

EXECUTIVE SUMMARY

**EVIDENCE OF COMPLIANCE
FCPS OPERATIONAL EXPECTATIONS MONITORING REPORT**

Function: Professional Learning and Training

Operational Expectation: To provide superior training designed to increase individual and system effectiveness.

1. Provide career enrichment and advancement opportunities.

Highlight- Evidence of Compliance

- *FCPS now has My PLT, a district-wide learning management system to manage professional development.*
- *In Phase I of the operation of My PLT (FCPS Learning Management System) well over 5841 employees were trained in 259 sessions.*

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

Highlight – Evidence of Compliance

- *Over 88 percent of leadership positions in FCPS are filled internally.*
- *122 leadership positions were open in FCPS in 2005 - 2006 and 112 of them were filled by promoting FCPS employees.*

3. Support staff members in their efforts to help students meet high academic standards.

Highlight – Evidence of Compliance

- *A cross-departmental work group has been formed to develop departmental professional development plans.*

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

PROFESSIONAL LEARNING AND TRAINING
Period covered: 2006-2007

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"/>

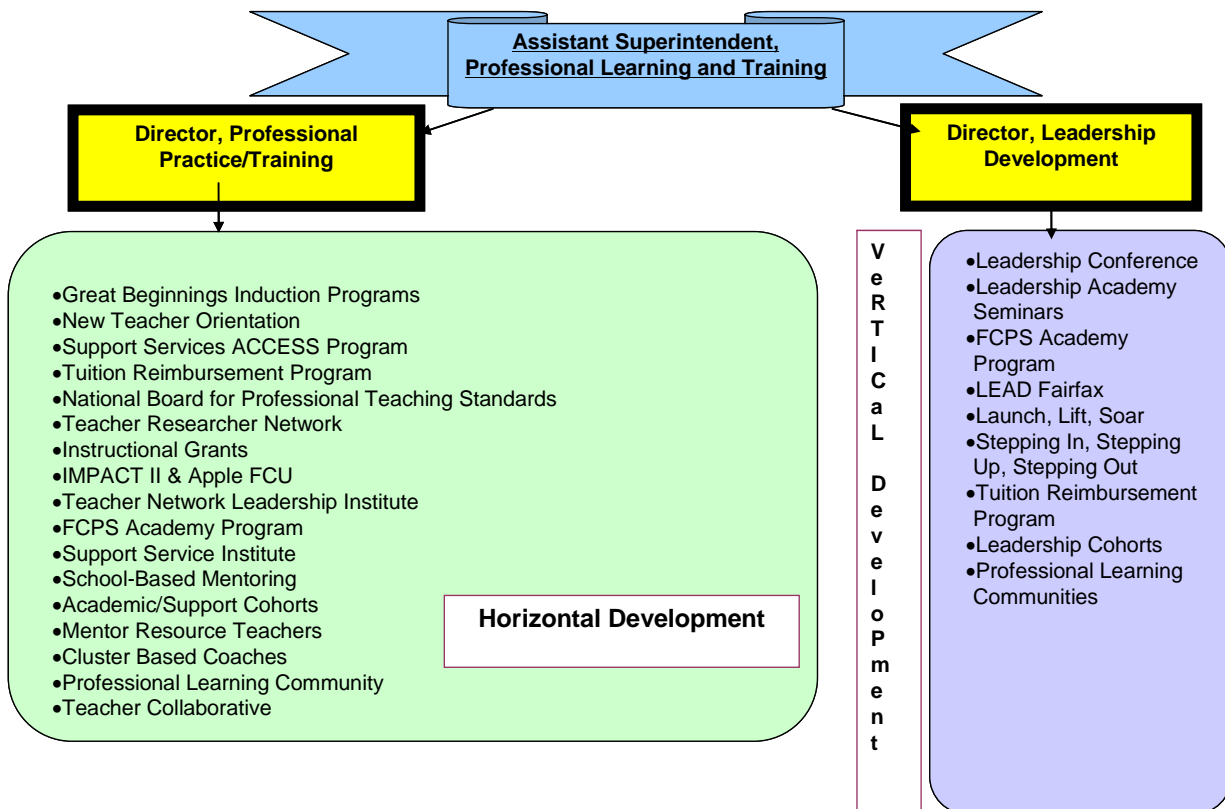
Reasonable Interpretation:

“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. (Available in the 2008 monitoring report)

Superintendent Statement of Condition:

While this indicator does not seem like it would be challenging to produce, until now it would have not been only challenging, ***it would have been nearly impossible***. The reason for the ease of providing a report for this indicator now is two-fold:

- As far back as 1994 consultants and study groups were urging FCPS to address its fragmented training model. The 1994 study was reinforced by

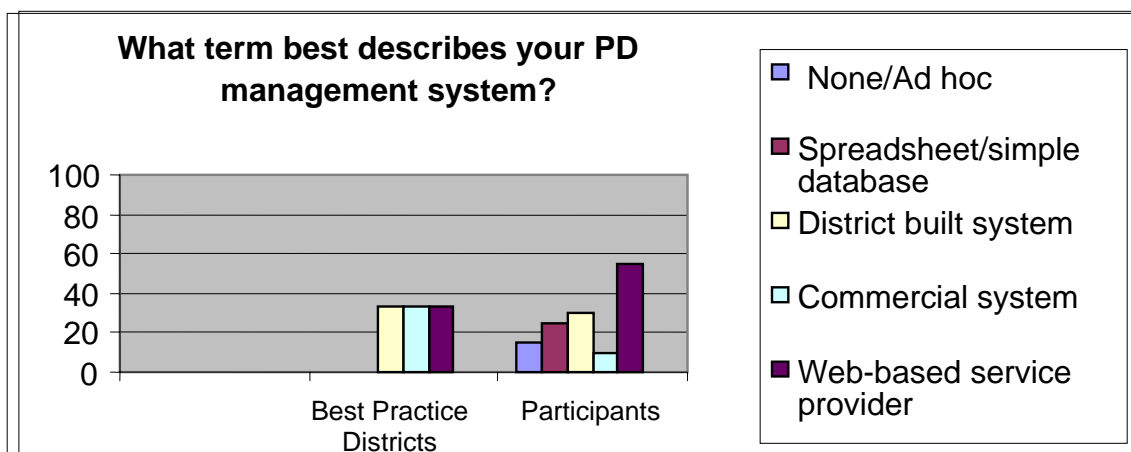
another study group in 2005 that recommended FCPS develop a coordinated approach to staff development. In 2006, Dr. Dale and the School Board decided to take action and created the Department of Professional Learning and Training (PLT)

- It was apparent the major impediment to solving the fragmentation problem of professional development in the district was the lack of capacity. The move to increase capacity is the second reason a report of vertical and horizontal offerings and the number of participants can be generated

The first action step to increase FCPS' capacity was to secure a learning management system (LMS). An LMS would enable all departments and schools to:

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

In the fall of 2006, FCPS participated in a benchmarking study with the American Productivity and Quality Center (APQC) "Best Practice" school districts [Carman-Ainsworth (Michigan), Gwinnett County Public Schools (Georgia), Montgomery County (Maryland), Northern Lights (Alberta, Canada), Palatine (Illinois)] and other interested districts. All "best-practice" districts had a district-built system, a commercial system or a web-based service LMS provider. This benchmarking information confirmed PLT's strategy to secure an LMS for FCPS.



Through a competitive bid process True North Logic was selected as the vendor of the LMS system. On May 23, 2006 the first phase of the FCPS' enterprise-wide learning system (*My PLT*) was rolled out. This phase (May 23, 2007 – August 31, 2007) included:

- All Department of Professional Learning and Training's offerings for all FCPS employees (licensed and support) would be included. This would allow PLT employees to have hands-on experience with the new LMS first so they could assist other departments using the system in future phases
- Training for the designated *My PLT* professional development administrators in departments and schools was begun
- As *My PLT* professional development administrators from departments and schools were trained they could begin to include their courses and trainings in *My PLT*. This portion of Phase I was called a "soft roll out". This strategy gave the district the entire summer of 2007 to train as many department, cluster and school personnel as needed to begin Phase II

Phase II began on September 1, 2007. Its goal is for all departments, clusters and schools to use *My PLT* to manage professional development. Future phases will include the ability:

- To create additional and more sophisticated methods to target training beyond the job classification system in Lawson. (Example: Presently, *My PLT* can target all primary grade teachers (Grades 1, 2, and 3) at any school, but is not able to target only third grade teachers)
- To roll out the ability to track mentor-mentee, coaching, and cohort activities
- To create professional development plans within *My PLT*
- To standardize and improve FCPS' ability to evaluate professional development
- To migrate FCPS historical training data into *My PLT*
- To incorporate third party integration into *My PLT* (This could include Blackboard, eLearn IT, PBS Teacherline, etc.)

Since *My PLT* is still in its infancy a full report for this operational expectation is not available. However, a report of the data from Phase I (May 23, 2007 to August 31, 2007) can be generated. In the following report, there is a **V** for vertical training and/or a **H** horizontal training.

My PLT Courses – May 23, 2007 through August 31, 2007

The light green signifies courses that were a part of Phase I. All other courses were a part of the “soft roll out”. These courses were added as each department, cluster, or school sent course administrators to training.

Course Title (some titles are abbreviated)	Dept/Cluster/School	Registered	Completed
Quantum For BMP- H	Bren Mar Park Elem	46	46
Cluster VI Kick-Off: Implementing Strategies- H	Cluster VI	140	0
Cluster VI School Plan Update- H	Cluster VI	72	52
Cluster VI Kick-Off with Stephen Barkley- H	Cluster VI	59	0
DPTECH- 24/7 Content Copy- H	Deer Park Elem	27	21
DPTECH- Creating Parent Distribution Lists- H	Deer Park Elem	11	6
DPTECH- Smartboard Share- H	Deer Park Elem	3	0
Keep in Touch (KIT) Refresher and Best Practices- H	Office of Comm Relations	0	0
FCPS Curator Help Session- H	Office of Comm Relations	8	2
Transportation Academy- H	Facilities and Transportation Svcs - Transportation	129	127
VAPT Conference- H/V	Facilities and Transportation Svcs - Transportation	0	0
Ride Along Training- H	Facilities and Transportation Svcs - Transportation	2	2
Progressive Discipline & Evaluations- H	Facilities and Transportation Svcs - Transportation	20	20
Management Development Cohort-H/V	Facilities and Transportation Svcs - Transportation	17	15
Preventing Sexual Harassment and Discrimination- H	Human Resources - Equity and Compliance	670	638
HIPAA Compliance Training- H	Human Resources - Equity and Compliance	0	0
Time and Attendance Reporting- H	Human Resources - Salary and Classification	43	0
Time and Attendance Reporting Review- H	Human Resources - Salary and Classification	0	0
Fair Labor Standards Act Information Course- H	Human Resources - Salary and Classification	221	197
SASI Basic Applications & Security- H	Info Technology - Info Tech Support Services	188	136
EDSL 2.1 - Advanced Worksheets- H	Info Technology - Info Tech Support Services	32	10
EDSL 2.1 - Basic- H	Info Technology - Info Tech Support Services	130	87
weCare@School Workflow for SIAs and Backups- H	Info Technology - Info Tech Support Services	18	13
SASI Enrollment- H	Info Technology - Info Tech Support Services	32	23
SASI Schedule Pro (Workshop) - H	Info Technology - Info Tech Support Services	61	53
EDSL 2.1 - SBTS Teacher Training- H	Info Technology - Info Tech Support Services	100	0
EDSL 2.1 - Advanced Reports- H	Info Technology - Info Tech Support Services	56	24
SASI Jump Start for New SIAs (1 & 1/2 days) - H	Info Technology - Info Tech Support Services	20	17
SASI Optimizer for Schedule Pro- H	Info Technology - Info Tech Support Services	28	28
SASI Optimizer for Mass Scheduling- H	Info Technology - Info Tech Support Services	40	35
SASI Scheduling for Counselors (HS/MS) - H	Info Technology - Info Tech Support Services	12	10
SASI Attendance- H	Info Technology - Info Tech Support Services	34	26
SASI Attendance Letter- H	Info Technology - Info Tech Support Services	9	8
SASI Course History & Transcripts (HS\MS) - H	Info Technology - Info Tech Support Services	7	4
SASI HS & MS School Opening- H	Info Technology - Info Tech Support Services	12	11
SASI ES School Opening- H	Info Technology - Info Tech Support Services	22	21
Windows Server Administration- H	Info Technology - Info Tech Support Services	15	7
Access 2003: Level I- H	Info Technology - Info Tech Support Services	54	16
Access 2003: Level II- H	Info Technology - Info Tech Support Services	28	6
Crystal Reports 10.0: Level I- H	Info Technology - Info Tech Support Services	3	1

SASI Health for SIAs- H	Info Technology - Info Tech Support Services	11	9
SASI Schedule Pro (On-Site Training) - H	Info Technology - Info Tech Support Services	15	13
SASI SOL-LEP Basics- H	Info Technology - Info Tech Support Services	12	5
SASI Query Basic- H	Info Technology - Info Tech Support Services	54	30
ACIS Mandatory 4.0- H	Info Technology - Info Tech Support Services	17	4
Ecole Basics- H	Info Technology - Info Tech Support Services	17	0
Ecole Item Maintenance & iBistro- H	Info Technology - Info Tech Support Services	15	0
eLearnIT Self-Study- H	Info Technology - Info Tech Support Services	0	0
Photoshop Web Production- H	Info Technology - Info Tech Support Services	8	6
Photoshop Elements 5.0 Level 1- H	Info Technology - Info Tech Support Services	26	10
Outlook 2003 - Level 1- H	Info Technology - Info Tech Support Services	21	7
Outlook 2003 - Level 2- H	Info Technology - Info Tech Support Services	20	8
Excel 2003 - Level 2- H	Info Technology - Info Tech Support Services	18	12
Adobe Illustrator: Level 2- H	Info Technology - Info Tech Support Services	7	2
Acrobat 8.0 - Level I- H	Info Technology - Info Tech Support Services	30	15
Dreamweaver 8: Level 2- H	Info Technology - Info Tech Support Services	24	7
Adobe Illustrator: Level 1- H	Info Technology - Info Tech Support Services	7	7
Dreamweaver 8: Level 1- H	Info Technology - Info Tech Support Services	36	7
OSA (Online Selection & Acquisitions) Refresher Co- H	Info Technology - Info Tech Support Services	56	46
Title Source 3 Refresher Course- H	Info Technology - Info Tech Support Services	71	68
SASI Mass Scheduling- H	Info Technology - Info Tech Support Services	4	0
SASI Mass Scheduling (Workshop) - H	Info Technology - Info Tech Support Services	5	4
SASI Elementary BOY Grading Setup- H	Info Technology - Info Tech Support Services	61	6
My PLT for Course Administrators- H	Info Technology - Info Tech Support Services	184	118
InDesign CS- H	Info Technology - Info Tech Support Services	9	8
Photoshop Elements 5.0 Level 2- H	Info Technology - Info Tech Support Services	4	2
Adobe Photoshop CS Level I- H	Info Technology - Info Tech Support Services	10	9
Adobe Photoshop CS Level II- H	Info Technology - Info Tech Support Services	4	3
FCPS Curator Help Session- H	Info Technology - Info Tech Support Services	35	28
My PLT for Course Administrators (IS and SS) - H	Info Technology - Info Tech Support Services	103	100
HDI Support Center Analyst Skills Building & Certi- H	Info Technology - Info Tech Support Services	13	13
HDI Support Center Analyst Certification- H	Info Technology - Info Tech Support Services	10	10
Web Mentoring (2.5) - H	Info Technology - Info Tech Support Services	1	1
Windows Server 2003: Server Admin, GPO & Scripts- H	Info Technology - Info Tech Support Services	6	6
Backup Exec- H	Info Technology - Info Tech Support Services	3	0
MacIntosh Imaging- H	Info Technology - Info Tech Support Services	2	2
EDSL 2.1 - Advanced Reports (Assessment Coaches) - H	Info Technology - Info Tech Support Services	15	14
EDSL 2.1 - Basic (Instructional Coaches) - H	Info Technology - Info Tech Support Services	15	14
EDSL 2.1 - Advanced Reports (Instructional Coaches) - H	Info Technology - Info Tech Support Services	19	16
FCPS 24/7 Learning Parent View- H	Info Technology - Info Tech Support Services	41	15
Counselor's Office-New Career Ctr Specialists- H	Info Technology - Info Tech Support Services	2	2
Counselor's Office-Refresher for Career Ctr - H	Info Technology - Info Tech Support Services	25	24
SIS Requirements Focus Group - SIAs- H	Info Technology - Info Tech Support Services	7	7
Automated Student Accounts 2.0- H	Info Technology - Info Tech Support Services	37	0
Title I SUM Professional Development: Leadership - H	Instructional Services - Elem Instruction and Libr	53	0
Elementary Social Studies 2007 Summer Curriculum- H	Instructional Services - Elem Instruction and Libr	27	25
Training for new 5th Grade Oceans Unit- County Wid- H	Instructional Services - Elem Instruction and Libr	327	0

Science Resource Seminar- H	Instructional Services - Elem Instruction and Libr	16	0
Geometry for Elementary Teachers- H	Instructional Services - Elem Instruction and Libr	6	6
Social Studies Lead Teacher Meeting- H	Instructional Services - Elem Instruction and Libr	140	134
The Power of Foldables Level 1, K-12 Social Stud. - H	Instructional Services - Elem Instruction and Libr	83	0
New Librarian Training- H	Instructional Services - Elem Instruction and Libr	24	21
The Power of Foldables in the Elementary Classroom- H	Instructional Services - Elem Instruction and Libr	37	21
Teaching Compacted Mathematics Grade 6- H	Instructional Services - Elem Instruction and Libr	34	11
Fall ES Librarians' In-Service- H	Instructional Services - Elem Instruction and Libr	139	0
Reading Recovery(R) Professional Development- H	Instructional Services - Elem Instruction and Libr	0	0
VGLA Administration Elementary School Team Train- H	Instructional Services - ESOL Services	515	0
Shakespeare Set Free- H	Instructional Services - ESOL Services	21	0
eCART Assessment Item Writing- H	Instructional Services - IS Technology Integration	113	0
Kagan for Social Studies- H	Instructional Services - Middle School Instruction	55	0
Electronic Fitness Tracking System (EFTS) - H	Instructional Services - Middle School Instruction	20	0
Elementary Physical Education All County In-servic- H	Instructional Services - Middle School Instruction	252	0
High School Health and Physical Education All Coun- H	Instructional Services - Middle School Instruction	136	0
MS Civics-Financial Literacy- H	Instructional Services - Middle School Instruction	4	0
Middle School Mathematics - Financial Literacy- H	Instructional Services - Middle School Instruction	4	0
New High School Department Chair Training- H	Instructional Services - Office of High School Ins	36	0
FLES New Teacher Training- H	Instructional Services - Office of High School Ins	47	45
High School Science Professional Development- H	Instructional Services - Office of High School Ins	810	0
Chinese Domestic Institute- H	Instructional Services - Office of High School Ins	10	10
eCART Module 1: Functional Training- H	Instructional Services - Office of High School Ins	190	101
Revision of Developing Literacies, Expanding Liter- H	Instructional Services - Office of High School Ins	4	4
High School Foreign Language Inservice- H	Instructional Services - Office of High School Ins	198	0
Elementary Foreign Language Inservice- H	Instructional Services - Office of High School Ins	112	90
Assessment Coaches Monthly Meeting- H	Instructional Services - Office of High School Ins	0	0
High School Mathematics Online Inservice- H	Instructional Services - Office of High School Ins	294	5
High School Mathematics Economics Education - H	Instructional Services - Office of High School Ins	401	254
High School Government - Financial Literacy- H	Instructional Services - Office of High School Ins	9	0
Technology Overview at Longfellow Middle School- H	Longfellow Middle	73	73
Template - SBTS- H	North Springfield Elem	1	0
Oak View Math Staff Development- H	Oak View Elem	55	0
Human Relations- H	Prof Learning & Training	60	56
VGLA, A School Team Approach- H	Prof Learning & Training	16	0
What It Takes to Close the Achievement Gaps- H	Prof Learning & Training	19	18
Continue to Be a Good News Ambassador- H	Prof Learning & Training	13	9
Managing Critical Incidents- H	Prof Learning & Training	15	11
An Overview of Safety and Security- H	Prof Learning & Training	13	0
Blackberry 7290 and 8700 Training- H	Prof Learning & Training	17	15
Connecting With Hard-to-Reach Parents- H	Prof Learning & Training	20	18
Reaching Out to the Community- H	Prof Learning & Training	13	9
Spanish for Educators, Part I- H	Prof Learning & Training	88	36
Sign Language as an Instructional Strategy- H	Prof Learning & Training	44	21
School Violence-Stress Management and Resiliency- H	Prof Learning & Training	126	0
Sexual Harassment Training- H	Prof Learning & Training	10	0
Teacher Leadership: What the Research Says- H	Prof Learning & Training	12	8

Making Meetings Work- H	Prof Learning & Training	64	57
Resolving Conflicts- H	Prof Learning & Training	51	44
Microsoft Office: Making Neat Stuff- H	Prof Learning & Training	50	20
NBPTS Orientation- H	Prof Learning & Training	77	42
Microsoft PowerPoint: Fundamentals- H	Prof Learning & Training	34	18
Mentoring Novice Teachers- H	Prof Learning & Training	239	116
Using United Streaming in the Classroom- H	Prof Learning & Training	33	18
Photoshop: Fundamentals- H	Prof Learning & Training	39	33
Teaching Mathematics Through Manipulatives: K-3- H	Prof Learning & Training	30	0
Algebra I-SOL Workshop- H	Prof Learning & Training	15	12
Teaching Mathematics with the Geometer's Sketchpad- H	Prof Learning & Training	46	0
History Alive! Level I- H	Prof Learning & Training	29	22
Psychopharmacology in School-Age Children- H	Prof Learning & Training	31	29
Mediation Training- H	Prof Learning & Training	8	8
Conflict Resolution in the Classroom- H	Prof Learning & Training	27	22
Improving Your Library Program with Power Tools- H	Prof Learning & Training	20	20
Supporting Reading Instruction in the School Lib. - H	Prof Learning & Training	21	19
Making the Past Come Alive! - H	Prof Learning & Training	25	23
Mathematics Content for Middle School and Algebra- H	Prof Learning & Training	34	26
Writing Across the Curriculum- H	Prof Learning & Training	45	20
Research in Writing and Learning- H	Prof Learning & Training	10	0
Creating a Visual Classroom to Foster Communication- H	Prof Learning & Training	20	19
Words Their Way, Grades K-2- H	Prof Learning & Training	27	25
Teaching Reading Comprehension Strategies - H	Prof Learning & Training	28	28
Teaching Reading Comprehension: The Seven Strateg- H	Prof Learning & Training	26	16
Introduction to Grammar for Educators: A New Way- H	Prof Learning & Training	29	29
Assistive Technology: A Multimedia Writing Project- H	Prof Learning & Training	10	7
Building Lessons for the SmartBoard- H	Prof Learning & Training	421	231
Technology Outreach Program Support Teachers (TOPS) - H	Prof Learning & Training	15	15
Printmaking- H	Prof Learning & Training	13	0
Sculpture Resources- H	Prof Learning & Training	9	9
Models and Strategies for Teaching the Gifted- H	Prof Learning & Training	26	26
Differentiating and Managing Instruction for Gifted- H	Prof Learning & Training	82	54
Cognitive Reading Strategies Program for Elementary- H	Prof Learning & Training	89	71
Underserved Gifted Learners- H	Prof Learning & Training	62	20
FCPS 24-7 Learning- H	Prof Learning & Training	21	17
Making Neat Stuff for the Elementary Classroom- H	Prof Learning & Training	18	18
Web Publishing: Fundamentals- H	Prof Learning & Training	35	25
Web Publishing: Intermediate- H	Prof Learning & Training	18	13
Online IEP Application: SEA-STARS- H	Prof Learning & Training	166	114
Design for LEARNing- H	Prof Learning & Training	55	23
Socio-Emotional Needs of Gifted Learners- H	Prof Learning & Training	21	21
Elementary English Curriculum and Content Online I- H	Prof Learning & Training	26	13
Elementary Math Curriculum and Content Online Inst- H	Prof Learning & Training	27	14
Cognitive Reading Strategies Level 2- H	Prof Learning & Training	80	67
Wilson Language System: Wilson Reading- H	Prof Learning & Training	25	0
New Lead Mentor Workshop- H	Prof Learning & Training	30	0

Formatting School Board Directives in Word- H	Prof Learning & Training	10	5
Grammar Review- H	Prof Learning & Training	19	0
Practical Spanish for Front Desk Personnel- H	Prof Learning & Training	9	8
Keyboarding- H	Prof Learning & Training	0	0
School Web Templates- H	Prof Learning & Training	14	3
Web Curators: Let us Get Started- H	Prof Learning & Training	0	0
Excel: Level 1- H	Prof Learning & Training	21	12
PowerPoint: Basics- H	Prof Learning & Training	0	0
Publisher- H	Prof Learning & Training	11	10
Word-The Essentials- H	Prof Learning & Training	11	7
Forms Management and the Forms Manager- H	Prof Learning & Training	0	0
Transfer of Student Cumulative Records for Microfi- H	Prof Learning & Training	2	0
Uniform File System: Level 1- H	Prof Learning & Training	2	2
Daily Digital Images- H	Prof Learning & Training	23	1
Leadership Conference- H	Prof Learning & Training	1667	795
Responsive Classroom, Level 1 Institute- H	Prof Learning & Training	71	21
Secondary Curriculum and Strategies- H	Prof Learning & Training	27	26
Classroom Management and Applied Behavior Analysis- H	Prof Learning & Training	0	0
Research in Special Education- H	Prof Learning & Training	19	0
Creating Educational Podcasts--NORTH TIER- H	Prof Learning & Training	1	0
Technology in Support of the Struggling Elementary- H	Prof Learning & Training	0	0
Reading, Writing, and Really Using Technology - H	Prof Learning & Training	0	0
Designing a Virtual Field Trip-NORTH TIER- H	Prof Learning & Training	0	0
Finding the Best Educational Resources on the Web- H	Prof Learning & Training	5	0
Introduction to BLOGS-NORTH TIER- H	Prof Learning & Training	5	1
Learning and Teaching with the Read/Write Web-NORTH - H	Prof Learning & Training	3	0
Using Digital Portfolios to Foster Student Learning- H	Prof Learning & Training	0	0
Using Technology in Elementary Math-NORTH TIER- H	Prof Learning & Training	3	0
Psychoeducational Assessment (Cohort) - H	Prof Learning & Training	27	0
Language Development and Reading (Cohort 14) - H	Prof Learning & Training	26	0
Introduction to the Principalship- H	Prof Learning & Training	10	10
Needs Assessment, Objectives and Rationale- H	Prof Learning & Training	117	0
Vision and Mission Statements and Core Beliefs- H	Prof Learning & Training	80	0
Assessing and Monitoring the SIP- H	Prof Learning & Training	96	0
Aligning Best Practices, School Data, and Work Place- H	Prof Learning & Training	144	0
Elementary Science Resource Seminar (NonAdv) - H	Prof Learning & Training	0	0
The Teaching of Multivariable Mathematics IV--Exte- H	Prof Learning & Training	20	0
Foundations for Teaching Students with MR and SD - H	Prof Learning & Training	4	4
Calculus with Applications- H	Prof Learning & Training	19	0
Effective Literacy Teaching in the Intermediate CI- H	Prof Learning & Training	10	0
Reading Recovery Class- H	Prof Learning & Training	0	0
2007 LEAD Fairfax Aspiring Leaders Summer Institute--V	Prof Learning & Training	24	24
2007 LEAD Fairfax Aspiring Leaders Summer Institute-V	Prof Learning & Training	34	34
2007 LEAD Fairfax Aspiring Leaders Summer Institute-V	Prof Learning & Training	45	44
2007 LEAD Fairfax Aspiring Leaders Summer Institute-V	Prof Learning & Training	51	49
New Instructional Employee Orientation - Timber Lane- H	Prof Learning & Training	15	0
Effective Literacy Teaching in the Primary Classroom- H	Prof Learning & Training	0	0

Effective Literacy Teaching in the Primary Classroom- H	Prof Learning & Training	0	0
Effective Literacy Teaching in the Intermediate Classrm. - H	Prof Learning & Training	0	0
Instructional Coach and Principal Meeting- H	Prof Learning & Training	0	0
New Instructional Employee Orientation-23- H	Prof Learning & Training	447	0
New Instructional Employee Orientation-24- H	Prof Learning & Training	440	0
SEA-STARS for High School SBTS- H	Special Services - Monitoring, Tech and Admin Svcs	16	0
Course Organizer Routine- H	Special Services - Special Education Programs	22	0
Unit Organizer Routine- H	Special Services - Special Education Programs	18	0
Framing Routine- H	Special Services - Special Education Programs	40	0
Co-Teaching Secondary Mathematics- H	Special Services - Special Education Programs	24	0
Orientation for New Secondary Special Education- H	Special Services - Special Education Programs	8	0
SEA-STARS Mandatory Power Session- H	Special Services - Special Education Programs	42	0
Social Skills Trng & Behavioral Supports for Student- H	Special Services - Special Education Programs	278	0
Using Technology to Support Students - H	Special Services - Special Education Programs	24	0
ABA Fundamentals- H	Special Services - Special Education Programs	47	0
Social Skills Training for Students with Autism - H	Special Services - Special Education Programs	68	0
Promoting Positive Behavior in the Pre School Learning- H	Special Services - Special Education Programs	178	0
Overview of the PreKindergarten Program of Studies- H	Special Services - Special Education Programs	158	0
VAAP for Teachers New to Alternate Assessment- H	Special Services - Special Education Programs	38	0
Teaching Basic Skills- H	Special Services - Special Education Programs	6	0
Teaching Personal Development- H	Special Services - Special Education Programs	11	0
Options for Literacy Instruction for Students- H	Special Services - Special Education Programs	20	0
Traumatic Grief and Normal Grief: Impact on Child- H	Special Services - Student Services	25	25
Group Crisis Intervention Techniques and Practice: - H	Special Services - Student Services	16	15
Group Crisis Intervention Techniques and Practice: - H	Special Services - Student Services	20	0
241-00001 FCPS Middle School Summit for Related Arts- H	Stone Middle	1755	0
241-00002 FCPS Middle School Summit for all English- H	Stone Middle	1906	0
241-00003 FCPS Middle School Summit for all Science- H	Stone Middle	2030	0
Putting the Pieces Together- H	West Springfield Elem	38	0
Putting the Pieces of the Math Puzzle Together- H	White Oaks Elem	35	0
TOTALS		20823	*5841

* Course Administrators have two weeks after the course ends to mark the participants as completers. **Error! Not a valid link.**

Board Comments: See Summary Statement of the Board

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.

Capacity Building:

The present succession plan is focused on licensed employees (assistant principals/principals, directors, etc). The plan needs to be expanded to include support employees. The challenge with this task is that support employees do not always follow a traditional and predictable path. Some analysis of the patterns of support leadership will need to occur. This information will not be presented until the 2008 monitoring.

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 an 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; the Head Hearing Officer; the Head 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.

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.

To fully understand how these two statistics mesh together, consider the following: There are 861 positions in this category and 138 positions were vacant during the year. Of those 138 positions:

- 122 of 138 positions were filled internally (88.41%)
 - 112 of the 122 internal positions were filled by promotion
 - 10 of the 122 internal positions were filled by transfers from one location to another, or from one position to another having the same pay grade
- 16 of 138 positions were filled externally (11.59%)

Board Comments: See Summary Statement of the Board

3. Support staff members in their efforts to help students meet high academic standards. (Recommend adding the words ...by increasing individual and system effectiveness.)

Superintendent: A U
School Board: A U

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. (Available in the 2008 report)

Capacity Building:

To move to this type of strategic model will take time. In 2008-09, goals can be set for how many employees are making satisfactory progress on their professional development plan. Goals for the evaluation of the training will be set as the plan evolves.

Superintendent Statement of Condition:

As stated in the reasonable interpretation for this indicator much work will have to be completed before 100 percent of the departments have developed professional development plans for their employees. After discussing this indicator with the Leadership Team, a meeting was held with all department assistant superintendents.

At this meeting it was decided a work group should be formed to concentrate on this indicator. The work group consists of individuals from the following departments:

Department	Representative(s)
Cluster Assistant Superintendents	Phyllis Pajardo
Department of Educational Accountability	Pat Murphy
Division Counsel	Anne Murphy and Carol Marchant
Department of Facilities and Transportation Services	Lee Ann Pender
Department of Financial Services	Kristen Michaels
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 Michaels, and Pat Addison

Presently, the work group is researching compliance issues, setting goals for their work, establishing timelines, determining what is already in place in FCPS, and researching best-practices. The work group believes they will have a draft proposal to present to the Leadership Team in December of 2007. After its approval, an implementation plan will be developed.

Summary Statement of the Superintendent:

Summary Statement of the Board: The School Board voted to accept the Operational Expectations Monitoring Report for Professional Learning and Training at the September 17, 2007, work session as follows:

That the Board accept the Superintendent’s professional learning and training monitoring report, as presented, as evidence of his status of compliance with the School Board’s expectations in the operational area and commendation for timely completion of My PLT and successful demonstration of its effectiveness.

Areas for Improvement:

Areas of Commendation:

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

Date for Re-Monitoring: