

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

Reasonable Interpretation:

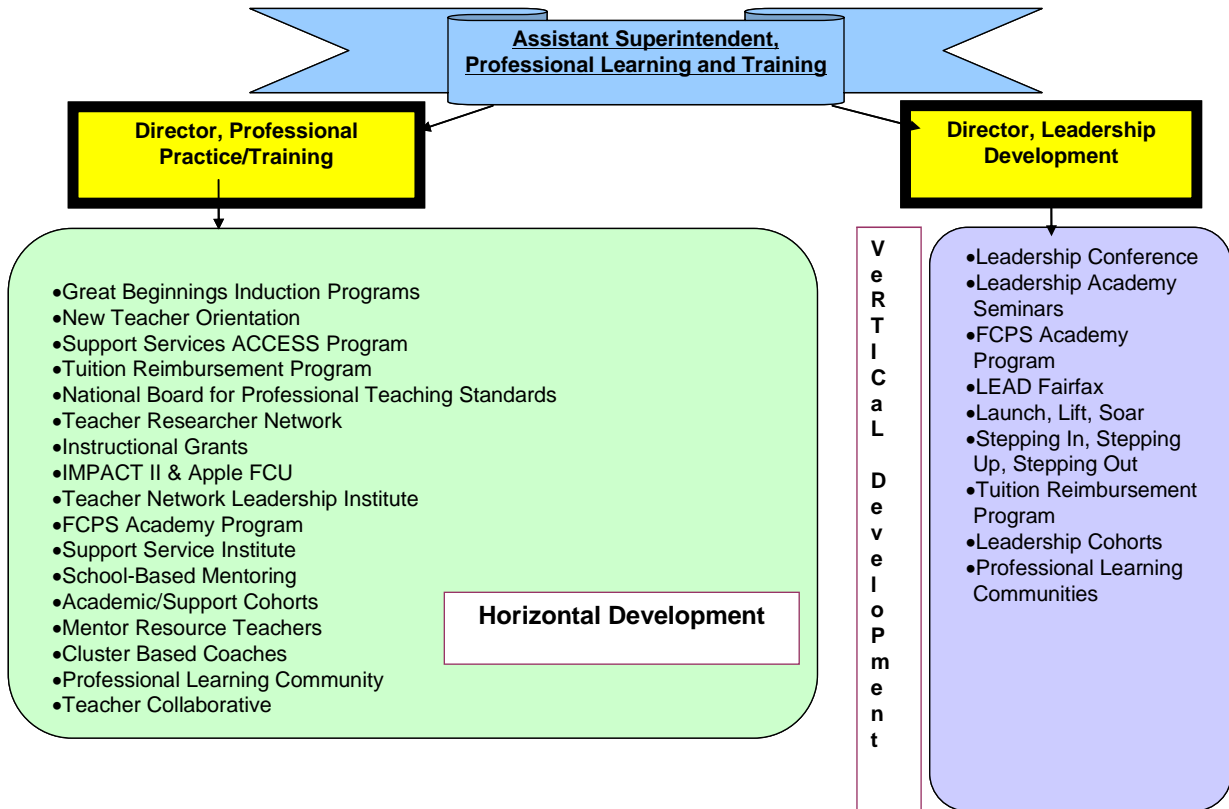
“Career enrichment opportunities” enhance the **horizontal professional development** of an employee. This type of professional learning is usually very specific in content or skills; its focus is depth, not breadth. An employee will participate in horizontal professional learning when the goal is *to 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:

Board Comments:

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

Superintendent: A U

School Board: A U

Reasonable Interpretation:

“Strong leaders” are those who:

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

“Leadership continuity” is to:

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

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

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

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

Indicators:

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

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:

Board Comments:

Professional Learning and Training
April 12, 2007

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:

- the **access** to superior training for all employees (see definition of superior training on page one)
- a **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 done 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 able to do, 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, departments and schools will determine what training is needed to improve system effectiveness so that 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 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 the categories of employees in the Office of Facilities Planning. An “x” in a cell represents the professional development each category of employee needs to participate in 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 possess to perform at the highest level. Another outcome from this operational expectation will be to ensure that 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% 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.

Summary Statement of the Superintendent:

Summary Statement of the Board:

Areas for Improvement:

Areas of Commendation:

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

Date for Re-Monitoring: