



Aspirational Goal 2, Priority 4

All FCPS Departments and Schools

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ACTS

Academics, Communications, Technology and Student Achievement

ASPIRATIONAL GOAL 2:

FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.

- Priority 4—FCPS will support all staff by providing ongoing opportunities to grow as professionals throughout their career.
 - ▶ Measurable goals and indicators—2016 and 2017 data
 - ▶ Accomplishments, challenges, and strategies

FCPS ACTS

P4, Measurable Goal 1—Professional Development

By 2020, staff survey respondents indicating a positive experience will increase to ≥ 80% by 2020.

MEASURES	STAKEHOLDER	2016* (BASELINE)	2017*
Availability of opportunities for professional development*	SCHOOL STAFF	69%	76%
	CENTRAL OFFICE STAFF	37%	43%
Quality of professional development offered*	SCHOOL STAFF	47%	54%
	CENTRAL OFFICE STAFF	38%	42%
Awareness of career pathways available to them*	SCHOOL STAFF	79%	82%
	CENTRAL OFFICE STAFF	69%	72%

* % responding favorably [student, staff (school-based and/or Central Office), and family]; Source: FCPS Perceptual Survey, 2016 & 2017 SY



P4, Measurable Goal 2—Staff Promotions and Preparatory Programs

By 2020, the percent of staff promoted within the school system who participated in relevant preparatory programs and experiences offered by FCPS will increase by 5 percent from the 2015 baseline.

Staff Promotions & Preparatory Programs	2016	2017
Percent of FCPS staff promoted who participated in a relevant FCPS offered preparatory program <i>*A&S Staff participating in FCPS Multipliers</i>	*30.4%	*30.7%

- 30.7% of staff A&S staff participated in a preparatory program
- 39 A&S staff were promoted
- An additional 77 staff members from other units were also promoted within FCPS
- Staff will explore and identify other existing FCPS preparatory programs and experiences that would contribute to this measurable goal



P4, Measurable Goal 3—Professional Growth Opportunities

By 2020, the majority of staff will indicate professional growth opportunities are a significant factor in their decision to remain with FCPS.

Staff Stay Survey

- ★ Newly developed and first administered this year
- ★ 5-item survey
- ★ Approximately 25% response rate
 - Survey group: FCTA, FASSE, FCASA, and AMT employee groups
- ★ Survey results by all staff, certificated, and non-certificated

Survey Items	All Staff	Certificated	Non-Certificated
	n=1525	n=1,090	n=435
Professional development a significant factor*	50%	48%	56%
Would recommend FCPS to a friend	77%	73%	86%

* Aligned to perceptual survey reporting (top two responses)



Accomplishments, Challenges, Strategies

Accomplishments

- Systemic, long-term, consistent, foundational priorities (Cultural Proficiency with a Growth Mindset and Framework for Teaching)

Challenges

- Time for professional learning (i.e., contract language for high school)
- Meeting personal professional learning needs

Strategies

- Allowing voice and choice within systemic professional learning structures
- Continuous Strategic Improvement (CSI) PL Plans with systemically aligned, yet personalized structures and opportunities
- Targeted trainings for support staff (i.e., SEIA's, custodians, etc.)
- Targeted trainings for select central staff (i.e., outside expertise and trainings)
- Identification and development of targeted FCPS preparatory programs



Strategies: Allowing Voice and Choice

- Micro-credentials
- Personalized PL Pilot
- Digital MSDE Courses
- Digital Pathways



Strategies: School PL Plans-Systemic Alignment with Personalization

North Frederick Elementary Spotlight on Professional Learning
Principal, Deveda Coley

Governor Thomas Johnson High School Spotlight on Professional Learning
Principal, Dr. Dan Lippy



Questions?