

Fairfax County School Board
Operational Expectations Monitoring Report
A = acceptable condition U = unacceptable condition

PROFESSIONAL LEARNING AND TRAINING (PLT)

Period covered: July 1, 2007 – June 30, 2008 unless otherwise noted

The Superintendent will provide superior training designed to increase individual and system effectiveness. The Superintendent will:

Reasonable Interpretation:

“Superior training” has several key components:

- Superior training is research-based and aligned with the best practices/standards of the profession
- Superior training is delivered or embedded by skilled trainers or practitioners
- Superior training is supported by appropriate follow-up and resources (Examples are materials, tools, coaches, or additional training)
- Superior training is evaluated on the ability of the employee to routinely implement the learning

“Individual effectiveness” is a person obtaining results through specific actions.

“System effectiveness” is the extent to which a system meets its strategic goals.

1. Provide career enrichment and advancement opportunities.

Superintendent:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>
School Board:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>

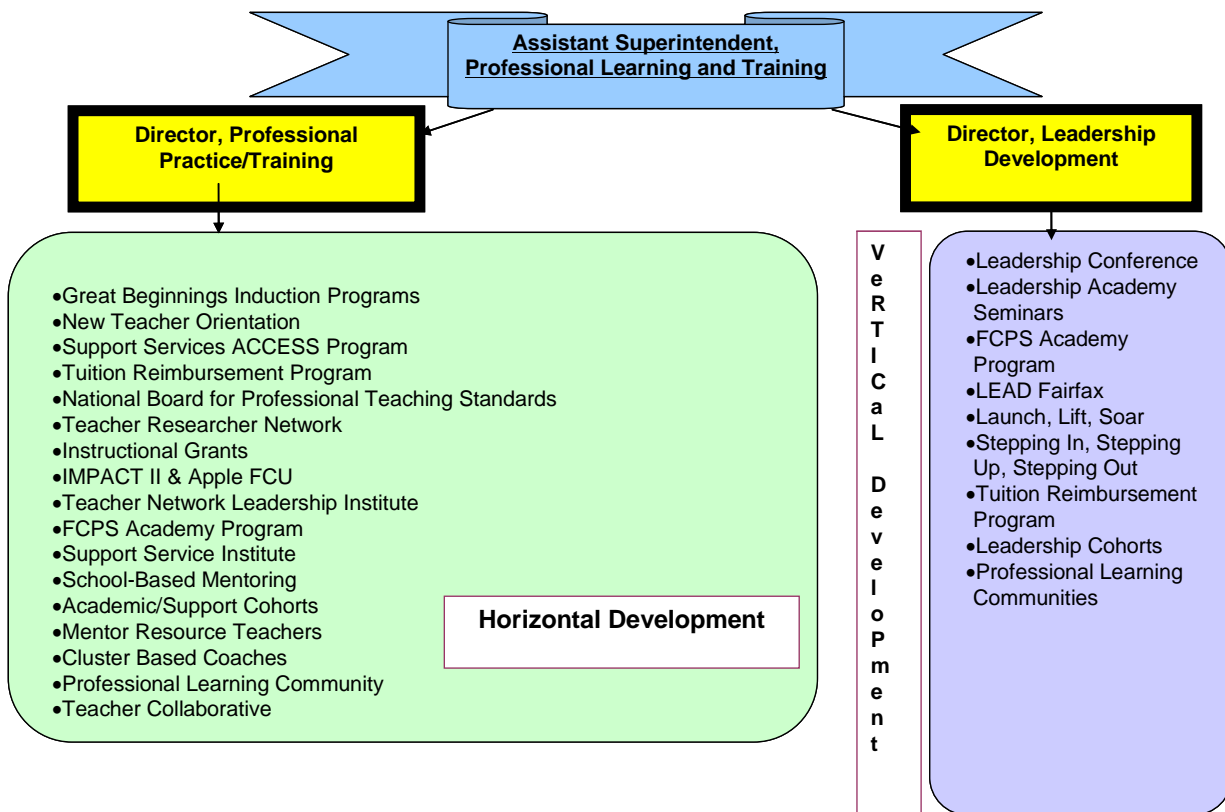
Reasonable Interpretation:

“Career enrichment opportunities” enhance the **horizontal professional development** of an employee. This type of professional learning is usually very specific in content or skills; its focus is depth, not breadth. An employee will participate in horizontal professional learning when the goal is *to become better at his/her present job*. Examples include the following:

- A new teacher enrolls in the Academy Course *Procedures for Administering Running Records & Developmental Reading (DRA) Assessment*
- A school administrative assistant enrolls in the ACCESS class *Practical Spanish for Front Desk Personnel*

“Career advancement opportunities” enhance **vertical professional development**. Vertical training develops an employee’s skills to provide a skill set for *future roles*. This training begins by exposing an employee to possible next steps in his/her career. The employee then participates in a continuum of professional learning opportunities to prepare or enable an employee with appropriate endorsements, credentials, or skills to step into a new position.

To ensure FCPS employees are provided both horizontal and vertical professional learning experiences, PLT has been organized in the same structure. The following chart is the program organization of the department.



Indicators:

- Provide a yearly report of vertical and horizontal offerings and the number of participants.

Superintendent Statement of Condition:

In May of 2007, the Department of Professional Learning and Training introduced *My PLT*, a learning management system to FCPS. *My PLT* allows all departments and all schools to enter their professional development opportunities into an enterprise-wide system. This technological tool allows all employees to have access to professional

development opportunities or their professional development history 24 hours a day, seven days a week from any computer with Internet access.

My PLT has increased system effectiveness in the following ways:

FCPS employees now have the ability to:

- View all professional training conducted in FCPS. This allows personnel to coordinate efforts, eliminate gaps, and reduce redundancies in training
- Manage logistics (send electronic reminders, view rosters, distribute evaluations; provide sign-in sheets, name tags, etc.)
- Issue certificates to participants on-demand
- Provide transcripts to participants and their managers
- Create reports that will allow better alignment of professional development and data-driven decision making

Phase I of *My PLT* is now complete. To date, the following has been accomplished:

- Secured a vendor and met all implementation deadlines for the implementation of *My PLT*
- Trained 658 *My PLT* administrators. (When trained a *My PLT* administrator may enter courses into *My PLT*.) This includes individuals in all departments and in 177 schools
- Allowed 20,073 unique users to log into *My PLT* during the past year

Phase II is now underway and proceeding smoothly. Phase II involves converting historical records from the UConnect (Lawson) training records to *My PLT*, including historical data from the summer of 1998 to the spring of 2007. This conversion assists the licensure office, as well as teachers who are renewing their teaching credentials.

Another task in Phase II is to use *My PLT* as the site for on-line training. The first FCPS on-line training was *Discrimination and Harassment Awareness Training*. PLT implemented the training collaboratively with the Department of Human Resources and Legal Services. The training began on June 13, 2008, and all employees must complete it by October 1, 2008. Using *My PLT* for the training allows employees to log onto any computer--anywhere to complete the training, which is now totally paperless and automatically recorded on the employees' transcript. As of August 10, 2008, 5,167 non-supervisors and 1,627 supervisors have been trained through the *My PLT* portal in this area of compliance.

A new feature in *My PLT* for the 2008-2009 school year is the ability to track mentor-mentee, coaching, and cohort activities. This latest component of *My PLT* will allow Great Beginnings Project Mangers to track the number of times mentors meet with their mentee, the topics discussed, and any action steps that need to occur to support the new teacher.

Another new and exciting feature in *My PLT* is the Departmental Professional Development Plans channel box. This will be the starting point for all departmental employees to view their professional development plans. From a channel box on the opening portal page of *My PLT*, departmental employees will be directed to their required or recommended professional development.

FCPS will be working with the *My PLT* vendor to directly connect to all *eLearnIT* courses so this training will be seamlessly integrated into *My PLT*. This project will occur during the 2008-2009 school year. (See PLT Operational Expectation #3 for additional information.)

Below is a categorical summary of the professional development completed during the past year and the number of participants. There were a total of 1773 offerings. These offerings were sponsored by all departments and 97 schools. To view all offering see *Attachment 1- All Course List*. On the attachment **H** = horizontal offerings and **V** = vertical offerings.

Table 1: *My PLT* Courses - From July 1, 2007 to June 30, 2008 by Category

Category	Registered	Completed*
Advanced Placement	188	179
Art	1085	959
Assistive Technology	1650	1375
Best Practices	10210	4885
Career and Technical Education	189	173
Communications	1028	740
Compliance	5559	5522
Curriculum Development	85	34
Diversity	249	208
eCart	285	278
English Language Arts	4874	3956
ESOL	3588	2759
Family Life Education	346	344
FAMIS	59	42
Financial Management	373	275
Foreign Language	916	778
General	13659	10925
Gifted and Talented	1674	1520
Health and Physical Education	1255	1216
Human Resources - Employment	543	301
IBMYP	16	15
iCASPS	64	10

Information Technology	9093	7474
Instructional Technology	8149	6569
International Baccalaureate	41	39
Internet Applications	16	3
Intervention	1357	1288
Leadership	7484	4945
Library Science	901	844
Mathematics	4117	3505
Music	129	120
Procurement	2	2
Professional Learning Communities	1927	1443
School Accountability	1389	1088
Science	1902	1249
Social Studies	2453	2017
Special Services	20723	16958
Teacher Leadership	3642	2835
Total:	111220	86873*

* = The completion numbers are low. It was discovered that many My PLT Administrators need to be reminded to mark participants present after the course is completed.

Board Comments:

2. Identify and develop strong leaders and ensure leadership continuity.

Superintendent: A U

School Board: A U

Reasonable Interpretation:

“Strong leaders” are those who:

- Create a climate of honesty, integrity, intelligence, perseverance, vision, and strong-mindedness
- Do things that matter and inspire others to do those things with them
- Sustain themselves, attending to their own renewal and the renewal of those around them
- Connect the present state with a process of innovation and bring new effective processes into use

“Leadership continuity” is to:

- Develop a system that is not impeded when leaders in the organization move to new challenges in their career
- Analyze the present leadership (support supervisors to Leadership Team members) and determine future openings in leadership positions based on promotions, retirements, and needs
- Create a continuum of leadership training for emerging, developing, practicing and accomplished leaders to ensure readiness and renewal of present staff

Identification of talented employees through mentoring and self-identification forms the foundation for future leadership. The goal of PLT to build a “pipeline” of capable individuals by developing a continuum of leadership opportunities for emerging, developing, practicing, and accomplished leaders.

The following chart is evidence of the various programs that are available for support and licensed FCPS employees. Some of the programs are self-selected by the employees. Other programs require interested individuals to apply.

Leadership Level	Emerging Leaders	Developing	Practicing	Accomplished
Description	Contemplating leadership and/or demonstrating potential	Preparing for leadership	Achieved a leadership position and focusing on the horizontal development in the new role	Seasoned leader and focusing on vertical development for future position or challenges
Academy Courses-				
ACCESS Courses-Support				
Asst. Principal Portfolio Process (AP I to AP II)				
Asst. Principal Induction Program				
Custodial Management & Training Certification Program				
Facilities Management Certificate Program				
LEAD Interns				
Leadership Academy				
Licensed Employees Cohorts- (SS)				
National Organizations Membership - Support				
National Organizations Membership - Licensed				
Principal Induction Program				
Support Employees Cohorts (FS, IT, FTS)				
Support Service Institute				
Support Service Mgmt Academy				
Supporting Success-				
Supporting the Mission-Licensed				
Supporting the Mission-Support				
Transportation Academy				
Tuition Reimbursement-Support Employees				
Tuition Reimbursement-Licensed Employees				
Public purchasing, finance, and other support certification				
University Certification Cohort				
KEY	Support Licensed			

Indicators:

- Percent of support and licensed leadership positions (supervisor to assistant superintendent) filled internally by FCPS employees.
- Number of employees (supervisor to assistant superintendent) who are promoted during the year.

Superintendent Statement of Condition:

To comprehensively understand the first indicator in Operational Expectation 2, ***Percent of support and licensed leadership positions (supervisor to assistant superintendent) filled internally by FCPS employees***, several terms need to be defined.

- Filled internally – This refers to positions filled by employees who are already in the school system through a personnel action such as promotion, demotion, or transfer from one location or position to another. Positions “not filled internally” were filled by persons who were not in the school system ***at the time*** the position was open and filled. These persons may have been a FCPS employee earlier with a break in service (rehires), or they may be a new FCPS employee
- Supervisor to Assistant Superintendent – Included in this number are the following job categories: Leadership Team Member; School-Based Administrators; Nonschool-Based Educational and Support Administrators who are coordinators or directors; Hearing Officer; Auditor; Superintendent’s Chief of Staff; and School Board’s Executive Assistant
- Filled position – A position is considered “filled” if an employee entered during the year as a new hire, rehire, transfer, promotion, or demotion. The position is ***not*** considered “filled,” during the year if it is occupied by a person who was assigned during the year on a staff development or acting basis

During the time period of November 1, 2005 through October 31, 2006, of the 138 (out of a total of 861 positions in this category) 122 were filled internally. This translates to a rate of 88.41 percent filled internally. There were 16 of the 138 positions that were filled externally. This equates to 11.59 percent filled externally. (See Table 2)

From November 1, 2006 through October 31, 2007, of the 189 (out of 872 positions in this category) 182 of 189 were filled internally. This translates to a rate of 96.30 percent filled internally. There were 7 of the 189 positions that were filled externally. This equates to 3.70 percent filled externally. (See Table 2)

Table 2: Number and Percentage of Leadership Positions Filled by Internal and External Candidates

Time Period	Total Filled Internally	Total Filled Externally
2005 – 2006	122 of 138 or 88.41%	16 of 138 or 11.59%
2006 – 2007	182 of 189 or 96.30%	7 of 189 or 3.70%

In last year’s report, the second indicator, *number of employees (supervisor to assistant superintendent) who are promoted during the year*, was also determined for the time period of November 1, 2005 through October 31, 2006. FCPS statistics reveal 112 of the 122 internal positions that were filled were job promotions (See Table 3)

In this year’s report, the second indicator, *number of employees (supervisor to assistant superintendent) who are promoted during the year*, was once again determined for the time period of November 1, 2006 through October 31, 2007. FCPS statistics reveal 159 of the 182 internal positions that were filled were job promotions. (See Table 3)

Table 3: Number of Employees (Supervisor to Assistant Superintendent) Who Were Promoted During the Year

Time Period	Promotions
2005 – 2006	112 of the 122 positions filled internally were promotions
2006 – 2007	159 of the 182 positions filled internally were promotions

The high percentage of internal personnel that are filling leadership positions show the need for strong leadership development programs. To ensure high-quality leadership programs exist, the Department of Professional Learning and Training has redesigned the leadership programs for:

- Emerging - Contemplating leadership and/or demonstrating potential
- Developing - Preparing for leadership; seeking opportunities to grow
- Practicing - Achieved a leadership position; focusing on the horizontal development in the new role
- Accomplished - Seasoned leader; focusing on vertical development for future position or challenges

In 2006, PLT formed a committee from departmental/cluster personnel and school administrators to create the FCPS Leadership Standards. (See Attachment 2: FCPS Leadership Standards.) Karen Kearney, a consultant from WestEd, worked with the committee twice during the school year. She was extremely helpful because she was

also the editor of newly-released Educational Leadership Policy Standards: ISLLC 2008. These nationally-recognized leadership standards were adopted by the National Policy Board for Educational Administration. The FCPS committee decided to adopt the Educational Leadership Policy Standards: ISLLC 2008 document with a few minor changes.

In 2007-2008, PLT previewed the FCPS Leadership Standards with the following stakeholders and asked for their input:

- Assistant Superintendents
- New Principals
- Elementary Principals
- Academic Learning Group (ALG)
- Assistant Principals in some clusters
- High School Principals' Association Representatives

Using last year's activities and the FCPS Leadership Standards, PLT conducted a gap analysis. Several gaps in the curriculum were found in the following areas:

- School Improvement Planning
- Monitoring student progress and data analysis
- Managing the school organization
- Collaborating with key stakeholders
- Ensuring accountability for every student's success
- The politics of the educational system

These needs are being incorporated into leadership development programs beginning in 2008-2009. This will be accomplished by ensuring all training is grounded in the standards, that there are more differentiated learning opportunities, and there is a focus on implementation and emphasis of the tenets of Professional Learning Communities.

Board Comments:

3. Support staff members in their efforts to help students meet high academic standards by increasing individual and system effectiveness.

Superintendent:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>
School Board:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>

Reasonable Interpretation:

“Support” is:

- **access** to superior training for all employees (see definition of superior training on page one)
- **focus** on specific skills that will assist employees to be more individually effective and impact system effectiveness

In the fall of 2007, PLT will fully implement a learning management software program for all FCPS employees. A basic goal of the professional development software will be to track and evaluate all professional development in the school system. While this is a giant step forward, that initial goal is simply not enough.

Beginning in the fall, all departments and schools need to determine what each employee needs to know, and be capable of doing, to perform their job at the highest level. Working with their supervisor, employees will determine what professional development is needed to improve their individual skills. More importantly, schools and departments will determine what training is needed to improve system effectiveness so FCPS will meet the goals of the new strategic plan. This information will be organized into a personal professional development plan for each employee.

The following chart is a “sneak peek” into what this may look like in FCPS. The Department of Facilities and Transportation has made great strides in determining what professional development and training FCPS employees need to increase system effectiveness.

The following example is the training plan for the Office of Facilities Planning. They have subdivided their training program into five key areas: Orientation, Communications Skills, Technology Skills, Certification/License/Degree, and Leadership/Management. (These are the columns on the left hand side of the chart.)

At the top of the chart are their categories of employees. An “x” in a cell represents the professional development in each category in which an employee needs to participate to complete their training program.

**OFFICE OF FACILITIES PLANNING
PROFESSIONAL DEVELOPMENT TRAINING MATRIX**

		PROFESSIONAL DEVELOPMENT TRAINING	SOURCE	DIRECTOR	COORDINATOR	PLANNER ii	PLANNER i	ADMIN. ASST	COORDINATOR	COM. USE SPECIALIST	ADMIN ASST	
Orientation		Orientation to Corporate Core Values		X	X	X	X	X	X	X	X	
		Orientation of Office Practices		X	X	X	X	X	X	X	X	
		Assign Mentor						X			X	
		Assign Duties					X	X		X	X	
		Assessment of Training Needs						X			X	
Communication Skills		Professional Writing	P					X			X	
		--Technical Writing	P		X	X	X	X		X	X	
		--Ability to Write Reports	P	X	X	X	X	X	X	X	X	
		--Effective Reporting	P	X	X	X	X	X	X	X	X	
		--Reviews and Approves Written Reports	P				X	X	X	X	X	
		--Records, Analyzes Data	P	X	X	X	X	X	X	X		
		--Business Writing for Managers	P					X				
		Provide Training	FCPS		X	X	X	X	X	X	X	
		Interpersonal Relations		X	X	X	X	X	X	X	X	
		Oral Communication Skills		X	X	X	X	X	X	X	X	
		Presentation Skills		X	X		X	X	X	X	X	
		Dealing with Difficult People		X	X	X	X	X	X	X	X	
		Verbal Judo	ST	X	X	X	X	X	X	X	X	
	Conflict Resolution	FCPS	X	X	X	X	X	X	X	X		
	Email Protocol	FCPS	X	X	X	X	X	X	X	X		
TRAINING	Technology Skills	AA or Attending	ST									
		BA/BS or Attending	ST				X			X		
		Masters or Attending	ST	X	X	X			X			
		Certification Programs	ST									
		Access Training Courses	FCPS									
		VA Center for School Safety	ST									
	Certification/License/Degree	Word - Intermediate	FCPS	X	X	X	X	X	X	X	X	X
		Excel - Intermediate	FCPS	X	X	X	X	X	X	X	X	
		Power Point - Fundamentals	FCPS		X		X	X				X
		Outlook	FCPS	X	X	X	X	X	X	X	X	X
Auto CAD		FCPS		X	X							
Adobe		FCPS				X	X					
Internet Explorer		FCPS	X	X	X	X	X	X	X	X	X	
CASPS		FCPS					X		X	X		
FAMIS		FCPS					X		X	X		
Lawson - T & A (Payroll)		FCPS					X				X	
Planware	FCPS	X	X	X	X							
FSDirect	FCPS	X						X	X	X		
PROFESSIONAL DEVELOPMENT	Leadership/Management	Interviewing Procedures	FCPS	X	X					X		
		Hiring Process	FCPS	X	X					X		
		Provide Feedback		X	X					X		
		Assess Employee Performance	FCPS	X	X					X		
		Coaching		X	X	X	X	X	X	X	X	X
		Mentoring		X	X	X	X	X	X	X	X	X
		Delegating		X	X	X				X		
		Giving Presentations		X	X	X	X	X	X	X	X	X
		Conduct Meetings		X	X	X	X			X	X	
		SSI (FCPS)	FCPS					X	X			
		SSMA (FCPS)	FCPS					X				
		Supporting the Mission (FCPS)	FCPS	X	X	X	X			X	X	
		Supporting Success	FCPS		X	X	X	X	X	X	X	X
		Leadership Challenge					X	X				
		GS - Cohort / SST	FCPS				X	X			X	
Zenger-Miller Frontline												

P = private
ST = state
C = county

This operational expectation will ensure conversations will occur around the skill sets an employee needs to perform at the highest level. Another outcome from this operational expectation will be to ensure training in FCPS is focused on the needs of an employee for maximum impact on system effectiveness.

The software allows an employee and supervisor to track the progress the employee is making on the professional development plan. It will allow the sponsor of the training to evaluate the effectiveness of the training to determine if an employee is implementing the skills/knowledge in a routine fashion.

FCPS has a tough assignment ahead to move to this strategic model. It must wrestle with:

- What is required, what is recommended, what is optional and what needs to no longer be offered
- What method will be used to determine the competencies that are needed for each job and how to measure if an employee has those competencies or not
- What curriculum is best to ensure routine implementation of skills
- What delivery methods should be used to maximize training
- What methods are best for evaluating the professional development that occurs

While the new software will make it possible to track an employee's progress--- that is the easy part of the project. It will take time to develop this framework of professional development in FCPS.

Indicators:

- 100 percent of the departments have developed professional development plans for their employees.

Superintendent Statement of Condition:

There is only one indicator for this operational expectation, but it is a challenging one! This indicator could remind one of the famous words spoken by Neil Armstrong on July 20, 1969 at 10:56 PM EDT. When moving his foot from a ladder to the moon surface, Armstrong said, "That's one small step for [a] man, one giant leap for mankind."

Over a half-million people watched a man walk on the moon for the first time, and few probably understood the number of hours that went into this moment in history. While it may be a stretch to compare Departmental Professional Development Plans (DPDP) to the first moon walk, there can be one comparison. The Departmental Professional Development Plans probably appear simple to most, however, while creating these

plans has been a rewarding and important project that has required much dedication and study by many FCPS employees. The creation of Departmental Professional Development Plans are “one giant step” towards designing a systemic and sustained effort to improve training in FCPS.

The first step in beginning this project was to meet with the Leadership Team and to discuss this indicator. At this meeting it was decided a work group should be formed to concentrate on this indicator. The work group consisted of individuals from the following departments:

Department	Representative(s)
Cluster Assistant Superintendents	Phyllis Pajardo
Department of Educational Accountability	Pat Murphy and Teressa Caldwell
Division Counsel	Anne Murphy and Carol Marchant
Department of Facilities and Transportation Services	Lee Ann Pender served as the lead for FTS, but many other FTS staff attended and contributed to this effort
Department of Financial Services	Kristen Michael and Pam Tobey
Department of Human Resources	Debra Reeder and Margaret Showalter
Department of Informational Technology	Maribeth Luftglass, Andie Powell and Laura Romstedt
Department of Instructional Services	Peter Noonan and Linda Whitfield
Department of Professional Learning and Training	Terri Breeden, Sharon Mullen, and Scott Simmons
Department of Special Services	Alice Farling, June Michel, and Pat Addison

Throughout the 2007- 2008 school year this group (and other designees) met to create departmental professional development plans. Their work involved researching professional development plans or models from:

- Fairfax County Government. (2007). *Training, Organizational Development and Executive Coaching Resource Guide*
- United States Office of Personnel Management. (2006). *Guide for Collection and Management of Training Information*
- Duke Human Resources. (2007). *Professional Development Plan*
- James Madison University, Training and Development Department. (2007) *Individual Professional Development Plan*
- Meeting Professionals International. (2006). *Professional Development Action Plan Template*
- Syracuse City School District. (2008). *Professional Development Plan*

- Wyoming Department of Education. (2005). *Template for District/School Professional Development Plan*
- Association of School Business Officials International. (2007). *Staff Development Learning Standards*
- National Staff Development Council. (2001). *NSDC's Standards for Staff Development*
- Council of Chief State School Officers. (2008). *Educational Leadership Policy Standards: ISLLC 2008*

To create departmental professional development plans, discussions occurred around values and beliefs about professional development; competencies for specific roles; legal requirements related to work place issues; resources available to create and implement the plans; existing job descriptions; and how to manage the plans once they are developed. As the work continued it became clear that the training should be focused on seven key areas:

- Orientation
- Compliance
- Safety/Emergency Preparedness
- Communication/Methodology
- Technology/FCPS Systems
- Certification/License
- Leadership/Management
- Other (This category is used if the departments wanted their departmental plan to also be used as an individual development plan for their personnel)

The committee also determined the professional development plans were not to be a deficit model. Departmental professional development plans assume all employees have the basic level of skills, appropriate certifications, and/or licenses to occupy their positions. The benchmark used to make this determination was the job description for the role.

At this point committee members began to identify skills that employees need for increased system effectiveness. After this list was generated an analysis of professional development that currently exists in FCPS had to occur. This was an

extremely important step in this process because an analysis of this type had not been done due to the lack of a learning management system.

During this analysis one valuable tool emerged---- *eLearnIT*. *eLearnIT* provides self-paced, online technical and business skills development training courses for all FCPS employees. Enrollment in *eLearnIT* provides access to over 2,000 online courses at a variety of skill levels, as well as access to Books 24/7 with an online library with over 6,000 digitized books that are fully searchable and cross-referenced. For each completed course the customer receives a *Certificate of Completion* by passing a test with a score of at least 80 percent.

With the already available resource of *eLearnIT* and the other existing courses most of the Technology/FCPS System training category on the Departmental Professional Development Plans can be started immediately. *eLearnIT* also has an assessment component to the training. Participants can take an assessment and then receive training customized to their skill set. The assessment tool in *eLearnIT* courses can be used as a fair benchmark in determining strengths and weaknesses of an employee that may be applied across the division. For example, many employees are very good at basic *Microsoft Word*, but struggle if asked to insert an *Excel* worksheet into a document. In *eLearnIT*, the employee would only be asked to complete the section in *eLearnIT* about adding *Excel* workbooks into a *Microsoft Word* document.

Understanding the Departmental Professional Development Plan Template

The committee decided on and developed a uniform template. The template lists the seven basic categories of training and then a menu of courses under each. The categories are listed on the left side of the template. Departments could also add an eighth category called, "Other". This will be used when a department wants to use the departmental plan as an individual professional development plan, as well. See <http://www.fcps.edu/plt/DPDP/>

Next each department was to determine the various employee roles that exist in each department. These roles are listed across the top of the template. Departments were allowed to break down the

Professional Learning and Training
September 8, 2008

Departmental Professional Development Plans (DPDP)

FCPS has created Departmental Professional Development Plans (DPDP). Departmental Professional Development Plans are foundational courses to increase system effectiveness and provide a systemic approach to professional development. The 2008-2009 school year is Phase I of the implementation. Departmental supervisors will work with their employees to explain how employee are to complete the plans. All departmental employees may learn more about Departmental Professional Development Plans by linking to their department below.

Understanding the Departmental Professional Development Plan Template

Departmental Professional Development Plans are foundational courses to increase system effectiveness and provide a systemic approach to professional development. The 2008-2009 school year is Phase I of this implementation plan.

Training Categories:

1. Orientation
2. Compliance
3. Safety/Emergency Preparedness
4. Communication/Methodology
5. Technology/FCPS Systems
6. Certification/License
7. Leadership/Management
8. Other (i.e. individual/personal development plan)

Color Codes:

- RED - Required ***
During Phase I it is recommended that required training be completed in one year. However there are two exceptions:
 - FCPS Mandatory New Employee Orientation must be completed within 30 days of employment.
 - District-wide Compliance Training must be completed in a specified time period.
- YELLOW - Recommended**
This training assists in cross-training and may provide a richer knowledge base for employees.
- GRAY - Planned for Future**
This training is under development.
- WHITE - Not Required**
No training requirement for the course.
- PINK - Specialized Training**
Some departments need very specific training for their employees.

* Supervisors can waive training requirements (except for Mandatory New Employee Orientation or district-wide compliance training) for employees who already possess competency in the required training area.

Department & Office | **Employee Roles**

Course Name or Activity	Administrative	Instructional	Support	Other
FCPS Mandatory New Employee Orientation	RED	RED	RED	RED
Compliance Training (7/2008)	RED	RED	RED	RED
Emergency Preparedness Training	RED	RED	RED	RED
Communication/Methodology	YELLOW	YELLOW	YELLOW	YELLOW
Technology/FCPS Systems	YELLOW	YELLOW	YELLOW	YELLOW
Certification/License	GRAY	GRAY	GRAY	GRAY
Leadership/Management	WHITE	WHITE	WHITE	WHITE
Other	WHITE	WHITE	WHITE	WHITE

Last update: August 19, 2008 | PLT Home | Using this site | Contact us | Curator: Oscar Cataque, oscar.cataque@fcps.edu
General Questions: Sharron Watson (703) 204-4077

roles in ways that made the most sense for the functions employees are asked to perform. Also, departments could determine if one template for each department would be best, or if it was better for their various offices to have their own template.

“Best practice” in evaluating professional development plans encourages supervisors to base their plans on competencies, but supervisors should also ensure employees know what their responsibilities are for the training. With this information in mind, the committee decided to list specific professional development opportunities by course name on the template. Many of the courses are offered in two types of media: face-to-face or on-line.

It was also a committee decision to allow supervisors to determine if existing employees already possessed competency in a specific training area, supervisors could waive a training requirement. However, supervisors can not waive the FCPS Mandatory New Employees Orientation or district-wide compliance training. (To view all Departmental Professional Development Plans (DPDP) see Attachment 3 DPDP Master File Board Docs-8-25.08. Departments are listed along the bottom tool bar.)

The Key to the Departmental Professional Development Plans

Red Box

If the box is shaded red, the training is required. While in this first phase of the implementation, the committee thought it was best to encourage the required training to be completed in one year. However, there are two exceptions to the one year rule: The exceptions are:

- *FCPS Mandatory New Employee Orientation* must be completed within 30 days of employment to ensure all initial hiring paperwork (insurance, certification paperwork, etc) is complete
- District-wide compliance training may need to be completed on a shorter time frame

Yellow Box

If a box is shaded yellow, the training is recommended for system effectiveness. This yellow shading could also be recommended to encourage more cross-training across job responsibilities and be recommended to encourage employees to aspire to new positions.

Gray Courses or Gray Box

While FCPS has a rich pool of professional development courses from which to select, the analysis of course offerings did reveal several gaps. The training gaps in course offerings are shown on the template as gray. The gray shading is also seen under the job role so that employees will know that training for them is under development.

White Box

On the template if the box is white, there is no training requirement for the course.

Pink Courses

The template lists the menu of courses for all departments, but at times some departments needed very specific courses for their employees. These courses are shaded in pink because they are not on the district standard template.

Next Steps - Implementation of the Plans

To meet this operational expectation, 100% of the departments had to develop plans. Creating the plans has been a challenging, yet enjoyable project. Now the more challenging part of the project begins---implementation. To ensure the implementation goes well, the decision was made to use basically the same project management template and procedures that are used for the FCPS Student Achievement Goals. (See Attachment 4 PLT Project Scope.)

Summary Statement of the Superintendent:

Summary Statement of the Board:

The School Board voted to accept the Superintendent's Operational Expectations Monitoring Report for Professional Learning and Training at the September 8, 2008, work session as follows:

Mrs. Wilson moved that the Board accept the PLT operational expectation monitoring report and find each indicator is acceptable.

Requests from Board members:

1. Track the number of courses being taken and completed on-line.
2. Provide additional information regarding courses and coursework pertaining to the achievement gap and diversity training

Mrs. Wilson moved to amend the main motion by further commending the PLT Department for their exemplary report. The amendment passed unanimously.

The motion to accept the PLT operational expectation monitoring report and find each indicator is acceptable, and to further commend the PLT Department for their exemplary report, passed 11-0-1: all Board members voted yes, except Ms. Hone, who abstained.

Areas for Improvement:

Areas of Commendation:

Commendation for exemplary report.

Goal(s) for Professional Learning and Training for School Year:

Date for Re-Monitoring: