

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

**PROFESSIONAL LEARNING AND TRAINING (PLT)**

Period covered: July 1, 2008 – June 30, 2009 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:**

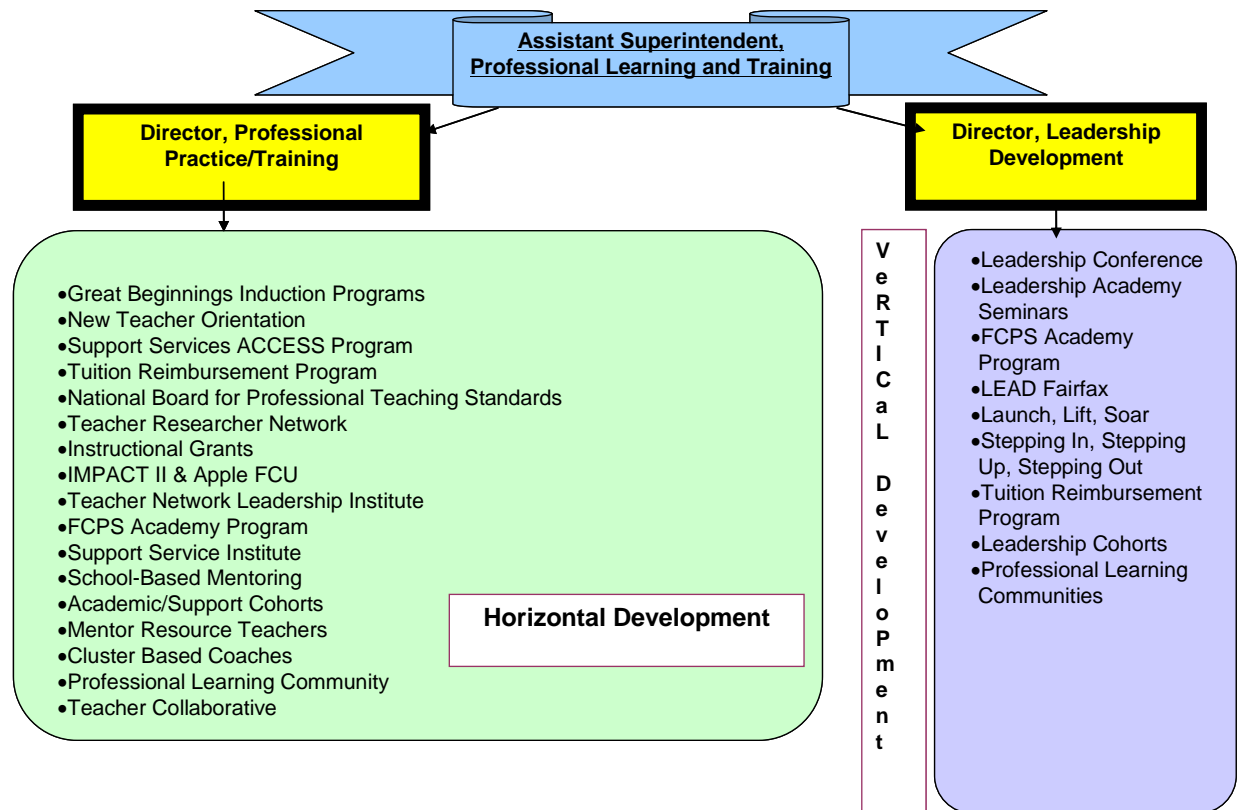
**“Career enrichment opportunities”** enhance the **horizontal professional development** of an employee. This type of professional learning is usually very specific in content or skills. Its focus is depth, not breadth. An employee will participate in horizontal professional learning when the goal is *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.<sup>1</sup>



**Indicators:**

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

<sup>1</sup> Since this report covers the interval through June 30, 2009, this chart does not reflect consolidation of the Department of Accountability into Professional Learning and Training effective July 1, 2009. The resulting reorganization includes the Office of Educational Planning in the former Office of Professional Practice and Training and adds two other offices from Accountability.

## **Superintendent Statement of Condition:**

The Department of Professional Learning and Training (PLT) was created in the spring of 2006. The department's mission is to establish both the structure and focus required to deliver comprehensive professional learning opportunities for all FCPS employees that ultimately will raise student achievement. To ensure that the mission of the department is fulfilled, it is critical to align with best practices in the field of professional learning.

On February 4, The National Staff Development Council (NSDC) released *Professional Learning in the Learning Profession: a Status Report on Teacher Development in the United States and Abroad*. The report was written by Linda Darling-Hammond and a team of researchers from the Stanford University School Redesign Network. It examines what research has revealed about professional learning that improves teachers' practice and student learning. The report compares the United States to the industrial nations who are members of the Organisation for Economic Co-operation and Development (OECD).

One finding in the report was, "The nation needs to bolster teacher skills and knowledge to ensure that every teacher is able to teach increasingly diverse learners, knowledgeable about student learners, competent in complex core academic content, and skillful at the craft of teaching." This quote aligns well with the FCPS Student Achievement Goals, and it also encapsulates the challenge FCPS faces as it develops its teaching force.

Key lessons from the study were that professional learning can have powerful effects on teacher skills and knowledge, and on student learning, if it is:

- sustained over time – substantial contact hours of professional development (ranging from 30-100 hours in total) spread over 6 to 12 months showed a positive and significant effect on student achievement gains
- focused on important content
- embedded in the work of Professional Learning Communities

### **Assessing Professional Learning Needs**

If FCPS is to align itself with best practices, it is imperative to continually assess its offerings, adjusting them as needed to meet higher standards in professional learning. To direct the professional development change, PLT is presently conducting a professional development needs assessment. The first step in the needs assessment was to interview stakeholders and to analyze and triangulate data that is already available. This analysis included an exhaustive review of documents and reports. Some of the documents were: *2008 Working Conditions Survey*; PLT's professional

development catalogs; Student Achievement Goal reports and APQC benchmarking reports.

FCPS engaged a consultant to assist in this review and has received a preliminary report. Early, tentative observations were:

- Although some programs have been centralized in PLT, district-level resources for and direction of professional development remain dispersed, and some fragmentation still exists
- Each professional development program reviewed was of high quality and thoughtful design
- There does not appear to be clear articulation between overarching district goals and the professional development program
- The quality of FCPS personnel is immediately evident upon review of district materials and interviews with principals and key administrators.

The needs assessment will provide additional clarity about some of the findings from the *Working Conditions Survey*. For example, the survey found that teachers wanted more training in special education, but it did not reveal which specific topics were of concern. Consequently, PLT created four supplemental employee surveys (non-school-based administrators, school-based administrators, instructional, and non-instructional) to unearth more details on professional learning needs. These surveys will be released to all employees in September 2009.

After the survey data is received the needs assessment can be completed to guide future work on the design, focus, and management of FCPS' professional development programs. The needs assessment is scheduled to be completed before January 2010.

### **A Tool for Capacity Building: My PLT**

An essential key tool that allows FCPS to collect data about professional development to build the capacity of the department and the effort to align professional learning is *My PLT*, a learning management system. Phase I of this learning management system was introduced to FCPS in May 2007. *My PLT* allows all departments and 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 and to their own professional development histories – 24 hours a day, seven days a week, from any computer with Internet access. *My PLT* also manages the logistics of any session and it provides transcripts to all employees on demand.

Phase II implementation of *My PLT* is now underway and proceeding smoothly. This phase involved converting UConnect (Lawson) historical training records to *My PLT*, including data from the summer of 1998 through the spring of 2007. This conversion

assists the licensure office, as well as teachers who are renewing their teaching credentials.

Other Phase II projects underway or completed include:

- *On-line Discrimination and Harassment Awareness Training for Supervisors and On-line Discrimination and Harassment Awareness Training Non-Supervisors:* The training began in June 2008 and is now institutionalized into Human Resources' Mandatory New Employee Orientation. (See PLT Operational Expectation # 3 for additional information.)
- *On-line Fair Labor Standards Act (FLSA) Training:* The FLSA training is now underway. (See PLT Operational Expectation # 3 for additional information.)
- *Integration of eLearnIT transcripts into My PLT:* Over 2000 on-line courses, 8000 recent book titles, and a host of additional training resources are brought to users' fingertips via the FCPS intranet through *eLearnIT*. During 2008-09 the *My PLT* project team determined it was critical to move forward with the integration of *eLearnIT* and *My PLT*. This action step was urgent because *eLearnIT* was the vehicle being used to create the on-line FLSA course. This project was also more challenging than prior integration efforts because *eLearnIT* provides more than just historical records. It also is the tool FCPS uses to deliver on-line training. The integration, thus, needed to be seamless. The integration of *eLearnIT* and *My PLT* has progressed significantly. After months of planning, on July 29, 2009, FCPS received the first historical data file from *eLearnIT's* vendor and successfully transmitted the file to the *My PLT* vendor server. The data presently reside on the *My PLT* test server for FCPS review. Once FCPS verifies its accuracy and integrity, the data will be loaded into *My PLT* for regular use. The result will be that all training transcripts for every employee will be housed in one place.
- *Roll-out of the Mentoring Component in My PLT:* FCPS' teacher induction program, *Great Beginnings: The Next Generation*, is now utilizing the mentoring function in *My PLT* to ensure better ongoing accountability for the program. In the past, mentors and mentees were required to complete paper forms about their activities. These forms were extremely difficult to collect, analyze, and/or process. Mentors and mentees are now required to log-on to the *My PLT* mentoring component a minimum of six times per quarter to enter and maintain required information. The record-keeping process thus has been automated. Meeting topics, also included in the record, are directly aligned with *FCPS Teacher Performance Evaluation Process Evaluation (TPEP) Standards*. The mentoring component in 2009-2010 will further include specific action items for the mentees to discuss with their school-based mentors. The implementation of this capacity, consequently, increases the effectiveness and/or efficiency of the mentoring program by:

- Providing documentation and accountability of services delivered to new teachers
- Aligning mentoring with the *Teacher Performance Evaluation Process (TPEP)*. The *TPEP* provides a structure for mentor logs and has allowed alignment with a standards-based framework. Although *Great Beginnings* is a non-evaluative program, the alignment with TPEP ensures mentors support teachers in the areas of their performance that will be measured by FCPS. The TPEP standards have shifted mentor conversations with mentees to be content-focused, ensuring that topics discussed will impact teacher practices and student learning.

### **Professional Learning Opportunities and Participation**

*My PLT* has provided the capacity to track professional learning conducted by departments and schools. The ability to review listings of professional development offered is critical to providing resources that fulfill actual need. This capability allows FCPS, among other benefits, to:

- Align training activities with strategic goals and with focuses suggested by student achievement data
- Create employee transcripts for licensure and for professional growth
- Track compliance with mandatory training requirements
- Target courses to special employee groups
- Assess cancelation and completion rates, among other program performance characteristics

These capabilities are illustrated in the following tables. Table 1 summarizes, by category, the sections of courses offered through *My PLT* during 2008-2009. (The complete table can be viewed at [http://fcpsnet.fcps.edu/plt/OE2008\\_09/OE.htm](http://fcpsnet.fcps.edu/plt/OE2008_09/OE.htm).) The summary shows a total of 2061 courses delivered in 37 broad categories with 165,149 participants. Thirty-five of these courses were “Vertical,” or oriented to future career growth. The remaining courses were “Horizontal,” or focused on improved knowledge, skills, and abilities relevant to current jobs. “Special Services” was the largest single category offered, at nearly 16 percent of the total, reflecting the high levels of focused support needed by special students, their teachers, and administrators. Other cross-cutting support categories also accounted for high percentages of courses delivered, including “General,” “Instructional Technology,” and “Information Technology.” It is important to note the high incidence of courses aligned with the school division’s instructional priorities – “English Language Arts,” “Leadership,” “Best Practices,” “Professional Learning Communities,” “Mathematics,” and “ESOL,” in that order.

For example, scanning the course content information in *My PLT* reveals that Brookfield Elementary entered more local training in *My PLT*, at 26 courses, than any other school, followed closely by South County Secondary (24) and Chantilly High School (24). The next highest levels of offerings were substantially below 20. Brookfield emphasized instructional leadership and best practice time utilization, while Chantilly focused on writing instruction – again reflecting divisionwide priorities.

**Table 1**  
**My PLT Course Offerings by Category**  
**July 2008 to June 30, 2009<sup>2</sup>**

Category	Courses Offered	PERCENT OF TOTAL	Category	Courses Offered	PERCENT OF TOTAL
Special Services	322	15.6%	Music	17	0.8%
General	278	13.5%	Communications	16	0.8%
Instructional Technology	245	11.9%	Diversity	15	0.7%
Information Technology	180	8.7%	Library Science	15	0.7%
English Language Arts	148	7.2%	Advanced Placement	14	0.7%
Leadership	116	5.6%	Foreign Language	14	0.7%
Best Practices	101	4.9%	Compliance	11	0.5%
Professional Learning Communities	73	3.5%	Curriculum Development	9	0.4%
Mathematics	68	3.3%	eCART	8	0.4%
ESOL	63	3.1%	Human Resources	7	0.3%
Gifted and Talented	54	2.6%	Financial Management	6	0.3%
School Accountability	45	2.2%	iCASPS	6	0.3%
Science	43	2.1%	Family Life Education	5	0.2%
Social Studies	40	1.9%	Internet Applications	5	0.2%
Teacher Leadership	39	1.9%	Intervention	5	0.2%
Career and Technical Education	24	1.2%	FAMIS	4	0.2%
Art	21	1.0%	International Baccalaureate	4	0.2%
Health and Physical Education	19	0.9%	IBMYP	3	0.1%
Assistive Technology	18	0.9%			
			<b>TOTAL</b>	<b>2061</b>	<b>100.0%</b>

Table 2 displays information about organizations that offered courses, places delivered, and participation. It shows that over 70 percent of courses provided last year were offered by central departments and clusters, versus schools. Nearly 85 percent of those were instructional, reflecting an emphasis on the division's main mission. In fact, nearly 90 percent of all courses offered by departments, clusters, and schools combined were instructional in nature. More importantly, schools delivered nearly a third of all courses offered – an important development, since these offerings align with NSDC recommendations for job-embedded learning. PLT is encouraging job-embedded professional learning and, consequently, will monitor future trends in this indicator. *My PLT* data will also be further refined to track job-embedded offerings delivered within central departments.

<sup>2</sup> Excludes information for courses not yet closed. Categories are self-selected by *My PLT* course administrators.

**Table 2**  
**My PLT Course Registrations**  
**July 2008 to June 30, 2009<sup>3</sup>**

<b>DISTRIBUTION OF MY PLT COURSES BY OFFEROR</b>				
<b>COURSES OFFERED BY</b>	<b>Number</b>	<b>Percent (w/in categ)</b>	<b>Completion Rate</b>	<b>Courses per School</b>
<b>TOTAL OFFERED</b>	2061	100%	90.2%	NA
<b>BY DEPARTMENTS</b>	1456	70.6%	90.6%	NA
<b>Instructional</b>	1236	84.9%	88.3%	NA
<b>Support</b>	220	15.1%	96.1%	NA
<b>BY SCHOOLS</b>	606	29.4%	87.9%	3.2
<b>Elementary</b>	373	61.5%	89.5%	2.7
<b>Middle</b>	82	13.6%	81.2%	4.1
<b>High</b>	97	16.0%	89.5%	4.9
<b>Secondary</b>	41	6.8%	91.9%	8.2
<b>Centers</b>	13	2.1%	84.6%	2.2
<b>ALL INSTRUCTIONAL *</b>	1842	89.4%	88.2%	NA

\* Sum Offered by Schools and Instructional Departments

Secondary schools provided more offerings for their respective faculty/staff than did schools at other levels. They were followed closely (on a per position basis) by middle and high schools, in that order. Meanwhile, elementary schools lagged substantially behind on the incidence of locally-provided training – an outcome suggesting a focus for future PLT effort.

Just over 90 percent of overall participants completed courses for which they registered. However, completions of departmental course offerings were somewhat higher than those delivered within schools. This higher rate could result from several factors. One reason for this finding may be that many of the departmental trainings are related to mandatory programs, that also have a training commitment, or this trend could be a result of the way courses are managed at the central office where the courses are set up and closed out by an employee with the daily responsibility of course management.

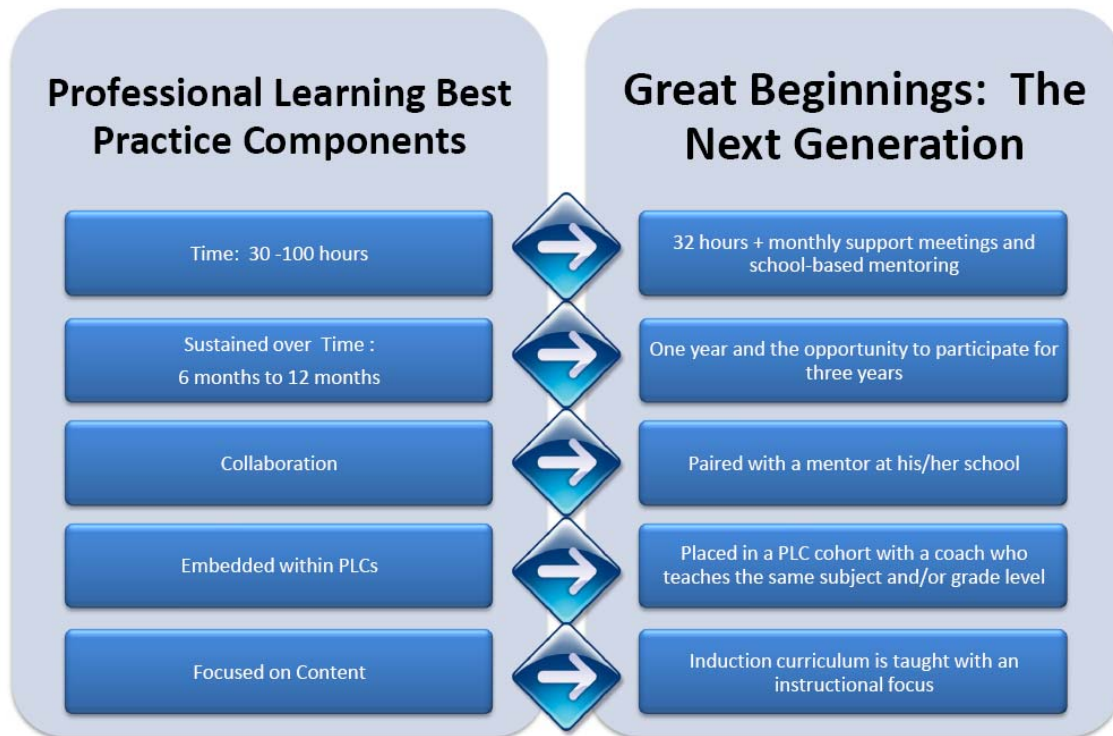
<sup>3</sup> Excludes information for courses not yet closed and some enrollment numbers were adjusted when the “batch” feature was used. The “batch” feature is the ability of a course administrator to add all employees at a specific location to a roster.

At the school level, the role of the *My PLT* course manager is often held by various employees, such as teachers, instructional aides, administrative assistants, etc. This outcome bears future monitoring because job-embedded courses should have an inherent participation advantage. The highest completion rates were achieved in secondary schools. This result, combined with the high incidence of courses offered by secondary schools may reflect a clear leadership emphasis on professional learning within those buildings.

The completion data provides a way to build better fiscal management around the cost of training. Tracking patterns of completion can be useful in knowing which types of offerings tend to have a high “dropout” rate or, with additional data mining, which sessions are not viewed as critical by employees. Completion rates also are among the most basic measures of staff development process effectiveness. Hence the reason they are reported here. In the future, PLT plans to add other, more sophisticated process measures.

### Other Accomplishments

During 2008-09, another significant accomplishment for PLT was the award of a \$175,000 yearly grant from the Apple Federal Credit Union Education Foundation, to strengthen the *Great Beginnings Induction Program*. (This is a 5-year renewable grant, so its value could reach \$875,000.) The grant provides enhanced support (during a bleak financial period) for new instructional employees. One of the major goals of the grant is to increase teacher retention rates. A key component in the grant was the cross-departmental collaboration of HR, IS, SS, and PLT to create a strong comprehensive program for new teachers and, at the same time, improve cross-departmental efficiency and effectiveness. Also important to note is that *Great Beginnings: The Next Generation* is now aligned with the best practices report, *Professional Learning in the Learning Profession: a Status Report on Teacher Development in the United States and Abroad*. Critical elements contained in researched best practices for professional learning are compared in the following chart with *Great Beginnings: The Next Generation*. To view the agenda of summer institute of this program go to: [http://www.fcps.edu/plt/great\\_beginnings/documents/2009-2010/GB%20Agenda%2009%20Final.pdf](http://www.fcps.edu/plt/great_beginnings/documents/2009-2010/GB%20Agenda%2009%20Final.pdf)



Via the same grant, PLT has fully implemented an on-line course to train teachers in how to serve as mentors for novice teachers. A small pilot was conducted in the summer of 2007. During 2008, a full project plan that included revising the curriculum was developed and implemented. Course content was rewritten to mirror topics in the face-to-face mentoring training course, and arranged for compatibility with the on-line format. The on-line course was delivered four times during the 2008-2009 school year. It was also conducted 14 times on a face-to-face basis. Further improvements in the course were made during the summer of 2009 to incorporate both participant input and best practices. In addition to the compliance and mentoring training, another 38 on-line training courses with 814 participants were offered. A course list can be viewed at [http://fcpsnet.fcps.edu/plt/OE2008\\_09/OE.htm](http://fcpsnet.fcps.edu/plt/OE2008_09/OE.htm).

After PLT received numerous requests from schools, FCPS also secured a contract with the School Improvement Network for the purchase of PD360 by schools and/or departments. PD360 is an on-demand professional learning resource for teachers and administrators. It facilitates users' access to high quality videos via the Internet. The product links authors and consultants renowned in their fields of expertise with current and pertinent video sessions related to professional development, teaching, and learning. During the fall of 2009, this resource will be implemented in around 47 schools. PLT will also sponsor a PD360 users group to support effective application of this tool and to assist schools in fully utilizing the resource for school-based professional learning. To view PLT's PD 360 Support Web Page go to: <http://fcpsnet.fcps.edu/plt/PD360/support.html>.

**Board Comments:** See summary statement of the Board.

## 2. Identify and develop a diverse pool of strong leaders and ensure leadership continuity.

Superintendent:    A                     U   
School Board:        A                     U

### Reasonable Interpretation:

A “**diverse pool**” is one that reflects overall diversity that includes race, ethnicity, and gender. (Subgroup will include: Male, Female, Black or African American; Hispanic or Latino; American Indian or Alaskan Native; Asian, Native Hawaiian or Pacific Islander; Multi-Racial; and Race Not Given.)<sup>4</sup>

“**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 is to build a “pipeline” of capable individuals by developing a continuum of leadership opportunities for emerging, developing, practicing, and accomplished leaders.

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<sup>4</sup> On April 20, 2009, the Board approved a change to operational expectation #2. On May 18, 2009, the Governance Committee reviewed and approved the proposed reasonable interpretation and indicators for operational expectation #2 and indicators for operational expectation #3.

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.

**Table 1: Available FCPS Leadership Development Programs**

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:**

- Report the percentage of support and licensed leadership positions (supervisor to assistant superintendent) filled internally by FCPS employees by subgroups.
- Report the percentage and number of employees (supervisor to assistant superintendent) by subgroups who are promoted during the year.
- List the leadership training opportunities and report the number of participants by subgroup.

## 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 have been 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

The years ending in October 2006 and 2007, respectively, saw 88.4 and 96.3 percent of the available FCPS leadership positions (as defined above) filled by internal candidates. During 2007-2008, 94.9 percent of the 156 available positions were filled from within. The somewhat higher internal hiring rates observed more recently may reflect, in part, the impact of a strengthened professional learning program, especially in the vertical development component. (See Table 2)<sup>5</sup>

**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 88.4%	16 of 138 or 11.6%
2006 – 2007	182 of 189 or 96.3%	7 of 189 or 3.7%
2007 – 2008	148 of 156 or 94.9%	8 of 156 or 5.1%

Table 3 summarizes the gender and sub-group make-up of internal candidates selected for leadership positions during 2007-2008. Just over half of those selected were Female, and substantial majorities (77.7 percent) of both Males and Females selected

<sup>5</sup> The interval used for reporting these figures was November 1, 2007–October 31, 2008.

were “White.” The next largest sub-group of internal selectees was “Black or African American” (15.5 percent overall).

**Table 3: 2007-2008 Gender and Subgroups  
Assistant Superintendent to Supervisor Positions Filled Internally<sup>6</sup>**

Gender & Subgroup	NUMBER						PERCENT					
	Asian	Black or African American	Hispanic or Latino	Multi-Racial	White	TOTAL	Asian	Black or African American	Hispanic or Latino	Multi-Racial	White	TOTAL
Female	3	14	4	1	57	79	2.0%	9.5%	2.7%	0.7%	38.5%	53.4%
Male	2	9	0	0	58	69	1.4%	6.1%	0.0%	0.0%	39.2%	46.6%
TOTAL	5	23	4	1	115	148	3.4%	15.5%	2.7%	0.7%	77.7%	100.0%

The gender distribution of leaders hired internally, thus, was somewhat more balanced than overall school- and non-school-based administrator hires for the same period. Sixty-three percent of all administrators hired were female according to last year’s Human Resources Monitoring Report, while total hires for all positions were more than 75 percent female.<sup>7</sup> Subgroup distributions for overall hiring, however, were similar to those shown above for hires from within. The “White” subgroup comprised more than 77 percent of overall administrator hiring, and nearly 70 percent of total hires. Meanwhile the “Black or African American” subgroup made up almost 15 percent of overall administrator hires, and over 11 percent of all hiring.

Table 4 addresses the second indicator, *number of employees (supervisor to assistant superintendent) who are promoted during the year*, also reflecting the time period from November through October of each year. This information shows that the positions filled from within FCPS that resulted in promotions ranged from nearly 92 percent in 2006 to just over 81 percent in 2008. The down-trend apparently emerging in these figures implies that an increasing percentage of administrator positions filled from within represented lateral or “downward” career moves. This trend should be monitored and, perhaps, further investigated by Human Resources.

**Table 4: Positions Filled Internally (Assistant Superintendent to Supervisor)  
Resulting in Promotions<sup>8</sup>**

Time Period	Promotions
2005 – 2006	112 of the 122 positions filled internally were promotions (91.8%)
2006 – 2007	159 of the 182 positions filled internally were promotions (87.4%)
2007 – 2008	120 of the 148 positions filled internally were promotions (81.1%)

<sup>6</sup> The interval used for reporting these figures was November 1, 2007–October 21, 2008.

<sup>7</sup> FCPS “Operational Expectations Goal Monitoring Report, Human Resources”, November 2007 to October 2008, Indicator A.1.b, page 4, <http://www.fcps.edu/schlbld/sg/PDF%20files/monitoring%20reports/HRMonitoringReport1-12-09.pdf>

<sup>8</sup> The interval used for reporting these figures was November 1, 2007–October 31, 2008

The genders and subgroups of those promoted are shown in Table 5. Again the majorities were “Female” (54.2 percent), and “White” (Males and Females, 76.7 percent), followed by 15.8 percent “Black or African American.”

**Table 5: 2007- 2008 Gender and Subgroups  
Assistant Superintendent to Supervisor Positions Filled by Promotion<sup>9</sup>**

Gender & Subgroup	NUMBER						PERCENT					
	Asian	Black or African American	Hispanic or Latino	Multi-Racial	White	TOTAL	Asian	Black or African American	Hispanic or Latino	Multi-Racial	White	TOTAL
Female	3	10	3	1	48	65	2.5%	8.3%	2.5%	0.8%	40.0%	54.2%
Male	2	9	0	0	44	55	1.7%	7.5%	0.0%	0.0%	36.7%	45.8%
TOTAL	5	19	3	1	92	120	4.2%	15.8%	2.5%	0.8%	76.7%	100.0%

Contributing to these high rates of internal selection and promotion are the leadership development programs which FCPS has aggressively designed and delivered over recent years. On the following page, Table 6 summarizes the most recent offerings and participation in those programs, together with the gender and subgroup composition of participants. Although Females outnumbered Male participants by a margin approaching three-to-one, registrations by subgroups were similar to those observed for internal selections and promotions. The “White” subgroup comprised somewhat more than 70 percent of all enrollees, while the “Black or African American” group contributed an amount less than 20 percent of participants. On the whole, however, “minorities” were almost five percent better represented in the Leadership Development programs than among those promoted or hired from within to administrator positions. This trend, if we are able to sustain it, portends well for the diversity of future FCPS leaders.

To ensure all employees, divisionwide, are able to access available leadership development opportunities appropriate to their career aspirations, PLT has revamped its [Leadership web page](#) so that leadership development information can easily be accessed by all. Another improvement effort was completed in the spring of 2009 when PLT began issuing a completely redesigned “Leadership Academy Seminars” catalog. It was transformed into an on-line “magazine.” [The PLT Compass](#) is now an interactive compendium of the developmental experiences available to current and aspiring school-based and central office administrators, teacher leaders, and school teams throughout FCPS. It was designed and is updated with the aid of cluster assistant superintendants, principals, and other administrators. Its aim is to address the development needs of central and school administrators, faculty, and staff in a quality, engaging manner. Since its introduction, course registrations have been up and cancellations have been negligible.

<sup>9</sup> The interval used for reporting these figures was November 1, 2007–October 31, 2008

**Table 6: Gender and Subgroups of 2007-2009 Participants  
in FCPS Leadership Development Programs**

PROGRAM	Total Participants	GENDER		SUBGROUP							
		Female	Male	American Indian/ Alaskan Native	Asian	Black or African American	Hispanic or Latino	Multi	Native Hawaiian/ Pacific Islander	White	Race Not Given
<a href="#">Pathways to Leadership 2009</a>	241	177	64		12	45	8	4		172	
<a href="#">LEAD Interns 2008</a>	10	4	6			3	1			6	
<a href="#">LEAD Interns 2009</a>	10	10	0		1	6				3	
<a href="#">LEAD Interns 2010</a>	10	9	1		1	5				4	
<a href="#">Accelerated Certification Cohort 2008</a>	13	10	3			3	1			9	
<a href="#">Accelerated Certification Cohort 2009</a>	13	11	2		1	2		1		9	
<a href="#">Accelerated Certification Cohort 2010</a>	13	10	3			2				11	
<a href="#">Aspiring Principals 2008</a>	12	10	2		1	3				8	
<a href="#">Aspiring Principals 2009</a>	15	9	6		1	5	2			7	
<a href="#">Aspiring Principals 2010</a>	16	7	9			1				15	
<a href="#">AP Induction Year 1</a>	34	15	19		2	4	1			27	
<a href="#">AP Induction Year 3 - combined with Yr 2</a>	84	58	26		2	18	7	1		56	
<a href="#">Principal Induction Year 1</a>	18	12	6							18	
<a href="#">Principal Induction Year 2</a>	20	15	5			2	1			17	
<a href="#">Principal Induction Year 3</a>	26	16	10			3				23	
<a href="#">Asst. Principal Portfolio 2009</a>	39	24	15		1	7	3			28	
<a href="#">Asst. Principal Portfolio 2010</a>	16	11	5		1	3	2	1		9	
<a href="#">Leadership Development Cohort</a>	47	27	20		2	5	3	1		36	
<a href="#">Supporting the Mission 2009</a>	66	40	26		3	12	2			49	
<a href="#">Supporting Success 2008</a>	33	26	7		3	7	3	1		19	
<a href="#">Supporting Success 2009</a>	31	25	6			6	2			23	
<a href="#">Supporting Success 2010</a>	31	25	6			6	2			23	
<a href="#">Support Services Institute (SSI) 2007</a>	15	12	3		3					12	
<a href="#">Support Services Institute (SSI) 2008</a>	24	21	3		1	3	2			18	
<a href="#">Support Services Institute (SSI) 2009</a>	23	20	3		1	3	2			17	
<a href="#">Instructional Coaching</a>	60	57	3		1	5	1	2		51	
<b>TOTALS:</b>	920	661	259	0	37	159	43	11	0	670	0
<b>PERCENT DISTRIBUTION:</b>	100%	71.8%	28.2%	0.0%	4.0%	17.3%	4.7%	1.2%	0.0%	72.8%	0.0%

The high percentage of internal personnel filling leadership positions shows the need for strong leadership development programs. To ensure that high-quality leadership programs exist, PLT has created curriculum based on the [FCPS Leadership Standards](#) which were adapted from the *Educational Leadership Policy Standards: ISLLC 2008*. These nationally-recognized leadership standards were adopted by the National Policy Board for Educational Administration.

The FCPS Leadership Standards were created in 2006 by a PLT formed committee of departmental/cluster personnel and school administrators. During 2007-2008, PLT previewed the FCPS Leadership Standards with numerous stakeholders, including assistant superintendents, principals, principals' association representatives, and others, asking for their input. In 2008-2009, PLT conducted a gap analysis comparing characteristics of the prior year's development activities with the FCPS Leadership Standards. 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

Beginning in 2008-2009, these topics were incorporated into a scope and sequence to serve as a foundational piece for the [FCPS Leadership Development Curriculum](#) lesson plans. The lessons are designed to guide employees through four stages of their leadership development:

- [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

During 2009-10, these lesson plans will be reviewed and evaluated for the extent to which the gaps listed above were effectively addressed and the standards fulfilled. PLT will thus be able to guide the establishment of an official leadership development curriculum. The resulting leadership curriculum will ensure that: all training is grounded in the standards; learning opportunities are appropriately differentiated; and that it

emphasizes the tenets of Professional Learning Communities with a focus on their effective implementation.

**Board Comments:** See summary statement of the Board.

**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 initiated implementation of a learning management software program for all FCPS employees. A basic goal of that implementation was to track and evaluate all professional development in the school system. While accomplishing this goal was a giant step forward, other critical steps needed to be completed as well.

All departments and schools were asked to determine what each employee needs to know, and be capable of doing, to perform their job at the highest level. Working with their supervisors, employees were then to define what professional development was needed to improve their individual skills. More importantly, schools and departments were to determine what training is required to improve system effectiveness, supporting FCPS’ fulfillment of strategic plan goals. This information was to be organized into a personal professional development plan (*PDPD*) for each employee.

The following chart, from the Department of Facilities and Transportation, provides an example of the resulting *PDPDs*. It reflects the great strides made in determining what professional development and training FCPS employees need to increase system effectiveness. The specific example shown 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 from each category in which an employee needs to participate to complete their training program.

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

		<b>PROFESSIONAL DEVELOPMENT TRAINING</b>	<b>SOURCE</b>	<b>DIRECTOR</b>	<b>COORDINATOR</b>	<b>PLANNER ii</b>	<b>PLANNER i</b>	<b>ADMIN. ASST</b>	<b>COORDINATOR</b>	<b>COM. USE SPECIALIST</b>	<b>ADMIN ASST</b>	
<b>Orientation</b>		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	
<b>Communication Skills</b>		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		
<b>TRAINING</b>	<b>Technology Skills</b>	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									
	<b>Certification/License/Degree</b>	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		
<b>PROFESSIONAL DEVELOPMENT</b>	<b>Leadership/Management</b>	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	
		Mentoring		X	X	X	X	X	X	X	X	
		Delegating		X	X	X			X			
		Giving Presentations		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	
		Leadership Challenge					X	X				
		GS - Cohort / SST	FCPS							X		
		Zenger-Miller Frontline										

P = private  
ST = state  
C = county

Implementing this Operational Expectation will ensure, consequently, that conversations occur around the skill sets employees need to perform at the highest level. Another outcome from this Operational Expectation will be to ensure that training in FCPS is focused on the knowledge, skills, and abilities employees need to achieve maximum impacts 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.

Issues addressed or remaining to be resolved include:

- What method will be used to determine the competencies that are needed for each job, and how to measure whether an employee has those competencies or not
- What training is required, what is recommended, what is optional, and what needs to no longer be offered
- 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. It will take time for the enterprise to realign its focus, effort, and resources to fully resolve the above issues and respond to the needs identified via this new tool.

**Indicators:**

- Implement professional development plans for departmental 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 (*DPDPs*) to the first moon walk, there can be one comparison. The *DPDP* probably appears simple in concept to most, but *creating* them has been a rewarding and important endeavor requiring much dedication and study by many FCPS employees.

The establishment of *DPDPs* was “one giant step” towards designing a systemic and sustained effort to improve training in FCPS.

### **Building Departmental Professional Development Plans (DPDPs)**

A group representing all departments was formed in the fall of 2007 to conceptualize *DPDPs* and their application within FCPS. Its work throughout the 2007-2008 school year began with researching professional development plans or models from numerous organizations, such as Fairfax County Government, Council of Chief State School Officers, United States Office of Personnel Management, Duke University, and James Madison University. This activity was followed by team discussions around: values and beliefs about professional development; competencies for specific roles; legal requirements related to workplace issues; resources available to create and implement plans; existing job descriptions; and managing the plans once they were developed. The group finally decided to focus the *DPDP* on the following seven areas:

- Orientation
- Compliance
- Safety/Emergency Preparedness
- Communication/Methodology
- Technology/FCPS Systems
- Certification/License
- Leadership/Management
- Other

The “Other” category was to be used when departments wanted their plans to also be used as the basis for their own staff’s individual development plans.

The committee also determined that *DPDPs* were not to represent a “deficit” viewpoint. *DPDPs* assume all employees have the basic level of skills, appropriate certifications, and/or licenses required to occupy their positions. The benchmark used to make this determination was the job description for the role.

### **Understanding the DPDP Template**

The committee decided on and developed a uniform *DPDP* template. The template lists the seven basic categories of training (plus “Other” as discussed above), together with a menu of corresponding courses. The categories are listed on the left side of the template. A sample is shown on the following page. (See <http://www.fcps.edu/plt/DPDP/> for greater detail than can be displayed here.)

Next, each department was to determine the various employee roles extant within its respective domain. These roles are listed across the top of the template. Departments were allowed to break down the roles in ways that made the most sense for the functions their employees 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 appropriate categories within the standard template.



*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* – If the template box is white, the training course is *not required* but is recommended.

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

### **Implementation of the Plans**

To meet PLT's Operational Expectation in 2007-08, 100 percent of the departments had to develop plans. Actual implementation of those plans began in 2008-2009. The following tasks have been accomplished accordingly:

- A *DPDP* communication plan was developed and required announcements were crafted. The resulting communiqués were “pushed out” via *Supergram* and other FCPS web resources
- The *DPDP* template “went live” on the *My PLT* portal on May 15, 2009
- Training sessions on the *DPDP* were held for the Leadership Team and for departmental personnel on June 10, June 16, and June 17, 2009
- *Mandatory HR New Employee Orientation* was integrated into the *DPDP* program. To begin the process, a decision had to be made on which courses to grandfather or waive for existing employees. It was determined that employees would be grandfathered out of the *New Employee Orientation* if they had been retained prior to June 2009. (Orientation training was required for those employed prior to this date, but training records earlier than September 2007, when *My PLT* was initiated, were not available.) It was further decided that supervisors could assess present employees, and waive any required courses, if employees could demonstrate proficiency in the subject areas. The exception was the category of *Compliance* in which no employee can be grandfathered or waived.
- *On-line Discrimination and Harassment Awareness Training for Supervisors* and *On-line Discrimination and Harassment Awareness Training for Non-Supervisors* were delivered. The roll-out of these on-line courses was extremely successful. As of June 30, 2009, there have been 33,379 completions. This number includes: all on-line training completed by existing full-time employees; the new hire training given during Human Resource's

Orientation; and training completed by both hourly and contract employees who took the supervisor or non-supervisor versions

- *Fair Labor Standards Act (FLSA) Training* was implemented on-line. Building on “lessons learned” from the *On-line Discrimination and Harassment Awareness Training*, the departments of PLT and IT determined to leverage internal resources to create this required compliance, rather than depend on costly external vendors. The FLSA course was created using IT’s *eLearnIT* (Skill Soft) on-line training platform, IT’s technical expertise, content knowledge from the Division Counsel and Human Resources, and the *My PLT* training management and tracking capability. In the interval since the course’s release on June 15 of this year, through August 1, over 4,000 employees completed this training. The goal is to have all employees trained by October 2009.

### **Next Steps in the Implementation of the DPDP**

During the interval from May through November 2009, departmental personnel have been asked to meet with their staffs to jointly evaluate employees’ *My PLT* transcripts in comparison with *DPDP* requirements. All employees must have completed within this time frame the *Discrimination and Harassment Awareness Training*, the *Fair Labor Standards Act Training*, and *HR Mandatory New Employee Orientation* (if hired after June 30, 2009). Supervisors are also encouraging employees to begin enrolling in other mandatory and recommended courses. A survey will be sent out in September to gain feedback on how the *DPDP* process is going. In December at least one representative from each department will be asked to provide feedback to the *DPDP* project team, and the team will complete indicated refinements during the ensuing month or so. An efficient, effective, and user-friendly *DPDP* and supporting procedures should be fully operational by July 2010.

### **OVERVIEW OF PLT OPERATIONAL EXPECTATIONS 1-3 ACCOMPLISHMENTS**

In summary, PLT has been focusing effort on institutional capacity-building. Its recent work has sought to establish the cultural, systemic, and knowledge infrastructure required to make professional learning an efficient/effective tool for accomplishing the division’s objectives. To that end, that PLT have been: assessing professional learning needs; reviewing the alignment of course offerings with those needs; establishing efficient means of delivering, managing and monitoring professional learning; and building the tools required to assess the appropriateness and effectiveness of courses actually offered, among other key accomplishments highlighted in Operational Expectations 1-3 above. PLT’s future work will focus on applying the systems, tools, and measures developed to assessing both the effectiveness of professional learning program delivery, and its ultimate impact on divisionwide performance.

### Summary Statement of the Superintendent:

Professional Learning and Training has met all of its 2008-2009 operational expectations and recommends the board accept this report.

### Challenges Facing PLT:

#### Challenges for Operations Expectation #1:

- One of the key findings in *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Aboard* is that teachers must have time to plan, time to learn, and time to collaborate. In the present budget crisis, how can FCPS maintain (and expand) teacher time for planning, learning and collaboration?
- FCPS must determine which professional learning experiences are designed to raise student achievement and then ensure these offerings are aligned with Best Practices as they relate to:
  - Offering the number of hours required over a longer duration
  - Ensuring the learning is embedded into PLC activities
  - Focusing on important content
- FCPS must determine which professional learning experiences are designed to raise student achievement and then ensure these offerings are aligned with Best Practices as they relate to:
  - Offering the number of hours required over a longer duration
  - Ensuring the learning is embedded into PLC activities
  - Focusing on important content

#### Challenges for Operations Expectation #2:

- When FCPS has been forced to eliminate administrative positions and employees are unable to retire due to the recession, how can FCPS retain and continue to challenge its diverse talent pool of leaders?

### Summary Statement of the Board:

The motion to accept the Professional Learning and Training Operational Expectations monitoring report and find that each indicator is acceptable and to commend the Professional Learning and Training Department for exemplary work passed 9-0: Ms. Bradsher, Mr. Center, Mr. Gibson, Ms. Hone, Mr. Moon, Mr. Raney, Mrs. Smith, Mrs. Strauss, and Mrs. Wilson voted "aye"; Mrs. Kory and Mr. Storck were absent; with the Providence district seat vacant.

**Areas for Improvement:**

**Areas of Commendation:**

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

**Date for Re-Monitoring:** September 2010