

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

September 30, 2002

MEMORANDUM

To: Members of the Board of Education

From: Jerry D. Weast, Superintendent of Schools

Subject: Administrators and Supervisors' Professional Growth System

The Workforce Excellence Trend Bender identifies the critical need for each staff member to have the knowledge, skills, attitudes, and expectations to affect the optimum learning for every child. Heretofore, we have centered considerable resources on the professional growth system for teachers. The emphasis on a total professional growth system now needs to be directed towards administrators and supervisors.

To achieve this goal, a steering committee of key stakeholders was appointed to initiate a Professional Growth System for administrators and supervisors that would initially focus upon principals and then be phased-in for other administrative and supervisory personnel. The co-chairs for the steering committee are Mr. Larry Bowers, Chief Operating Officer, and Dr. Edward Shirley, president of Montgomery County Association of Administrative and Supervisory Personnel (MCAASP). Dr. Robert Bastress has been selected to be the project manager to facilitate the completion of this critical effort. Stakeholder groups include the following: Montgomery County Association of Administrative and Supervisory Personnel (MCAASP), Montgomery County Business Roundtable for Education (MCBRE), Montgomery County Education Association (MCEA), Montgomery County Council of Supporting Services Employees (MCCSSE), Montgomery County Council of Parent Teacher Associations (MCCPTA), and the Montgomery County Region of the Maryland Association of Student Councils (MCR). In addition, the following offices within Montgomery County Public Schools are represented on the steering committee: the Deputy Superintendent, School Performance, Human Resources, and Staff Development.

The Steering Committee has accomplished the following tasks:

1. Developed a vision statement for the project (See Attachment A) -- The vision of the steering committee is to create a multifaceted approach that encompasses all aspects of an administrative career. These aspects include: a) making administration an exciting career choice, b) recruiting strong candidates, c) assuring the ongoing, professional development of each administrator, d) mentoring new administrators, e) creating an equitable evaluation process, and f) recognizing outstanding administrative achievement.

2. Agreed upon interest-based strategies as the method for achieving consensus (Attachment B) -- The use of interest-based strategies refers to the process of giving each member the opportunity to have their interests considered on its own merits, as opposed to the compromise of interests. Therefore, decision-making is accomplished by consensus. Consensus is reached when all members of the committee are committed to supporting the final product(s).
3. Created a communications plan to keep stakeholders both informed and involved in the project (Attachment C) -- The ongoing process of sharing information and seeking input from each stakeholder group is critical to the success of the project. The communications plan ensures frequent stakeholder involvement throughout the development and implementation of the professional growth system. Each member of the steering committee and design team takes responsibility for assuring the success of this communications plan.
4. Established a design team that will create the Professional Growth System with approval from the steering committee -- The design team consists of twenty-four members from the professional and support staff. The design team is co-chaired by Dr. Robert Bastress, Project Manager, and Mr. Jerrold Perlet, principal of Sherwood Elementary School.
5. Gave a specific charge to the design team as to the goals, timeline, parameters, and results expected (Attachment D) -- The design team will be guided by research-based information that identifies skills and standards for administrators in MCPS. The design team is expected to provide a full design that will focus initially on the principalship but will be adapted for all other administrative and supervisory positions. The first phase, which will focus upon the professional growth of principals, will be implemented beginning July 2003.

The desired result of this project will be a comprehensive system that includes a clear description of the administrative knowledge and skills that contribute to

- A high degree of ownership in a professional learning community for adults,
- An effective learning environment for students, and
- The management of an efficient and effective school community.

I will keep you informed of the efforts of the steering committee and design team as they proceed with developing the Professional Growth System for administrative and supervisory personnel.

JDW:sz

Attachments

Vision Statement

Administrative and Supervisory Professional Growth System

June 25, 2002

APPROVED

An effective learning community for students and adults in schools requires highly skilled administrators, teachers, support staff and others working together to ensure the achievement of all students. The administrator plays a key role in the complex work of creating, guiding, managing, and inspiring that learning community. To that end, a professional growth system for administrators is

- a comprehensive system for attracting, recruiting, developing, mentoring, evaluating, and recognizing administrators and
- a dynamic structure for critical reflection, continuous improvement and life long learning.

ONE-TEXT OPERATIONS/PROCESS TEAM
Administrative and Supervisory Professional Growth System
June 25, 2002

APPROVED

The process established by the Administrative and Supervisory Professional Growth System Steering Committee is critical to the teamwork we promote and the trust we build. The process should be known by our constituents and stakeholders, honored by the Committee, and questioned if the process does not work for all.

The meeting times should be for a minimum of three hours every two weeks, through the opening of school. The Steering Committee will determine future meeting schedules. Attendance by members at all meetings is critical to the effective functioning of the team.

A trained facilitator is needed to support the Steering Committee in the formative stages. A project manager has been identified to handle the workload of the project. The project manager will:

- Handle the establishment of the Design Team and work groups
- Facilitate the communication process
- Expand benchmarking
- Be the liaison between the Steering Committee, the Design Team and the work groups
- Ensure timelines are met and work is produced
- Develop a plan to ensure program evaluation is implemented once the system is complete and operational

Once the project is significantly underway, the Steering Committee should revisit the need for a facilitator and a project manager, in the hopes that the project manager can facilitate all meetings as needed.

Steering Committee decision-making must be by consensus, with the facilitator taking additional time to utilize interest-based bargaining strategies when roadblocks prevent consensus. Consensus can be reached when all members of the Steering Committee are committed to supporting the final product(s). The Steering Committee should continue with the one-text process as the products are developed until support is reached, and should utilize “red flag” and “elephant” strategies when needed.

The Steering Committee supports collaboration in all aspects of its work and encourages trust-building activities among the three unions, the established collaborative committees, and the Executive Staff. In all situations, Steering Committee members should confirm rumors, commit to joint communications, address issues directly to involved members, and support each other inside and outside the group meetings.

**Charge Statement to Design Team
Professional Growth System for Administrators and Supervisors
Approved One-Text**

Membership: The membership of the design team will be determined by the steering committee of the Professional Growth System for Administrators and Supervisors (A & S PGS). It shall include representatives from MCAASP, MCEA, MCCSSE, executive staff, central office staff and other experts as needed including MCBRE, parent/community/student representatives. The project manager will serve as co-chair with a MCAASP representative of the design team.

Goals: Under the direction of the steering committee, the design team will be guided by research-based information that identifies skills and standards for administrators in MCPS. The design team will utilize focused work groups comprised of design team members and others as needed to develop the components of the A & S PGS. The design team and the work groups will use the “one text” methodology to reach consensus.

Scope of Responsibility: The design team will develop one-text proposals and reach consensus on what is delivered to the steering committee for review and approval. The steering committee will provide direction if changes are needed. The project manager will facilitate all activities of the design team.

Timeline: The design team will recommend a schedule for phasing in the components of the A & S PGS for principals and later for all other administrators. The project manager will monitor and ensure that timelines are met for submitting the components of the A & S PGS to the steering committee.

Communication Linkages: The design team in conjunction with the steering committee will develop a communication plan for stakeholder input and output to the stakeholders. The project manager will work with the design team and facilitate communication between the steering and design committees.

Resources: The project manager will provide the design team with the materials that are necessary for the completion of its work. If other resources are needed (consultants, travel for benchmarking, etc.), the project manager will submit a budget to the associate superintendent for staff development.

Products/Results Desired: The design team is expected to complete a full design of the A&S PGS that will focus initially on the principalship but will be adapted for all other administrative and supervisory positions. Research-based information will be used to design and develop the A&S PGS. The components should include the following: attracting, recruiting, developing, mentoring, evaluating, and recognizing administrators. The team will design a comprehensive system that includes a clear description of the administrative knowledge and skills that contribute to the following:

- a high degree of ownership in a professional learning community for adults,
- an effective learning environment for students, and
- the management of an efficient and effective school community.

In addition, the one-texts will include a detailed description of the professional growth system, budgetary implications, and a suggested timeline for implementation at each phase of the system.

Guidelines/Parameters: The Steering committee has identified the following to assist the design team in achieving its goals:

- ◆ Members will be trained in and expected to use the one-text methodology.
- ◆ The design team will obtain input from stakeholders as determined by the communication plan.
- ◆ Work groups will include design team members and may include others for particular expertise.
- ◆ Consensus is the method for reaching agreement. Consensus means that all parties can support the decisions.
- ◆ The design team will determine when the one-text is ready to take forward to the steering committee.

- ◆ Components of A & S PGS to be considered:
 - Clear philosophy
 - Clear descriptions of expectations for administrative skills and knowledge
 - Standards for measuring effective performance
 - Opportunities for individual professional development
 - Support and interventions where needed
 - Evaluation process that might include peer support
 - Career development
 - Recognition and reward
 - Evaluation criteria and measurements
 - Recruitment and development of future administrators
 - Checkpoints for review and refinement of the system
 - Evaluation of the A & S PGS
 - Other components as appropriate

Communications Plan

Professional Growth System for Administrators and Supervisors

One-text

July 24, 2002

APPROVED

The communications plan for the Professional Growth System for Administrators and Supervisors (A&S PGS) ensures that the Steering Committee will facilitate frequent stakeholder involvement throughout the development and implementation phases of the professional growth system. Although the A&S PGS Steering Committee will have primary responsibility for this communication plan, the A&S PGS Design Team will be expected to be in regular contact with the groups they represent as well as other stakeholder groups on the products they have developed.

Purposes of Stakeholder Involvement

Stakeholder involvement is critical to the success of the professional growth system. This involvement will be more successful if it occurs during the initial and ongoing development of the system, rather than when the system, or its various components, is completed. There are several different purposes for communications with these stakeholders, which include:

- Raising awareness about the need for the system, the vision and the objectives, and the expected outcomes
- Providing updates on the progress that is being made on the development of the system
- Generating broad-based support for the system
- Soliciting thoughts, ideas, and feelings about what is critical to include in the system
- Providing opportunities to get feedback on the products that have been developed
- Receiving approval from those who have the final authorization of the plan and the resources required to implement the system
- Issuing the final products that are developed and ready for implementation
- On-going evaluation of the professional growth system

Stakeholder Groups to be Included in the Plan

There are a number of different groups who should be involved in the development of this system. They include:

- Board of Education
- Executive Staff
- MCPS administrators and supervisors
- Montgomery County Association of Administrative and Supervisory Personnel Executive Board
- Montgomery County Education Association

- Montgomery County Council of Supporting Services Employees
- Parents and the Montgomery County Council of Parent Teacher Association
- Students and the Montgomery County Region, Maryland Association of Student Councils
- Business leaders and the Montgomery County Business Roundtable for Education (MCBRE)
- Other community groups

These groups have a broad range of interests in the development of the professional growth system for administrators.

Methods to Communicate

A variety of methods for communicating and receiving input and feedback will be used. These will include:

- Status reports and memoranda
- Focus groups/dialogues
- Web site
- Presentations at representative/delegate assemblies and membership meetings
- Meetings with other groups, such as the Board of Education, County Council, MCBRE, association executive boards, and Executive Staff
- Stakeholder conferences

The steering committee will develop periodic written updates to ensure that a consistent message about the work on the professional growth system is being communicated. Fact sheets, a question and answer document, a list of common terms, a description of the components of the system, and other documents will be developed to inform the constituents about the professional growth system. These will be distributed to various stakeholders to be included in Association and PTA newsletters and other stakeholder communications. They also will be submitted for inclusion in the *Bulletin*, and periodic memoranda will be distributed to MCPS employees to inform them about the development of the system. The Web site will be an ongoing means of communicating with constituents. It is the intent of the steering committee to communicate with the largest audience possible.