

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.

DATA ★ POINT

Administrative and Supervisory Professional Growth System Data

The Administrative and Supervisory Professional Growth System (A&S PGS) establishes the expectation of having a high-quality administrator in every administrative position. The A&S PGS includes six components of attracting, recruiting, developing, mentoring, evaluating, and recognizing administrators and is based on a philosophy of lifelong learning, self-reflection, and critical thinking. Six leadership standards have been established for principals. Derived from these principals' standards are leadership standards for assistant principals, assistant school administrators, and coordinators of school-based programs. Six leadership standards established for central services administrators and business and operations administrators are aligned with the leadership standards for executive staff.

This data point provides information on the components of the professional growth system. Specifically, it addresses the following:

- Principals supported by consulting principals
- Principals referred to the Peer Assistance and Review Panel
- Administrators who completed the data course
- Principal appointments
- Performance on the A&S PGS standards

Principals Supported by Consulting Principals

In 2010, 20 novice principals, including seven acting principals and three principals new to a level, were supported by consulting principals, and they all met standard in their performance appraisals.

Principals Referred to the Peer Assistance and Review Panel

One principal was referred to the Peer Assistance and Review (PAR) panel and continues in the evaluation support cycle receiving support of a consulting principal for 2011. One assistant principal and one business and operations administrator continued in the evaluation support cycle receiving the support of consulting principals during the 2009–2010 school year and met standards on their evaluations.

Administrators Who Completed the MCPS Data Course: Instructional Leadership through Data-Driven Decision Making

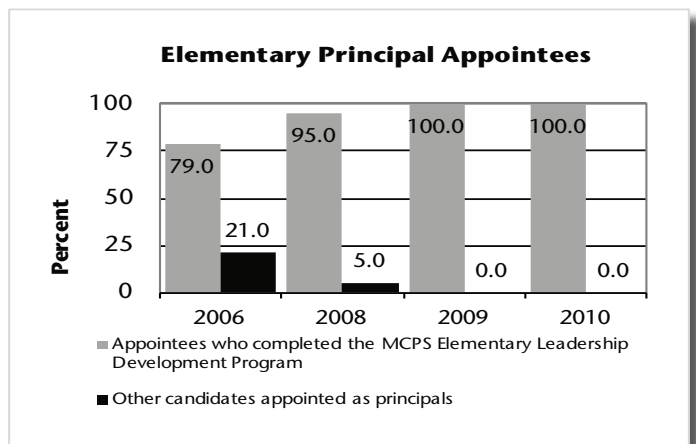
One cohort of principals took the MCPS data course in 2010. Each course involved four sessions of three and one half hours each. One principal, three assistant principals, one coordinator, two staff development teachers, and one instructional data assistant successfully completed the course. To

date, 210 administrative personnel have completed the course (including those who completed the parallel MSDE course). Of those participants, 158 are current principals in MCPS.

Principal Appointments

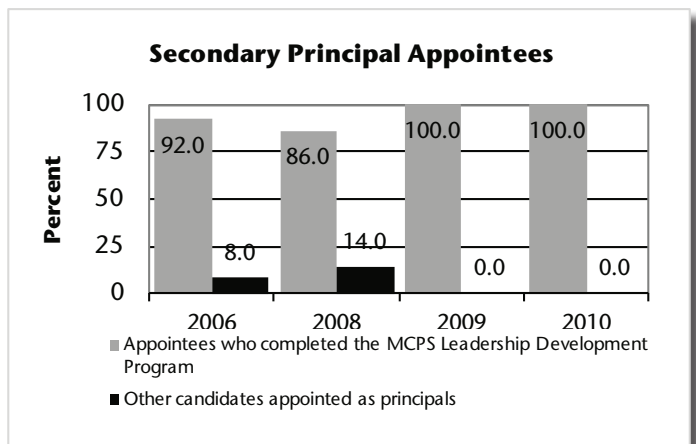
In 2010, 100 percent, or 12 elementary principalships and acting principalships were awarded to internal candidates who successfully completed the MCPS Elementary Leadership Development Program (Figure LL-1).

Figure LL-1



In 2010, four secondary principalships were awarded to the four candidates who successfully completed the Secondary Leadership Development Program, which is 100 percent (Figure LL-2).

Figure LL-2



Performance on the A&S PGS Standards

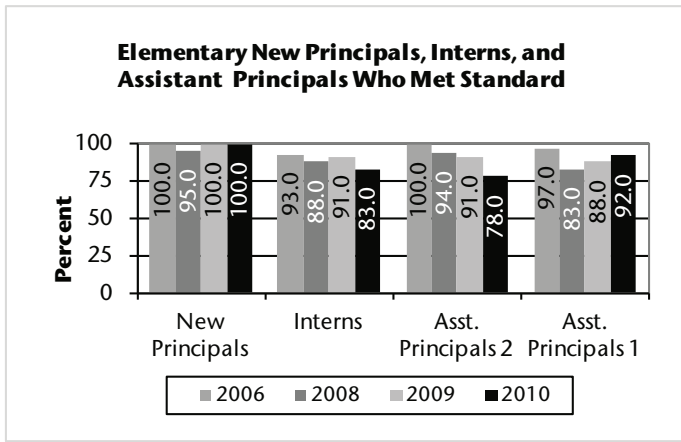
The development of elementary and secondary administrators to become assistant principals and principals is a significant aspect of the A&S PGS. The Elementary and Secondary Leadership Development programs involve all of the components of the A&S PGS and focus on the leadership standards.

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The work of the Elementary and Secondary Leadership Development programs is informed and driven by the MCPS Strategic Plan, *Our Call to Action: Pursuit of Excellence*, specifically the goal of providing all employees with high-quality professional development opportunities to promote individual and organizational effectiveness. The work is differentiated to meet the individual needs of developing administrators, interns, and new principals and is aligned with the goals and initiatives of the MCPS Strategic Plan (Figures LL-3 and LL-4).

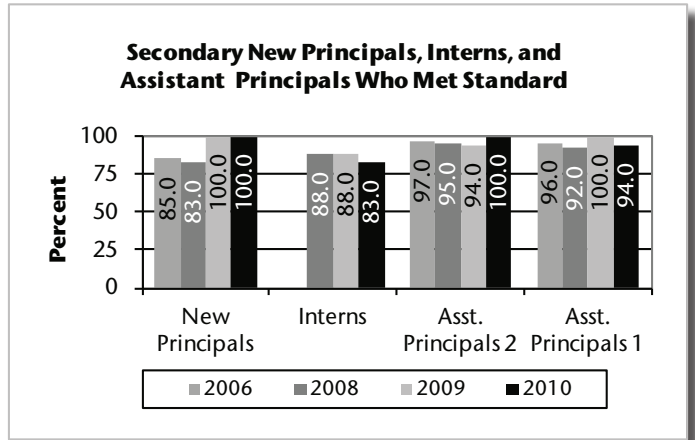
Figure LL-3



In 2010, the following were met:

- One hundred percent (5/5) of new elementary principals met standard.
- Eighty-three percent (5/6) of elementary principal interns met standard on their final evaluation. The one intern who did not complete the program had to withdraw due to health concerns.
- Seventy-eight percent (7/9) of elementary assistant principal 2s (AP2s) met standard. Both assistant principals who were not successful exited the program to return to a teaching position.
- Ninety-two percent (12/13) of the elementary assistant principal 1s (AP1s) met standard. One AP1 will receive additional support and be evaluated during the 2010–2011 school year.

Figure LL-4



Note: The secondary internship program was implemented in the 2007–2008 school year and therefore, data are not available for prior years.

In 2010, the following were met:

- One hundred percent (9/9) of new secondary principals met standard.
- Eighty-three percent (5/6) of secondary principal interns met standard. The one intern who did not complete the program exited the program and is an assistant principal.
- One hundred percent (23/23) of secondary AP2s met standard.
- Ninety-four percent (15/16) of secondary AP1s met standard. One secondary AP1 returned to a teaching position.