services;
- Continuous improvement training for student services field office staff; and
- Section 504 (of the federal Rehabilitation Act) quality implementation training.

Additionally, MCPS provides training under this project to student government advisors from each school.

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[6] MCPS Office of Organizational Development, *Annual Report 2004-2005.*

Leadership Project. The Leadership Project provides four different training and development activities for MCPS executive staff in FY06. This project includes MCPS' participation in the Harvard Public Education Leadership Project, a joint venture between Harvard and MCPS (one of eight school districts across the country selected by Harvard on a competitive basis) aimed at improving leadership and management in urban school districts. This also includes the monthly meeting that the superintendent holds with principals and central services administrators.

OOD Office Project. The OOD office project consists of operating funds for the office, travel funds for OOD staff, and Facilitative Leadership Training. In FY06, MCPS provides Facilitative Leadership Training to over 100 participating staff development teachers, central services staff, and other school-based leaders.

Office of Shared Accountability Testing Preparation Project. The Testing Unit of the Office of Shared Accountability implements MCPS student assessments, including all state-mandated testing. This project includes four mandatory training activities for all MCPS staff involved in administering student assessment. In FY06, 235 test coordinators, back-up test coordinators, and principals will participate in the test preparation trainings.

Baldrige Training Project. MCPS implemented the Malcolm Baldrige Criteria for Performance Excellence as its model for continuous improvement in 2000. This project provides training in the Baldrige Quality Criteria for Performance Excellence as a framework for restructuring education and improving student performance. In FY06, teachers, administrators, and parents are participating in Baldrige training.

Reading Intervention Project. The Reading Intervention Project is a one-time project in FY06 using a consultant to provide training in specific reading intervention strategies at targeted schools. MCPS provides a variety of reading interventions for students reading below grade level in the regular classroom, in before-or-after-school programs, in summer school, and in individualized tutoring sessions.

Technology Consulting Project. MCPS' Technology Consulting Team administers this project, which supports technology integration into professional development activities. Specifically, the Technology Consulting Project provides:

- Professional development support for instructional technology materials, internet-based resources, instructional applications, and technology integration practices;
- Instructional technology modules for professional development;
- Specific staff development support to Technology Modernization schools; and
- Instructional Management System training to support curriculum, instruction, and assessment.

D. Curriculum Training Program

In FY06, the Curriculum Training Program includes one Office of Organizational Development (OOD) Team that implements eight staff development projects:

- Early Childhood Project
- Elementary Curriculum Project
- Secondary Curriculum, Assessment, and Instruction Project
- Interdisciplinary Resource Teacher and Resource Teacher Project
- Office of Curriculum and Instructional Programs Elementary School Project
- Office of Curriculum and Instructional Programs Middle School Project
- Office of Curriculum and Instructional Programs High School Project
- Department of Curriculum and Instruction Project

These projects include training and development for teachers, administrators, and paraeducators in the areas of curriculum, assessment, and instruction. MCPS reports that training is audience-specific and is based on the effective implementation of the curriculum. OOD provides the bulk of the curriculum training, but a small subset of training is coordinated by OOD and provided by curriculum specialists in the Office of Curriculum and Instructional Programs.

1. Curriculum Training and Development Team

In FY06, the Curriculum Training and Development Team consists of 22 OOD staff (one director, one support staff member, and 20 staff development content specialists). 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. This includes training to support the implementation of new or revised curriculum areas. These positions also provide training to central services instructional specialists, principals, and teacher leaders. MCPS' staff development content specialists work in the following content areas:

- Early Childhood
- Elementary ESOL
- Elementary Math
- Elementary Reading
- Elementary Special Education
- Secondary English/Language Arts

- Secondary ESOL
- Secondary Math
- Secondary Special Education
- K-12 Science
- K-12 Social Studies
- K-12 Gifted and Talented Accelerated and Enriched Instruction

The Curriculum Team coordinates the following eight projects in FY06.

Early Childhood Project. This project is intended to provide pre-kindergarten teachers with the knowledge and skills necessary to implement the pre-kindergarten curriculum. It includes training activities in FY06 for teachers and paraeducators.

Elementary Curriculum Project. This project is intended to provide teachers with the knowledge and skills necessary to implement the elementary and pre-kindergarten curriculum. It includes training activities in FY06 for kindergarten through 5th grade teachers; for elementary staff development teachers, reading specialists, math content coaches, and principals. Activities include: Grade 2 Social Studies Training, Math Content Coaches, and School Team Training.

Secondary Curriculum, Assessment, and Instruction (CAI) Project. This project provides curriculum training to middle and high school teachers. In FY06, the project includes training activities for over 1,200 participants in the following content areas: science, reading, English, algebra, U.S. history, and middle and high school ESOL.

Interdisciplinary Resource Teacher and Resource Teacher Project. In FY06, this project includes training activities for interdisciplinary resource teachers (IRT) and resource teachers (RT). As one aspect of their job, IRTs and RTs work with classroom teachers to create effective professional development plans. IRTs and RTs incorporate results from formal evaluations, classroom observations, and student data into the teacher's professional development plan.

Office of Curriculum and Instructional Programs (OCIP) Elementary School Project. This project involves training at the elementary level administered by OCIP in conjunction with OOD. It differs from the Elementary School Curriculum Project in that the training is delivered by OCIP. In FY06, this project includes training activities for 368 participants in the following content areas: Fundamental Life Skills Curriculum, Early Childhood Environmental Education Program, Elementary Science, Family Life and HIV, and New Educator Professional Development.

OCIP Middle School Project. This project involves training at the middle school level administered by OCIP in conjunction with OOD. It differs from the Secondary CAI Project in that the training is delivered by OCIP. In FY06, this project includes training activities for approximately 160 participants in the following content areas: Middle School Academy Prep Training, Computer Science Curriculum, Technology Education, Outdoor Education.

OCIP High School Project. This project involves training at the high school level administered by OCIP in conjunction with OOD. It differs from the Secondary CAI Project in that the training is delivered by OCIP. In FY06, this project includes training activities for over 190 participants in the following content areas: Career and Technology Education, Science Safety, Signature Programs, International Baccalaureate Program, AP Computer Science and Visual BASIC.NET Training.

Department of Curriculum and Instruction Project. This project involves training at the elementary, middle, and high school levels administered by the Department of Curriculum and Instruction in conjunction with OOD. In FY06, this project includes training activities for over 200 participants in the following content areas: Elementary

Music, Safety Training, Family Life and HIV, Foreign Languages, and Student Service Learning Quality Implementation

E. Diversity Training Program

In FY06, the Diversity Training Program includes one Office of Organizational Development (OOD) Team that implements one staff development project, the Diversity Training Project.

1. Diversity Training and Development Team

The Diversity Training and Development Team consists of five OOD staff that administer one project. This section describes the project and provides FY06 participation data where available.

Diversity Training Project. MCPS' mission for the Diversity Team is to "close the achievement gap experienced by students of color, students from poverty, and English language learners, and students with disabilities."[7] Through this project, the Diversity Team introduces research-based diversity related content and processes into all professional development programs. In addition, the Diversity Team plans, implements, and evaluates diversity training for leadership staff in schools and offices.

The specific components of the Diversity Training Project in FY06 include:

- Diversity awareness training and support for all MCPS staff through maintaining an informational website, providing in-service courses on culturally responsive instruction, and providing technology-based training through the use of media materials.

- Diversity training for 131 OOD staff and 200 MCPS leadership staff, as well as collaborating with all OOD teams to incorporate diversity training into other professional development activities.

- Intensive diversity support and development for identified schools and offices. The Diversity Team provides a year-long diversity development program in a limited number of schools identified as priority schools. The Diversity Team also provides training to other MCPS offices that support efforts to correct existing inequities and central services staff that work with students with emotional disabilities.

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[7] MCPS website, http://www.mcps.k12.md.us/departments/development/documents/OOD_flowchart.doc

Chapter VI. MCPS' Evaluation of Staff Development Programs

This chapter summarizes MCPS' process for analyzing the effectiveness of staff development programs and reviews internal and external evaluations conducted to date. The scope of OLO's assignment included a review of how MCPS evaluate the effectiveness of its staff development programs. It did not, however, extend to an independent assessment of the effectiveness of individual staff development programs or projects. This chapter is organized as follows:

- **Part A** explains MCPS' staff development program evaluation philosophy and structure;

- **Part B** describes MCPS' staff development evaluations conducted through participant feedback and formal evaluation reports; and

- **Part C** describes the connections between staff development evaluation results and MCPS funding recommendations.

A. MCPS Evaluation of Staff Development Activities

As indicated by the mission of the Office of Organizational Development described in Chapter III, MCPS' primary goal in providing staff development programs is to increase student achievement and organizational effectiveness. According to MCPS staff, a growing body of research shows that staff development programs contribute to improved student performance through the following three sequential steps:

1) Effective staff development can lead to better teachers by enhancing their knowledge of content, expanding their instructional and management skills, and training them to meet students' diverse needs;

2) Well-trained teachers are more effective in the classroom and therefore have a greater positive impact on student learning; and

3) Improved student learning leads to improved student performance.

However, isolating the individual impact of staff development on the improved student performance proves difficult as numerous other variables affect student learning and achievement. Despite this inherent difficulty, MCPS includes program evaluation as a necessary component of its staff development activities.

Evaluation Model. MCPS utilizes a research-based evaluation model (developed by Thomas Guskey) that includes five evaluation levels. According to Guskey, "each higher level builds on the ones that came before" and "success at one level is necessary for success at the levels that follow."[1] Table 21 on the next page lists the model's five levels, what each level measures, and potential methods for data collection at each level.

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[1] Guskey, Thomas R., 1999. *New Perspectives on Evaluating Professional Development*, Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 1999).

TABLE 21: MCPS STAFF DEVELOPMENT EVALUATION MODEL

	Evaluation Level	What is Assessed?	Information Gathered Via:
1	Participant Reaction	Whether staff are satisfied by the program, whether staff feel their time is well spent, and whether staff feel the content is relevant to their work.	• Questionnaires • Focus groups • Interviews
2	Participant Learning	Whether participants acquire the intended knowledge and skills.	• Simulations • Participant reflections • Case study analyses
3	Organization & Support	Whether the training affects the organizational culture and/or procedures so the organization will support implementation of the new skills learned.	• District & school records • Questionnaires • Focus groups • Interviews with participants & school administrators
4	Participant Use of New Knowledge & Skills	Whether participants effectively apply the new knowledge and skills in the classroom.	• Questionnaires • Interviews with participants & supervisors • Participant reflections • Observations
5	Student Learning Outcomes	Whether student performance or other desired outcomes improve.	• Student records • School records • Questionnaires • Interviews with students, parents, teachers, & administrators

Source: MCPS, December 2005

According to Guskey, the majority of school systems only evaluate staff development programs at Level 1 and Level 2, if at all.[2]

B. Overview of MCPS Staff Development Evaluation Activities

This section describes MCPS staff development evaluation activities conducted by the Office of Organizational Development (OOD), the Department of Shared Accountability, and outside consultants. It provides a brief overview of the evaluations and, where applicable, discusses how MCPS used the evaluation information. According to MCPS, evaluation is a critical component of all staff development programs and activities.

1. Feedback from Participants and Staff

OOD obtains formal and informal feedback to evaluate and improve staff development programs at the participant reaction and participant learning (1st and 2nd) evaluation levels. However, some of the feedback allows for analysis at the 3rd and 4th evaluation

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[2] Guskey, 1999.

levels as well. Some primary feedback mechanisms are listed below, along with examples of how MCPS uses the information.[3]

Participant Surveys and Questionnaires. Every training activity administered by OOD includes some type of post-session written or electronic survey or questionnaire aimed at gauging participant reaction and learning. Two specific examples include:

- Participants in Observing and Analyzing Teaching and Studying Skillful Teaching courses complete an end-of course written survey and a follow-up email survey one year after participation. OOD staff report that they use these surveys to improve the design and delivery of the courses. In addition, the follow-up survey provides one source of information related to Level 4 of the evaluation model; how the participant is using the knowledge and skills in their job.

- Participants in an FY05 Special Education Training for 1st and 2nd grade teachers completed a survey at the end of the course as well as pre- and post-training assessments. The survey measured participant satisfaction, while the assessments measured learning by comparing the ability of participants to name appropriate instructional strategies and resources before and after the training.

Staff, Stakeholder, and Focus Groups. OOD convenes focus groups to discuss and provide improvement suggestions related to the effectiveness and efficiency of specific programs. An example of this feedback mechanism includes a group convened in June 2005 to make recommendations regarding the Staff Development Substitute Teacher project for FY06. As a result of the staff group's suggestion to make more efficient use of staff development time, MCPS changed the Staff Development Substitutes Teacher allocation for each school to a specific number of hours per year instead of an FTE equivalent. Other examples include the staff development cross-functional team, the Professional Development Advisory Committee, and the Councils on Teaching and Learning. All of these groups meet regularly and provide feedback on programs as well as input for planning upcoming programs.

2. Formal Program Evaluations

MCPS contracted with outside consultants for three formal evaluations of staff development programs. The evaluations covered the two largest components of MCPS' staff development spending: the Staff Development Teacher Program and the Teacher Professional Growth System (PGS). In addition, the Peer Assistance and Review component within the Teacher PGS underwent a separate evaluation.

Staff Development Teacher Program Evaluation. In 2001, the George Washington University School of Education and Human Development published a report entitled,

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[3] Specific examples of MCPS' utilization of information obtained through the feedback mechanisms taken from the Office of Organizational Development's 2004-2005 Annual Report.

Montgomery County Public Schools Staff Development Teacher Program Final Report.[4] Researchers from George Washington collected and analyzed qualitative and quantitative program data on MCPS' Staff Development Teacher Program from the following sources: logs kept by staff development teachers, principal and teacher surveys, case studies, and focus groups of teachers and principals. The evaluation design primarily collected information related to the first three levels of the MCPS evaluation model.

The evaluation found overwhelming support for the staff development teacher program and its related professional development components (e.g., individual professional development plans and staff development substitute teachers) from classroom teachers, staff development teachers, and principals. The George Washington report includes six findings on MCPS' staff development teacher program. Three of the findings, listed below, addressed participant reaction and learning:

- Teachers and principals surveyed overwhelmingly feel that the Staff Development Teacher Program is worthwhile and should continue;
- Stakeholders perceived the Staff Development Teacher Program as having a substantial impact on teachers; and
- Staff development teachers generally felt that their training provides the necessary skills, but also recommended additional training in data analysis.

The other three findings from the George Washington study, listed below, addressed organizational support and change issues:

- MCPS school environment and context, particularly the size and level of schools, influenced the implementation of the Staff Development Teacher Program. High schools experienced greater implementation challenges from an organizational perspective;
- Thoughtful and consistent support from principals enabled more effective program implementation; and
- Stakeholders perceived staff development teachers as having a positive impact on school culture and the development of a professional learning community.

Teacher Professional Growth System (PGS). In 2004, an educational consultant hired by MCPS published a report entitled, *Report on the Third-Year Evaluation of the Professional Growth System for Teachers.*[5] This report was the last in a series of three evaluations studies of MCPS' Teacher PGS conducted by the educational consultant and MCPS' Office of Shared Accountability (OSA). The report provides findings and recommendations on the Teacher PGS based on data and information collected for all three reports in the series, as well as data collected for the George Washington study described above.

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[4] George Washington University School of Education and Human Development, *Montgomery County Public Schools Staff Development Teacher Program Final Report*, September 11, 2001.
[5] Dr. Julia Koppich, *Report on the Third-Year Evaluation of the Professional Growth System for Teachers*, June 8, 2004.

The consultant and OSA collected and analyzed qualitative and quantitative program data gathered through administrator and teacher surveys, case studies, individual interviews, focus groups, and a review of classroom observation and teacher evaluation reports. The evaluation design covered the first three levels of the MCPS evaluation model, but also addressed the fourth evaluation level by analyzing implementation of new teaching skills learned through the PGS.

Findings and observations of the report related to participant reaction, participant learning, and organizational culture and support include:

- Administrators and teachers concurred that implementation of the PGS is moving in the right direction;
- Stakeholders found the Staff Development Teacher Program important to the PGS;
- Teachers found value in professional development plans, but reported inconsistent implementation of these plans across MCPS;
- The PGS promoted professional learning communities in MCPS schools, although data showed differences in the views of teachers and administrators; and
- The messages principal's communicated about the PGS played a key role in a school's acceptance of the PGS.

In addition, the report found evidence of successful implementation of new teaching skills. The researchers found data indicating increased use of specific instructional practices in the classroom and increased use of data to drive classroom instruction. Based on the findings, the report recommended continuing implementation of the PGS with specific recommendations aimed at enhancing the effectiveness of some of the PGS components.

Peer Assistance and Review (PAR) Program. In 2004, the educational consultant hired by MPCS to evaluate the Teacher PGS also published a report entitled, *Toward Improving Teacher Quality: An Evaluation of Peer Assistance and Review in Montgomery County Public Schools.*[6] This study evaluated the Peer Assistance and Review (PAR) component of the Teacher PGS.

The consultant collected and analyzed qualitative and quantitative program data gathered through administrator and teacher surveys, case studies, individual interviews, and focus groups. The report found that principals and teachers appreciate and support the PAR program, and that the program reflects collaboration on multiple productive levels.

In addition, the report found that the results from MCPS' PAR program are comparable to PAR programs in other school districts. The report compared MCPS data on participation and outcomes for novice and under-performing teachers in the PAR program with five school districts with established PAR programs and found similar

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[6] Dr. Julia Koppich, *Toward Improving Teacher Quality: An Evaluation of Peer Assistance and Review in Montgomery County Public Schools*, June 8, 2004.

results. The report concluded with recommendations to enhance the effectiveness of the PAR program and to consider expanding the program.

C. Connections Between Evaluation Results and Funding

OOD staff report that they utilize the information from both the participant feedback and the formal evaluations when making program and funding decisions. OLO asked MCPS staff to identify staff development programs and/or project budgets in recent years that have been impacted due to feedback or evaluation information. MCPS provided the following specific examples:

- In FY04, OOD increased job-embedded coaching and decreased in-service training for staff development teachers based on post-training feedback that the job-embedded training was more effective. This switch resulted in a cost savings of $107,438 in the Staff Development Teacher Project.

- In FY04, OOD eliminated the requirement that each novice MCPS teacher is automatically assigned a teacher mentor based on the formal Teacher PGS evaluation that indicated new teachers were overwhelmed with support. Since novice teachers are supported by consulting teachers already, the mentor support was identified as duplicative. As a result, a cost savings of $792,635 occurred in the New Teacher Induction Program due to lower stipend costs for teacher mentors.

Chapter VII. Findings

This chapter presents the Office of Legislative Oversight's findings from its base budget review of Montgomery County Public Schools (MCPS) staff development spending, divided into the following categories:

- Staff development governance structure;
- FY06 MCPS staff development spending;
- MCPS FY01-FY06 staff development spending trends;
- FY07 MCPS staff development spending request;
- MCPS staff development spending factors; and
- MCPS staff development program evaluation.

STAFF DEVELOPMENT GOVERNANCE STRUCTURE

Finding #1. Two federal laws affect staff development spending indirectly through teacher quality requirements and directly through grant funding conditions. State of Maryland regulations establish requirements for certain types of staff development programs.

The No Child Left Behind Act (NCLB) establishes a standard for employing "highly qualified" teachers, and provides grant funding opportunities for improving "teacher quality." The Individuals with Disabilities Education Act extends NCLB's "highly qualified" teacher requirements to special education teachers and includes grant funding opportunities to improve staff development activities related to educating students with disabilities.

The State of Maryland's Bridge to Excellence in Public Schools Act requires each local school system to implement a comprehensive master plan that includes goals and strategies to promote academic excellence and eliminate gaps in performance. Among other factors, the master plan must address professional development. Title 13A (*State Board of Education*) of the Code of Maryland Regulations addresses staff development requirements related to: teacher mentoring programs, teacher recertification, tuition reimbursement programs, multicultural education training, and student behavior intervention training. Additionally, the Maryland State Department of Education has developed and endorsed staff development standards for use throughout the State.

Finding #2. The MCPS Strategic Plan and several Board of Education policies and MCPS regulations recognize staff development as an MCPS priority and require the provision of staff development activities.

The MCPS Strategic Plan (*Our Call to Action: Pursuit of Excellence*) recognizes "Workforce Excellence" as a fundamental element in raising the level of student achievement. MCPS defines "Workforce Excellence" as "providing a quality teacher in

every classroom, an outstanding principal in every school, and an excellent support team in every building."[1]

Two Montgomery County Board of Education policies and five MCPS regulations address specific staff development issues, including: improving staff skills in cross-cultural communication, creating a training program for school administrators, establishing procedures for in-service courses, establishing procedures for tuition reimbursement, and establishing program for supporting services staff.

Six other Board of Education policies address the provision of staff development within the context of establishing a curriculum and instructional framework at each grade level. Each of these policies recognizes staff development as important to effective instruction and requires staff development activities within its curriculum or instruction area focus. These policies cover early childhood, elementary school, middle school, high school, and English language learner curriculum and instruction.

Finding #3.   The Board of Education's three negotiated agreements with employee bargaining units establish staff development guidelines and requirements. Two of the agreements require stipend payments to members attending certain training activities.

The Board of Education's negotiated labor agreements with the Montgomery County Association of Administrative and Supervisory Personnel (MCAASP), the Montgomery County Education Association (MCEA), and the Service Employees International Union (SEIU) Local 500 each include provisions related to staff development such as establishing tuition reimbursement programs, establishing advisory committees, and providing funding for staff development-related travel and educational resources.

Of note, the agreement with MCEA includes information on the Professional Growth System (PGS) for teachers, including the personnel evaluation system under the PGS, and the Peer Assistance and Review Program. Additionally, the agreements with MCEA and SEIU Local 500 establish specific rates of compensation (in the form of stipends) MCPS must pay bargaining unit members when attending mandatory or MCPS recommended training outside of an employee's normal work day.

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[1] MCPS website, http://www.mcps.k12.md.us/departments/superintendent/
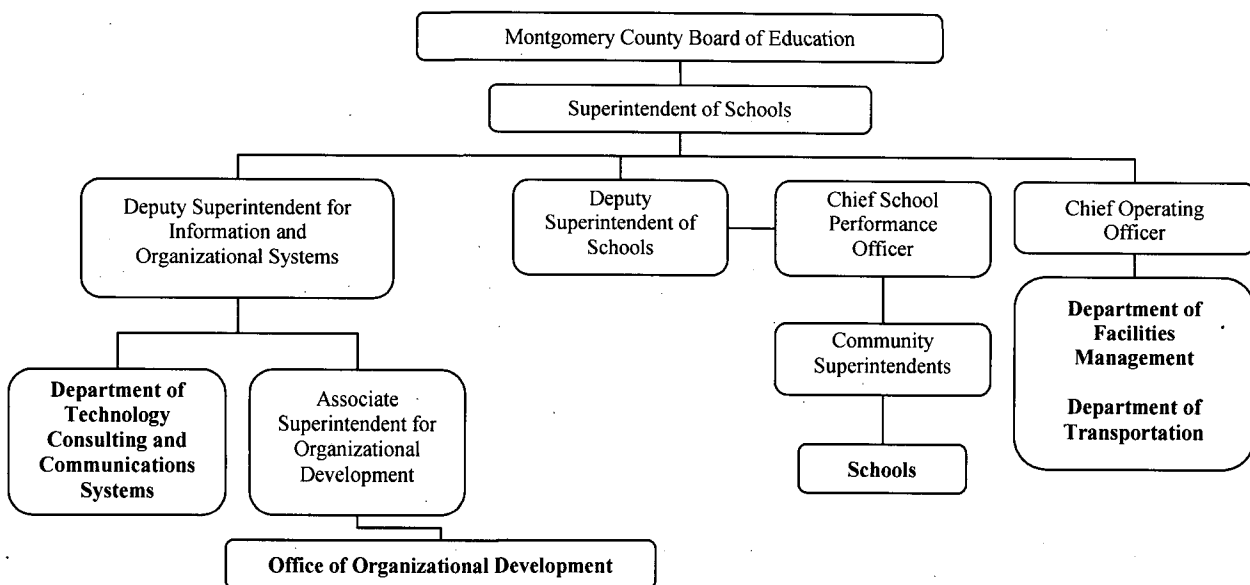
FY06 MCPS STAFF DEVELOPMENT SPENDING

**Finding #4. The Office of Organizational Development coordinates all of MCPS'
staff development programs. In FY06, five MCPS
offices/departments receive staff development funding.**

In FY06, the five MCPS offices/departments that receive staff development funding are:

- *Office of Organizational Development (OOD).* OOD's eight teams coordinate
  and oversee all of MCPS' staff development programs.

- *Office of School Performance.* MCPS funds school-based personnel dedicated to
  staff development through this office.

- *Department of Technology Consulting and Communications.* The Department's
  Technology Consulting Team integrates technology resources into staff
  development training and activities as part of its duties.

- *Department of Facilities Management.* The Department's Division of School
  Plant Operations funds three positions dedicated to building services staff training.

- *Department of Transportation.* The Department funds three positions dedicated
  to transportation safety training.

Other MCPS offices (e.g., the Office of Curriculum and Instructional Programs, the
Office of Special Education and Student Services) assist with the provision or
coordination of staff development activities in their particular area of expertise.
However, these offices do not receive funds identified for staff development activities. A
partial MCPS organizational chart showing which departments/offices receiving staff
development funding is show below.

MCPS Departments and Offices Receiving Staff Development Funding in Bold

Finding #5.   In FY06, MCPS' program budgeting system links staff development funds allocated across MCPS into five staff development programs.

Each of MCPS' five staff development programs links with one or more Office of Organizational Development (OOD) Team that administers staff development projects. In turn, each project consists of multiple training activities. The table below shows the alignment of the five programs with OOD teams and specific staff development projects.

Staff Development Program	OOD Team	Staff Development Project
Staff Development Teachers Program	Staff Development Teacher Project Team	• Staff Development Teacher
Professional Growth System Program	Consulting Teacher Team	• Consulting Teachers
	Skillful Teaching Team	• Skillful Teacher • Title II Staff Development
	Staff Development Programs Team	• New Teacher Induction • University Partnerships • Supporting Staff • Tuition Reimbursement • Continuing Professional Development
	Leadership Training and Development Team	• Administrative and Supervisory Professional Growth System • Administrative Training/Development • Online Learning • Professional Learning Communities
Support for Professional Development Program	Main Office Team	• Staff Development Substitutes • Substitute Teacher • Student and Family Services • Leadership • OOD Office • Office of Shared Accountability Testing Preparation • Baldrige Training • Reading Intervention • Technology Consulting
Curriculum Training Program	Curriculum Development and Training Team	• Early Childhood • Elementary Curriculum • Secondary Curriculum, Assessment, and Instruction • Office of Curriculum & Instructional Programs Elementary School • Office of Curriculum & Instructional Programs Middle School • Office of Curriculum & Instructional Programs High School • Department of Curriculum & Instruction • Resource Teacher Development
Diversity Training Program	Diversity Training and Development Team	• Diversity Training

Finding #6. **In FY06, the MCPS budget allocates $52.6 million for staff development. Two programs (Staff Development Teachers, Professional Growth System) account for $37.1 million (70%) of the total amount allocated for staff development.**

MCPS allocates staff development funds for positions (i.e. permanent staff costs) and projects (i.e. non-position staff and operating costs). In FY06, MCPS' program budgeting system began linking specific position and overall project costs with the five staff development programs. Additionally, OOD's FY06 Training Plan links overall project costs back to each of the 31 staff development projects.

MCPS' FY06 staff development spending by program includes:

| | FY06 Spending (in millions) | | | |
Programs	Position	Project	Total	% of Total
Staff Development Teachers	$20.1	$0.1	$20.2	38%
Professional Growth System	$9.2	$7.7	$16.9	32%
Support for Professional Development	$3.3	$4.4	$7.7	15%
Curriculum Training	$3.4	$3.4	$6.8	13%
Diversity Training	$0.6	$0.4	$1.0	2%
Total	**$36.6**	**$16.0**	**$52.6**	**100%**

Finding #7. **MCPS' largest single staff development expense is for permanent staff salaries and benefits. In FY06, it costs $36.6 million to pay for the 352.5 workyears associated with the five staff development programs.**

Staff development position costs include the salary and benefit costs for permanent professional and supporting services staff associated with the five staff development programs. MCPS' FY06 workyears and position costs across all five staff development programs break down by the following position types:

Position Type	Workyears	FY06 Position Costs (in millions)	Average Cost per Workyear
Staff development teachers	188	$19.1	$101,607
Instructional specialists	74	$8.5	$114,608
Consulting teachers	38	$4.1	$109,556
Administrative staff	24	$3.2	$132,703
Supporting services staff	28.5	$1.7	$59,754
Total	**352.5**	**$36.6**	**$103,926**

In FY06, the average cost per workyear exceeds $100K for all staff development position types except supporting services staff.

Finding #8.   MCPS' largest staff development project costs are for stipends and substitutes. In FY06, it costs $9.9 million to pay for the stipends and substitutes associated with MCPS' staff development projects.

Staff development project costs include non-position and operating costs associated with MCPS' staff development projects. Non-position costs include wages and benefits for temporary staff (i.e. substitutes, professional and supporting part-time) and stipends paid to permanent staff for attending certain training activities. Operating costs include consulting, materials, facility rental, tuition reimbursement, and other miscellaneous costs. MCPS' FY06 project costs across all five staff development programs break down by the following cost types:

Project Cost Type	FY06 Project Costs (in millions)
Stipends	$6.7
Substitutes	$3.2
Tuition reimbursement	$1.7
Professional part-time (temporary)	$1.2
Consulting	$1.2
Materials	$0.8
Other/Miscellaneous	$0.7
Facility Rental	$0.3
Supporting part-time (temporary)	$0.2
Total	**$16.0**

MCPS FY01-FY06 STAFF DEVELOPMENT SPENDING TRENDS

Finding #9.   MCPS' FY06 approved staff development spending is a $24.5 million (87%) increase over FY01 approved spending. Comparatively, total MCPS FY06 spending is an increase of 41% over FY01.

The $52.6 million in approved MCPS FY06 staff development spending is an increase of 87% over the $28.1 million approved in FY01. Comparatively, MCPS' FY06 total approved spending of $1.7 billion is 41% greater than the $1.2 billion approved in FY01. The largest one-year increase in staff development spending was 57% (from $28.1 million to $44.1 million) between FY01 and FY02, when total MCPS spending only increased 9%. The budget increase for staff development reflects both additional programs and realignment of resources from other units to OOD.

The sizeable increase in FY02 reflects MCPS' implementation of a multiyear plan to improve professional development as part of the Superintendent's "Workforce Excellence" initiative. This multiyear plan included the implementation of the Teacher

Professional Growth System (specifically a staff development teacher at every MCPS school and the Peer Assistance and Review Program for teachers), leadership development programs aimed at training aspiring principals, and improving training for support staff.

As a result of higher annual rates of increase in FY02 and FY03, staff development as a percent of total MCPS spending increased from 2.3% in FY01 to 3.4% in FY03. Since FY04, staff development spending increases have been at or slightly below the rate of increase for the entire MCPS budget. Staff development spending represents 3.1% of MCPS $1.7 billion total budget in FY06.

Finding #10. From FY01 to FY06, MCPS staff development position costs increased by $22 million (152%) from a combination of additional workyears and annual compensation adjustments. Staff development project costs increased by $7 million (82%) during the same period.

The $36.6 million approved for staff development positions costs in FY06 was $22.1 million more that the $14.5 million approved in FY01. This 152% increase resulted in part from 52.5 additional workyears and in part from annual compensation adjustments for existing staff (i.e. negotiated and continuing salary increases, employee benefits increases).

Although data is not available to break out the amount of staff development position cost increases due to growth in positions versus compensation adjustments from FY01 to FY06, comparable data is available on total MCPS budget growth. From FY01 to FY06, $355 million (73%) of the approximately $500 million in total MCPS budget growth was due to compensation adjustments.

The $16.0 million approved for staff development project costs in FY06 was $7.2 million (82%) more than the $8.8 million approved in FY01, with the largest increase between FY01 and FY02. Stipend costs represented $2.7 million (38%) of the $7.2 million increase from FY01 to FY06.

MCPS' FY07 STAFF DEVELOPMENT SPENDING REQUEST

Finding #11. MCPS' FY07 budget request includes a 6% increase in staff development spending and the addition of eight workyears.

MCPS' FY07 budget request proposes a $2.9 million (6%) increase in staff development spending. This 6% is slightly lower than the bottom-line increase in total MCPS spending.

The FY07 request for staff development includes eight additional workyears, a $2.9 million increase in position costs, and no net change in project costs. Within each staff development program, the FY07 budget request proposes:

- A $1.9 million increase in the Staff Development Teachers Program, primarily related to the addition of five staff development teacher workyears due to the opening of five school as well as compensation adjustment increases.

- A $1 million increase in the Professional Growth System Program, primarily from the addition of two support staff workyears for supporting services peer consulting; the realignment of one administrative workyear (Director of School Improvement Initiatives) from the Support for Professional Development Program related to the Middle School Reform Initiative; compensation adjustment increases; and an increase in tuition reimbursement for MCEA members.

- A $47K increase in the Support for Professional Development Program, primarily due to compensation adjustment increases.

- A $272K decrease in the Curriculum Training Program, primarily due to anticipated turnover savings from instructional specialist positions.

- A $150K increase in the Diversity Training Program, primarily due to an increase in project costs for stipends as well as compensation adjustment increases.

The three tables that follow summarize MCPS' FY07 requested changes in staff development compared to FY06 approved levels for total spending by program, position costs across programs, and project costs across programs.

Summary Table 1:
FY06 Approved and FY07 Requested Staff Development Program Spending (in millions)

Programs	FY06 Costs (in millions)			FY07 Request (in millions)		
	Position	Project	Total	Position	Project	Total
Staff Development Teachers	$20.1	$0.1	**$20.2**	$22.0	$0.2	**$22.2**
Professional Growth System	$9.2	$7.7	**$16.9**	$10.2	$7.7	**$17.9**
Support for Professional Development	$3.3	$4.4	**$7.7**	$3.6	$4.2	**$7.8**
Curriculum Training	$3.4	$3.4	**$6.8**	$3.1	$3.4	**$6.5**
Diversity Training	$0.6	$0.4	**$1.0**	$0.6	$0.5	**$1.1**
Total	**$36.6**	**$16.0**	**$52.6**	**$39.5**	**$16.0**	**$55.5**

Summary Table 2:
FY06 Approved and FY07 Requested Staff Development Position Costs (in millions)

Position Type	FY06 Costs		FY07 Request	
	Workyears	Costs	Workyears	Costs
Staff development teachers	188	$19.1	193	$20.5
Instructional specialists	74	$8.5	74	$8.9
Consulting teachers	38	$4.1	38	$4.4
Administrative staff	24	$3.2	25	$3.5
Supporting services staff	28.5	$1.7	30.5	$2.2
Total	**352.5**	**$36.6**	**360.5**	**$39.5**

Summary Table 3:
FY06 Approved and FY07 Requested Staff Development Project Costs (in millions)

Project Cost Type	FY06 Costs	FY07 Request
Stipends	$6.7	$5.7
Substitutes	$3.2	$3.5
Tuition reimbursement	$1.7	$2.4
Professional part-time	$1.2	$1.1
Consulting	$1.2	$1.1
Materials	$0.8	$1.1
Other/Miscellaneous	$0.7	$0.6
Facility Rental	$0.3	$0.3
Supporting part-time	$0.2	$0.2
Total	**$16.0**	**$16.0**

MCPS STAFF DEVELOPMENT SPENDING FACTORS

Finding #12. MCPS' policy decision to place a staff development teacher in every school as part of the Professional Growth System for Teachers drives a substantial portion of staff development spending.

MCPS includes a staff development teacher in every MCPS elementary, middle, and high school as an integral component of its Professional Growth System for Teachers. MCPS implemented this staffing structure as part of its multiyear "Workforce Excellence" initiative. In FY06, the salary and benefit cost for the 188 staff development teacher workyears is $19.1 million, or 36% of total staff development spending.

Staff development teachers use a variety of strategies intended to teach classroom teachers research-based planning and instruction practices specialized to the needs of each school. As new schools open, such as the five scheduled to open in FY07, MCPS systematically requests new staff development teacher workyears accordingly.

Finding #13. MCPS' annual compensation adjustments also drive staff development spending.

MCPS annually requests funding for continuing and negotiated salary cost increases and employee benefit cost increases for existing MPCS staff across the school system. From FY01 to FY06, $355 million (73%) of the approximately $500 million in total MCPS budget growth was due to compensation adjustments.

As a result, staff development position costs are subject to annual increases even if the number of workyears stays constant. Additionally, the increase in compensation adjustments for existing staff is often greater than the cost of adding new staff. For example, MCPS' FY07 budget request includes eight new workyears and a $2.9 million increase in staff development position costs. Of that increase, approximately $2.3 million (79%) is for compensation adjustments and approximately $600K (21%) is for the eight new workyears.

Finding #14. The cost of stipends versus the cost of substitute teachers is a significant factor for staff development project costs.

MCPS' negotiated agreement with the Montgomery County Education Association requires that teachers who attend mandatory staff development training outside of their regular duty hours (i.e. during the evening, a weekend, or the summer) receive additional compensation in the form of stipends.[2] If the training occurs during a regular school day, MCPS does not have to pay stipends but must pay for substitutes to cover teachers' instructional duties.

In FY06, the teacher stipend rate for mandatory training outside the duty day is $43 per hour. At the same time, the hourly rate for a substitute teacher in FY06 is $27 per hour. As a result, it costs less to provide staff development training for teachers during the day. However, MCPS must weigh potential cost savings versus a real or perceived quality of instruction decrease with a substitute teacher. In FY06, MCPS provides the majority of mandatory teacher trainings outside of the normal duty day, leading to greater staff development project costs.

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[2] MCPS does not pay a stipend for a mandatory training course taken outside the school day if a teacher takes the course for State of Maryland credit towards recertification or advancement.

MCPS STAFF DEVELOPMENT PROGRAM EVALUATION

Finding #15. MCPS uses a five-level evaluation model for assessing the effectiveness of staff development programs.

According to MCPS staff, a growing body of research shows a contributory link between providing staff development programs and improved student performance. However, isolating the individual impact of staff development on the improved student performance proves difficult as numerous other variables affect student learning and achievement.

Despite the inherent difficulties in measuring the impact of staff development programs based on student performance, MCPS includes program evaluation as a component of its staff development activities. MCPS uses a research-based evaluation model that includes five evaluation levels arranged sequentially. The five levels are:

- *Participant Reaction* – This level assesses whether staff enjoy participating in the program and whether staff feel their time was well spent.

- *Participant Learning* – This level assesses whether participants acquire the intended knowledge and skills.

- *Organization & Support* – This level assesses whether the training affects the organizational culture and/or procedures so the organization will support implementation of the new skills learned.

- *Participant Use of New Knowledge & Skills* – This level assesses whether participants effectively apply the new knowledge and skills in the classroom.

- *Student Learning Outcomes* – This level assesses whether student performance improves.

Finding #16. MCPS' staff development evaluation activities include feedback and formal program evaluations. MCPS provided two specific examples where evaluation efforts have led to specific budget decisions.

The Office of Organizational Development obtains formal and informal feedback to evaluate and improve staff development programs through participant surveys, questionnaires, and convening staff or stakeholder groups. MCPS has also contracted with outside consultants for three formal evaluations of staff development programs covering the two largest components of MCPS' staff development spending, the Staff Development Teacher Program and the Teacher Professional Growth System (PGS). Together, these evaluation efforts address the first three, and to some extent the fourth, levels of MCPS' evaluation model.

In general, and primarily from a qualitative perspective, the evaluations have found that participants have positive reactions to the staff development activities; participants feel that they learn the intended knowledge and skills; and that staff development activities seem to be positively affecting organizational culture within the schools.

MCPS staff report that they utilize the information from both the participant feedback and the formal evaluations when making program and funding decisions. OLO asked MCPS staff to identify staff development programs and/or project budgets in recent years that have been impacted due to feedback or formal evaluation information. MCPS provided the following specific examples:

- OOD increased job-embedded coaching and decreased in-service training for staff development teachers based on post-training feedback that the job-embedded training was more effective. This switch resulted in a cost savings of $107,438 in the Staff Development Teacher Project.

- OOD eliminated the requirement that each novice MCPS teacher is automatically assigned a teacher mentor based on the formal Teacher PGS evaluation that indicated new teachers were overwhelmed with support. Since novice teachers are supported by consulting teachers already, the mentor support was identified as duplicative. As a result, a cost savings of $792,635 occurred in the New Teacher Induction Program due to lower stipend costs for teacher mentors.

Chapter VIII. Recommendations

The Office of Legislative Oversight's assignment to conduct a base budget review of the Montgomery County Public Schools' staff development function was part of the Council's initiative to explore different ways of enhancing how the Council approaches it annual budget decision-making. OLO's FY06 Work Program, as approved by the Council in July 2005, states that the purpose of this particular assignment was to provide the Council with greater understanding of:

- MCPS' overall goals and desired outcomes for staff development;
- Trends in MCPS spending on staff development;
- What the funds allocated for staff development buy in terms of services, programs, and activities;
- How MCPS selects staff development activities;
- How MCPS measures the results and evaluates the effectiveness of staff development; and
- How MCPS uses the results of these evaluations.

In keeping with the overall goals of the Council's base budget review initiative, this chapter outlines recommendations that promote a new approach to how the Council reviews MCPS' budget request for staff development. In sum, OLO recommends that the Council structure its annual review to include analysis of the major cost components; cost drivers; and outcomes. The recommendations also provide a structure for the Council to gain an even greater understanding of the actual staff development programs and activities identified by OLO.

OLO's specific recommendations for Council action are outlined below.

Recommendation #1. **Based on a critical review of the various ways this OLO report presents budget data, the Council should determine the format and content of total staff development spending information to request from MCPS on an annual basis.**

This OLO base budget review presents MCPS staff development total cost and trend data in ways that differ from MCPS' current practice of reporting these program costs. The Council should discuss whether the content and format of budget data presented in this report provide the greater understanding of staff development spending that the Council had in mind when assigning this project. The Council's discussion should result in a decision whether similar, more, less, or different information will best meet the Council's stated interest in annually examining staff development spending at a level that goes beyond a summary of marginal increases.

Recommendation #2. **Request that MCPS present annual staff development budget increases in a way that clearly connects the marginal changes to the policy decisions or other factors that are driving those cost increases.**

Based on the premise that budget changes from one year to the next reflect policy decisions, OLO recommends that the Council request that MCPS annually provide an explanation of how marginal staff development funding changes result from policy decisions or other factors, such as:

- Staffing policies or ratios (for example, the decision to place one staff development teacher in every MCPS school);
- The annual salary and benefit adjustments for current staff;
- Compensation for attending training (i.e. any increase or decrease in stipends related to whether a training activity is mandatory and whether it is held outside of the school day); and
- Changes in specific programs or projects that resulted from evaluation results.

This information will allow the Council to annually examine the cost drivers of staff development spending as part of the budget decision-making process.

Recommendation #3. **Request that MCPS report back to the Council on recommended outcome measures for staff development based on MCPS' staff development evaluation model.**

MCPS uses a research-based, five level evaluation model for assessing the effectiveness of staff development programs. The five evaluation levels are participant reaction, participant learning, organization and support, participant use of new knowledge and skills, and student learning outcomes. Under this framework, MCPS conducts a variety of formal and informal staff development evaluation activities and collects both quantitative and qualitative information. These activities include participant surveys and questionnaires, staff and stakeholder focus groups, and formal program evaluations conducted by outside contractors.

OLO recommends that the Council initiate an annual review of staff development outcomes by requesting that MCPS use the existing evaluation structure to do the following:

- For each of the five evaluation levels, recommend two outcome measures that reflect the degree of success of the staff development function; and

- Demonstrate how the information collected through the various evaluation efforts measures the recommended outcomes.

OLO recommends the Council request MCPS to report back to the Council with this information by **November 1, 2006.**

Recommendation #4. Schedule one or more Education Committee worksessions with MCPS staff during FY07 to further understand the operations and effectiveness of MCPS' staff development function.

The purpose of this OLO base budget review is to provide a greater understanding of MCPS staff development spending. In order to gain a further understanding of how the programs and services identified work in practice, OLO recommends that the Education Committee schedule one or more worksessions with MCPS staff over the next year on different staff development topics. Potential topics for such worksessions are listed below.

1) A discussion with a panel of staff development teachers. The purpose of this session would be to discuss how the staff development teacher function works in practice, such as:

- What types of activities staff development teachers routinely perform;
- How staff development teachers and other school-based staff perceive the value of a staff development teacher within an individual school; and
- How the MCPS administration perceives the value of a staff development teacher's ability to provide job-embedded training.

2) A discussion with a panel of staff including consulting teachers, consulting principals, and supporting services consultants. Each of MCPS' three professional growth systems has peer consulting and assistance components for new and/or underperforming staff. The purpose of this session would be to discuss how this peer consultation and assistance component works in practice, such as:

- What types of activities peer consulting personnel typically perform; and
- How staff who have utilized peer consulting perceive the value of these personnel.

3) A discussion with a variety of MCPS staff (teachers, principals, trainers, administrators) that focuses on the biggest challenges facing MCPS school-based staff and how the $50+ million invested in staff development addresses those issues. The Education Committee could select what it feels are significant challenges as well as asking MCPS to identify challenges.

Chapter IX. Agency Comments

The Office of Legislative Oversight circulated a draft of this report to the Superintendent of Schools and relevant MCPS staff. The written comments received on the draft report from the Deputy Superintendent for Information and Organizational Systems are included in their entirety, beginning on the next page.

OLO's final report incorporates technical corrections and comments provided by MCPS staff. As always, OLO greatly appreciates the time taken by staff to review our draft report and provide feedback.

March 15, 2006
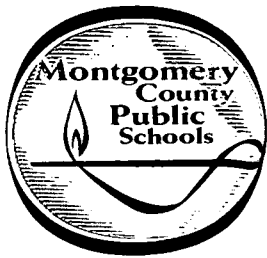
Ms. Karen Orlansky
Montgomery County Council
Director, Office of Legislative Oversight
100 Maryland Avenue
Rockville, Maryland 20850

Dear Ms. Orlansky:

Thank you for providing us with the draft Office of Legislative Oversight report on the base budget review of Montgomery County Public Schools' (MCPS) staff development. Our staff development initiative is vitally important to building the capacity of all staff in MCPS to support our goals of high-level achievement for every student. The staff development program falls under our Workforce Excellence Initiative, which has been one of the goals in our strategic plan, *Our Call To Action Pursuit Of Excellence.* MCPS staff has reviewed the draft report and has found it to be thoughtfully written and a clear summary of our staff development.

I appreciate the collaborative relationship that Mr. Craig Howard and Ms. Kristen Latham, the County Council staff, developed with Dr. Marshall Spatz, the director of the Department of Management, Budget and Planning, and Mrs. Darlene Merry, the associate superintendent in the Office of Organizational Development. Overall staff agreed with the sections describing the staff development program. Additionally, they indicated the findings and recommendations were appropriate. In order to ensure that the report accurately reflects our staff development, Dr. Spatz and Mrs. Merry have provided specific clarifications and suggestions throughout the text. That input has been submitted separately to Mr. Howard and Ms. Latham.

We look forward to working with the County Council as this report is reviewed and discussed. As I indicated earlier, building the capacity of MCPS staff is a critical to ensuring that we remain the high-performing school district that our constituents expect and deserve.

Respectfully,

John Q. Porter, Deputy Superintendent for
Information and Organizational Systems

JQP:ms

Copy to:
Dr. Weast   Mrs. Merry
Mr. Bowers   Dr. Spatz