

Milestone: All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

DATA ★ POINT

Teacher Professional Growth System Data

The Professional Growth System (PGS) for teachers is an integral part of Goal 4 of *Our Call to Action: Pursuit of Excellence*. The Teacher PGS is consistent with the teacher quality movement and the expectations of the *No Child Left Behind* legislation. The central components of the PGS include an evaluation plan with standards, job-embedded professional development as well as a Peer Assistance and Review (PAR) program with consulting teachers, Studying Skillful Teaching coursework to ensure consistent language, and professional development plans. In addition, teacher professional growth is supported through focused training and support in curriculum implementation and National Board Certification. The Teacher PGS provides a system approach to aligning hiring, induction, mentoring, professional development, support systems, and evaluation processes. The training and development programs for teachers are research based, job embedded, and results oriented.

This data point provides information on the components of the Teacher PGS, as well as curriculum implementation training and National Board Certification. Specifically, the data point addresses the following:

- Teachers supported by consulting teachers
- Teachers who were nonrenewed, resigned, or dismissed as a result of PAR
- Teachers who were successfully released to the professional growth cycle following their participation in PAR
- Teachers who participated in Studying Skillful Teaching coursework
- Teachers who participated in curriculum implementation training
- Support for new teachers through induction and mentoring
- Teachers who achieve National Board Certification

Teachers Supported by Consulting Teachers

Consulting teachers (CT) provide intensive, individualized instructional support and resources to novice teachers and teachers who have been identified as needing to improve. CT caseloads are dependent on the number of novice teachers hired in a year and the number of teachers identified as underperforming. Since the baseline year of 2006, CTs have served 2,919 teachers, of which 354 were identified as underperforming teachers and 2,565 were novice teachers (Table KK-1). The number of CT clients declined from 2006–2010 as the number of new teachers hired was reduced. Over the same period of time, the number of CTs was reduced. Caseloads for individual CTs ranged from 16 to 19 clients from 2006–2010. The trend over the last four years indicates that the percentage

of teachers identified for PAR support is decreasing and the total number of clients is also decreasing, due to reductions in hiring.

Table KK-1

Consulting Teacher Caseloads, 2006 and 2008–2010				
	2006	2008	2009	2010
Novice	727	527	404	366
Underperforming	52	76	67	59
Total	779	603	471	425

During 2010, 229 elementary and 137 secondary novice teachers were assigned a consulting teacher. In addition, 32 elementary and 27 secondary teachers were identified as underperforming and also were assigned consulting teachers (Table KK-2).

Table KK-2

Consulting Teacher Caseloads by School Level, 2010			
	Elementary	Secondary	Total
Novice	229	137	366
Underperforming	32	27	59
Total	261	164	425

Teachers Who Were Nonrenewed, Resigned, or Dismissed as a Result of PAR

The PAR panel reviews data collected by consulting teachers monthly, including formal observation reports and final summative reports. In addition, the panel provides suggestions for interventions and supports for the client teachers. The PAR panel then uses information from consulting teachers, as well as from principals and the teachers themselves, to make recommendations to the superintendent of schools regarding the employment status of the client. Teachers who meet standard after a year in the program are placed in the professional growth system. Teachers who do not meet standard are recommended for nonrenewal or dismissal, depending on whether they are on probation or tenured, or for a second year of PAR support. Some teachers in PAR choose to resign prior to a PAR panel recommendation. Since the baseline year of 2006, 53 teachers have been recommended for dismissal, 196 teachers have resigned, and 70 teachers have been recommended for nonrenewal by the PAR panel (Table KK-3). Increases in the number of teachers provided with PAR panel support indicate greater action on the part of principals and supervisors to implement the Teacher PGS. Each year a significant number of novice and underperforming teachers demonstrate that they are meeting standard and are released to the regular professional growth cycle for teachers.

GOAL 4 CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION**MILESTONE** All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

Table KK-3

Peer Assistance and Review Panel Data, 2006 and 2008–2010				
	2006	2008	2009	2010
Recommended for Dismissal	9	7	13	15
Resigned	31	54	39	27
Recommended for Nonrenewal	4	15	20	17
Total	38	76	72	59

Teachers and Administrators Who Completed Studying Skillful Teaching and Observing and Analyzing Teaching Coursework

The Center for Skillful Teaching and Leading equips teachers, administrators, and paraeducators with a common vocabulary about student learning and achievement. Courses are based on the essential belief of high expectations for all students. Based on research, participants who take these courses increase their repertoire of instructional strategies and match their instruction to student needs and learning styles. Four areas of study include motivation, management, curriculum planning, and instructional strategies. Participants must demonstrate proficiency through a course project and can earn 3 graduate credits. Studying Skillful Teaching (SST) 1 is highly encouraged for all teachers. In 2009–2010, 399 participants enrolled in SST1. SST2 is an action-research course which examines the obstacles to student learning. Both SST1 and SST2 are required courses for staff development teachers. In 2009–2010, 278 teachers enrolled in SST2. Observing and Analyzing Teaching (OAT) 1 is a required course for resource teachers, administrators, and aspiring administrators. This course focuses on instructional leadership, teacher observations, and the post-observation conferencing about student learning and the teacher's professional growth. Successful participants are able to write an observation report using Skillful Teaching vocabulary, evidence, claims, interpretations, and judgments. In 2010, 135 teachers completed OAT1. OAT2 is a required course for resource teachers, content specialists, and administrators. This course crosswalks the language of Studying Skillful Teaching with six standards of the professional growth system in order to write meaningful teacher improvement plans and evaluations. Participants in OAT2 also build their skills in post-observation conferencing and coaching mediocre teachers. In 2010, 141 principals and instructional leaders completed the OAT2 course (Table KK-4).

Table KK-4

Teachers and Administrators Who Completed Studying Skillful Teaching and Observing and Analyzing Teaching Coursework, 2004 and 2008–2010				
Course Title	2004	2008	2009	2010
Studying Skillful Teaching 1	708	508	514	399
Studying Skillful Teaching 2	145	230	272	278
Observing and Analyzing Teaching 1	186	198	178	135
Observing and Analyzing Teaching 2	151	63	145	141
Total Per Year	1,190	999	1,109	953

Curriculum Implementation Training

In addition to job-embedded coaching for teams and school-based leaders, curriculum implementation focused on specific professional development experiences that support Montgomery County Public Schools' (MCPS) strategic plan.

Elementary Schools

To build the capacity of elementary teachers to help students achieve the data points of K–2 reading benchmarks, reading by Grade 3, advanced mathematics in Grade 5, and to promote equitable instruction for all learners, the following professional development was provided to staff: Standards-based teaching and learning and the Online Achievement and Reporting System (OARS) professional development was provided to teachers and core teams in the 25 elementary schools currently implementing the program. All elementary reading specialists received professional development to improve writing instruction for Grade 1 students and to refine reading instruction for all students to meet K-2 reading benchmarks. In addition, they participated in a professional book study focused on direct vocabulary instruction to enhance reading comprehension. Through participation in this training, reading specialists were empowered to provide this training to staff in their schools. Mathematics content coaches participated in professional development designed to deepen their knowledge of measurement and statistics, including connections to other mathematics content and the application of this knowledge to instructional planning. Below is a sample professional development offering that aligns with or supports data points or targets in *Our Call to Action* (Table KK-5).

GOAL 4 CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION

MILESTONE All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

Table KK-5

Elementary School Professional Development Offering					
Course	Audience	Evaluation Question	Total No. Who Responded to the Question	Agree/ Strongly Agree 2009-2010	
				N	%
Math Content Coaches	Math Content Coaches	I have a better understanding of the importance of connecting content and a sense of relevance to students.	37	37	100
		I have increased my understanding of ways to support external assessment readiness as part of instruction.	35	34	97

Middle Schools

To build the capacity of middle school teachers to help students achieve the data point of Algebra 1 or higher by Grade 8 and to promote equitable instruction for all learners, the following professional development took place: Leadership training was provided to principals and leadership teams in Phase I and Phase II schools participating in the Middle School Initiative. Professional development also was provided for teachers in several leadership positions, including team leaders. Teachers new to READ 180, a reading intervention

program in middle and high schools, were provided with training which enabled them to implement the program. Best Practices for Effective Co-teaching professional development was provided for general education and special education co-teachers, speech pathologists, and paraeducators in order to support student success in general education classrooms. Below is a sample professional development offering that aligns with or supports data points or targets in *Our Call to Action* (Table KK-6).

Table KK-6

Middle School Professional Development Offering					
Course	Audience	Evaluation Question	Total No. Who Responded to the Question	Agree/ Strongly Agree 2009-2010	
				N	%
Best Practices for Co-teaching	New Grades 6,7, 8 general and special education teachers, resource teachers for special education, and speech pathologists in the general education setting	Opportunities were provided to process and reflect upon the application of knowledge and skills.	51	49	96
		Describe effective and equitable instructional practice(s) to promote access and progress of diverse adolescent learners.	35	34	97

High School

To build the capacity of high school teachers to help students achieve the data point of honors/Advanced Placement (AP/passing the High School Assessments, PSAT/SAT/ACT participation/performance, and to promote equitable instruction for all learners, the following professional development took place: Best Practices for Effective Coteaching was provided for

general education and special education coteachers, speech pathologists, and paraeducators in order to support student success in general education classrooms. Below is a sample professional development offering that aligns with or supports data points or targets in *Our Call to Action* (Table KK-7).

GOAL 4 CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION**MILESTONE** All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

Table KK-7

High School Professional Development Offering					
Course	Audience	Evaluation Question	Total No. Who Responded to the Question	Agree/ Strongly Agree 2009-2010	
				N	%
Best Practices for Co-teaching	New Grades 6,7, 8 general and special education teachers, resource teachers for special education, and speech pathologists in the general education setting	Opportunities were provided to process and reflect upon the application of knowledge and skills.	51	49	96
		Describe effective and equitable instructional practice(s) to promote access and progress of diverse adolescent learners.	35	34	97

Support for New Teachers through Induction and Mentoring

The New Teacher Induction (NTI) program is a nationally recognized program that provides comprehensive induction to teachers new to MCPS. The primary goal of the NTI program is to support and retain novice and experienced new-to-MCPS educators through a comprehensive induction system that improves instructional practice. Supporting new teachers is crucial, and research indicates that comprehensive induction programs increase teacher retention (NCTAF, 2005). Comprehensive teacher induction programs provide year-long intensive and structured support for new teachers, weekly meetings for new teachers with trained mentors, ongoing classroom observations and constructive feedback, and monthly professional development sessions (USDE, June 2009). The Onboarding experience begins with a mandatory course that is delivered by a cross-functional team. The Onboarding course focuses on several themes including: the story of MCPS through the last six decades, the values of MCPS and our commitment to the community, the opportunities for employee growth within the organization, and our work with equity and excellence with a commitment to continuous improvement. The number of teachers who have attended the four-day New Educator Orientation (NEO) has been consistent with the number of teachers hired annually. Over the last four years, 90 percent of the new educators under contract for the opening of the new school year voluntarily participated in NEO. New teachers also participate in modules and professional development sessions that address specific topics, including classroom management, addressing the needs of students with special needs, and planning for instruction (Table KK-8).

In addition to the support provided to novice teachers, MCPS has systems to support teachers who are new to MCPS but who have experience teaching in other systems. These teachers are assigned an experienced MCPS teacher who serves as a mentor. Mentors develop their mentoring skills through participation in a course titled Mentoring the New Teacher. Mentors also support second year and third year probationary teachers and long-term substitutes. The number of mentors and the number of teachers served by mentors declined from 2008 to 2010 due to a decrease in the number of teachers hired by MCPS in those school years (Table KK-8).

GOAL 4 CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION**MILESTONE** All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

Table KK-8

Induction and Mentoring Programs for New Teachers				
INDUCTION ACTIVITIES	2004	2008	2009	2010
New Educator Orientation (NEO)				
August Orientation Participants	678	537	467	308
February Late Hire Orientation Participants	77	66	N/A*	N/A*
Professional Development (New Teachers)				
New Teachers Taking NTT Modules (01, 02, 03)	75	145	159	62
Number of New Teachers Attending Professional Development Workshops	257	173	138	122
Teacher Mentors				
Number of Mentors	151	324	180	223
Number of Teachers New to MCPS Supported by Mentors	247	335	257	235
Professional Development (Mentors)				
Mentors Completing TOT-02 and TOT-03 (Training Courses for Mentors)	263	195	175	202

*In 2009 and 2010, February NEO was cancelled due to MCPS operating budget restrictions.

Educators Certified by the National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS) advances the quality of teaching and learning by offering a voluntary job-embedded certification process for what highly accomplished educators should know and be able to do. The MCPS National Board instructional specialist actively recruits educators year round for this rigorous and meaningful professional growth experience. In addition to recruiting candidates, the National Board instructional specialist provides support to educators during their candidacy by facilitating ongoing analysis of and reflection on practices in collaborative settings. For the educators who have achieved certification, the National Board instructional specialist provides continued professional development opportunities.

Teachers achieve certification after completing a rigorous series of assessments that include teaching portfolios, student work samples, videotapes, and rigorous analyses of their classroom teaching and student learning. Candidates also complete a series of written exercises that probe the depth of their subject-matter knowledge and their understanding of how to teach those subjects to their students.

In 2010, 87 MCPS teachers achieved National Board Certification for the first time. With 500 National Board Certified teachers (NBCTs) overall, Montgomery County far surpasses all other counties in Maryland with more than twice the number of NBCTs than the next closest district. MCPS ranked seventh nationwide for the number of National Board Certified Teachers in 2010 and twelfth nationwide for cumulative total of National Board Certified educators.