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Great Teachers, Great Leaders, Great Schools

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Great Teachers, Great Leaders, Great Schools

Introduction

Prince George's County Public Schools (PGCPS), one of the nation's 25 largest public PreK-12 school districts, proudly serves a diverse student population from urban, suburban and rural communities. Approximately 130,000 students attend 209 PGCPS schools and centers, and the school district employs over 19,000 staff. PGCPS is an increasingly diverse school district. Currently, 62% of the student population is comprised of Black or African American, and a growing percentage of students (31%) are Latino. Nearly 64% of the student population receives Free and Reduced Meals (FARMS) and the Limited English Proficient (LEP) student group rose to almost 16% in 2016. In addition, the school district serves over 47,000 international students representing 164 languages and 154 countries.

Despite the increasingly diverse needs and high poverty, the school district is experiencing growth in academic achievement aligned to the PGCPS Strategic Plan. Most notably, high school graduation rates have increased dramatically since 2013 from 73% to over 81% in 2016. The goal of *Great Teachers, Great Leaders, Great Schools* is to build on the gains in student learning by improving the effectiveness of the Human Capital Management System (HCMS) structures that support achievement of schools and central offices. The project will be sustained through collaboration with internal and external partners around the hiring, retention, and development of teachers and teacher leaders who will serve PGCPS for years to come.

Through the Teacher and School Leader Incentive Program (TSL) grant, PGCPS will strengthen the end-to-end processes that support early hire recruitment, best-fit deployment, evaluation and support, and retention of high-quality teachers and school leaders, particularly in high-need schools. TSL will support investment in recruiting and retaining a highly qualified

workforce that represents the diversity of the school district. Specifically, the teacher evaluation and support system and human capital data management system will be strengthened in order to enact a true performance-based human capital system rooted in data-informed decision-making. The TSL grant will also fund the implementation of a systemic teacher leadership model, which will include graduate education in teacher leadership, and a cohort model to develop, engage and support National Board Certified Teachers in high-need schools.

PGCPS is requesting funds through this TSL proposal in order to build on successes and address challenges in the effectiveness of the HCMS. PGCPS addresses *Absolute Priority 1: Human Capital Management System (HCMS)*; *Absolute Priority 4: Evaluation and Support Systems for Teachers and School Leaders*; *Competitive Preference Priority 1: Using the HCMS to Improve Equitable Access to Effective Educators*; and *Competitive Preference Priority 2: Attracting, Supporting, and Retaining a Diverse and Effective Workforce*.

Figure 1. Conceptual model of HCMS leading to the *Promise of PGCPS*.

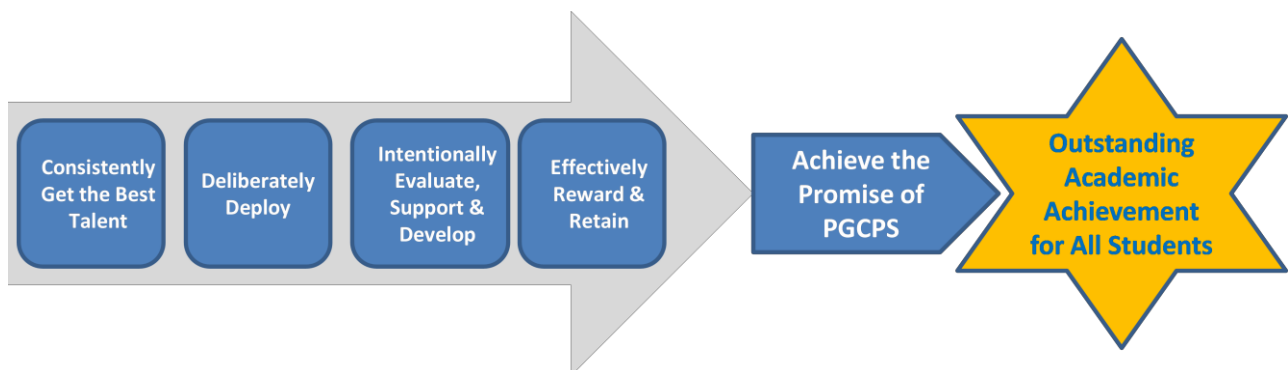


Figure 1. Conceptual model showing processes supporting effectiveness of HCMS in PGCPS, leading to student achievement.

Note. Conceptual map developed by Lewis, L., Gregory, K. L., and Adams, C. (2017).

Evidence of Support

Extent to Which Project is Part of a Comprehensive Teaching and Learning Plan

The TSL grant will support the PGCPS Strategic Plan’s focus on a High Performing Workforce serving to improve student academic achievement. This section describes how the proposed project aligns with other PGCPS improvement efforts.

PGCPS is committed to outstanding academic achievement for all students. Branded “The Promise of PGCPS” (PGCPS Strategic Plan, 2015), the comprehensive teaching and learning plan in PGCPS reflects the strategic vision of Dr. Kevin M. Maxwell, Chief Executive Officer (CEO). The *Promise of PGCPS* paints a future where all students, regardless of background or experiences, have access to high-quality learning environments, a broad array of educational opportunities, and effective support systems that equip them to graduate college and career ready. While the school district had previously initiated several innovations, Dr. Maxwell’s tenure has brought continuity, clarity of educational vision, and synthesis of programmatic initiatives. Grounded in the PGCPS Coherence Framework, the PGCPS teaching and learning plan is centered on teachers, students, and content at the instructional core (see Appendix F2). The PGCPS strategic plan aligns with the Coherence Framework and states the following theory of action: *If we focus on culture, data, and performance, with a lens on literacy, we will have outstanding academic achievement for all students.* Execution of all activities toward The Promise of PGCPS is guided by the Data Wise Improvement Process (DWIP). This disciplined process of continuous improvement supports the goals of the strategic plan and drives systemic improvement throughout the district. Recent success in PGCPS is attributed to the ability of the district to strategically align initiatives using the Coherence Framework. The

district has been transformed from one with many varied initiatives to one with a focus on systems, structures, and tools to ensure alignment with select targeted reform efforts.

The *Great Teachers, Great Leaders, Great Schools* TSL proposal also aligns with the Coherence Framework, the High Performing Workforce strategy, and the established support and accountability structures that currently support the cross-functional work of the current human capital management system. The proposal also directly addresses identified human capital management needs and opportunities within the school district. Upon his appointment in 2014, CEO Maxwell commissioned an independent assessment of the school system's strengths and opportunities for improvement. Two of the recommendations proffered by the transition team's findings are directly addressed in this proposal:

- review hiring and employee placement procedures to include increased local recruitment, provide principal input into teacher hiring, recruit teachers to challenging schools, create new teacher cohorts, and increase Latino staff; and
- continue to improve the automated process in Human Resources (HR) to improve the use, collection, archiving and analysis of HR-related data points

In addition, the TSL proposal addresses the district's critical need for increased retention of high-performing teachers, particularly in high-need schools, through an innovative teacher leadership model.

PGCPS has a culture supportive of systemic improvements. In order to improve the systemic culture and mindset, PGCPS has initiated training for all educators in the "PGCPS Way," aligned to the organizational culture work of the Arbinger Institute. In addition, all school and central office leaders are trained in Gallup StrengthsFinder as an approach to building a strengths-based workplace. In the PGCPS recruitment process, each system applicant is

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administered an assessment (i.e., Gallup TeacherInsight, PrincipalInsight, SupportInsight) that gathers information about his or her personality characteristics and traits. The TSL grant will expand use of the assessment results to develop best-fit placement strategies for newly hired teachers. All schools and select central offices (including the Division of Human Resources, Office of Employee Evaluation and Performance and Office of Talent Development) are engaged in the Data Wise Improvement Process as a way to organize for collaborative work, build data literacy and a data story, examine professional practice, and move into action planning. These systemic efforts around culture and the disciplined execution of initiatives have created a common language and toolkit from which school and central office teams engage in improvement efforts collaboratively. The success of this systemic approach to student improvement is evidenced in the PGCPS Central Office School Support Network (COSSN), which has provided instructional and curriculum support to high-need elementary schools since 2015.

Leveraging Human Capital Reform

The PGCPS High Performing Workforce strategy is not viewed as the work of an individual division or office, but instead as a human capital strategy used as a vehicle for creating the right structures, processes, practices and policies to improve the culture and service and build the capacity and efficiency of each member of the school system. Strategic innovation around human capital began in earnest in PGCPS in 2012, and continued through a formal Human Resources reorganization in 2014. These human capital improvements contributed to the identification of current human capital management system gaps. The work will continue and be further bolstered by the TSL grant beginning in 2017.

Current PGCPHS HCMS Processes

The Urban Schools Human Capital Academy (USHCA) is a national nonprofit that has supported PGCPHS in implementing best practices in human capital management throughout this period of innovation. The current PGCPHS human capital management system reflects the sequenced implementation of USHCA's best practices in improving hiring processes that increase the number of highly qualified teachers, particularly those deployed to high-need schools (Appendix F3).

Consistently Get the Best Talent

The PGCPHS current recruitment process focuses on strategically sourcing, screening, and selecting high-performing, diverse candidates that are a "best-fit" for each vacancy. Early hiring for teacher vacancies is key to getting the best talent. The recruitment team offers early contracts to highly qualified candidates for high-needs schools and subject areas, but teacher candidate quality is often a challenge due to late recruitment and hiring season. The PGCPHS student-based budgeting process partners school administrators, Human Resources, finance and central office leadership to determine hiring needs starting in early February.

PGCPHS employs nearly 20,000 full-time employees, with over 11,000 serving as teachers and instructional staff. In preparation for the 2016-2017 school year, nearly one thousand new teachers were hired from an applicant pool of over 3,300. Through enhanced recruitment strategies focused on best-fit, the number of classroom teacher vacancies on the first day of school in 2016 was reduced significantly as compared to the two previous years. The recruitment team engages in a variety of traditional and nontraditional recruitment efforts, including: (a) PGCPHS-sponsored job fairs, (b) college and university job fairs & classroom visits, (c) alternative certification programs, (d) iRecruitment job postings, (e) virtual job fairs, (f)

candidate weekly webinars, (g) content supervisor collaboration, (h) Teacher Ambassador Program, and (i) social media.

Deliberately Deploy

In collaboration with school administrators, Human Resources continues to improve evidence for teacher best-fit deployment. Through the district's work in principal pipeline development with the Wallace Foundation, principal candidates are successfully matched using a "baseball card" system, which is an individual profile based on each applicants' assessment instrument results. Teacher best-fit matching is a less streamlined process that currently includes review of (a) Gallup TeacherInsight, (b) weekly summer placement events, (c) principal portal for teacher resume screening, and (d) PGCPs school tours for high-need school placement.

Intentionally Evaluate, Support and Develop

In 2014, a new teacher and administrator evaluation model was implemented in PGCPs. This model was designed to strengthen educator ability to improve student achievement through effective instruction. Measured by a system of data points which guides continuous improvement of performance and accountability, the teacher and administrator evaluation system includes student growth measures (50%) and professional practice measures (50%). The model is rooted in the spirit of continuous growth and improvement of teaching and learning in the district, and was developed in partnership with the Prince George's County Educators' Association (PGCEA) and the Association of Supervisory and Administrative School Personnel (ASASP). Currently, improvements are underway for employee performance evaluation models for all other PGCPs employees. With teachers at the core of the instructional program, the Charlotte Danielson Framework for Teaching (FfT), a researched-based evaluation system, provides the tool used for teacher observations in PGCPs. Due to the relentless focus on student achievement, the school

system has experienced an increase in the number of teachers identified as “Qualified” or “Highly Qualified” in the past two years.

Established in 2014, the Peer Assistance and Review (PAR) program partners highly effective consulting teachers with teachers in need of assistance to develop their professional practice competencies. PAR consulting teachers provide peer-coaching and peer-observations. The ultimate goal is to increase student achievement by ensuring that the pedagogy of all teachers aligns with the best practices outlined in Charlotte Danielson's Framework for Teaching (FFT). Demand exceeds the current resource capacity of the PAR program and the additional supports that consulting teachers and mentor teachers could provide to support teacher professional practice.

Effectively Retain and Reward

In order for PGCPS to continue moving toward outstanding academic achievement for all students, highly qualified employees must be retained. The retention of high-performing teachers impacts student achievement by ensuring continuity in effective teaching, as well as reducing the overall new employee recruitment need. Retention strategies begin during our employee recruitment process. Employees who are engaged and supported are more likely to remain employed in the district. PGCPS is committed to creating a positive work environment and strengthening the supports provided to staff. In partnership with the Office of Talent Development, the Division of Human Resources continues to focus on employee retention through enhanced applicant contact, improved best-fit placement, comprehensive onboarding, and supportive induction and training opportunities. For teachers, this includes: (a) supporting the Professional Educator Induction Program (PEIP) three-day training for teachers new to PGCPS prior to classroom instruction; (b) visiting schools to provide support to new educators

with the transition to the classroom; (c) developing a New Teacher Academy to provide monthly support courses to educators; (d) providing support from Mentor Teachers and Consulting Teachers; (e) hiring an additional two Consulting Teacher coordinators who will collaborate with and guide the work of the school-based mentor teachers; and (f) ensuring succession planning for all staff to visualize a pathway to leadership. Despite the documented success of the retention efforts, financial resources have been limited to expand teacher mentoring and succession planning for teachers through a comprehensive teacher leadership model.

Leveraging Teacher Evaluation Reform

Observational data contribute to systemic improvement of teacher effectiveness only if the information is shared consistently across the district. Providing feedback to teachers about the results of their observations, and helping them reflect on this feedback in productive ways, improves practice. Teachers should be confident in the understanding that they will receive similar performance feedback in any PGCPS school. Through TSL, School Leaders will receive calibration training sessions on use of the Charlotte Danielson Framework for Teaching (FfT) observation model. This will serve to ensure that teachers receive fair and equitable assessment of their teaching skills, as well as feedback to improve their craft, thereby increasing confidence and instilling consistency in the observation and evaluation process. The Student Learning Objective (SLO) document used by School Leaders will be revised to align with the teacher SLO document in order to maximize efficiency and reduce the error rate for School Leaders in completing their SLOs.

SLOs incorporate student growth measures in the evaluation process, but they are also an important method for improving instructional practice. Although PGCPS has made progress in teacher and School Leaders' understanding of the compliance side of SLOs, as evidenced in the

annual SLO Audit, linking SLOs with instructional practice is an area of need. SLO process improvement will begin with review and revision of SLO pre- and post-assessments to ensure reliability and validity of the instruments used to measure student growth. In order to move from compliance to quality of instructional and leadership components in SLOs, support will be provided to teachers and School Leaders through training opportunities and direct support from two Lead Consulting Teachers and designated teacher leaders in high-need schools.

Over the past several years, PGCPS has utilized the Performance Matters (PM) data management reporting system to provide teachers and School Leaders interactive access to current student assessment performance with the ability to analyze longitudinal data. The expansion of current PM services to include a new platform, entitled UNIFY, will empower teachers and School Leaders with real-time reporting information based on any assessments, including those associated with SLOs. The SLO module within UNIFY will be used to selectively identify assessments that will be used for SLOs and will provide the documentation and reporting needed to support that component of the Evaluation and Support System.

Training for teachers and School Leaders on evaluation processes is not a new undertaking in PGCPS, but, through the grant project, targeted resources and supports will be provided to teachers and School Leaders in high-need schools. Currently, all new teachers and School Leaders are provided the same support during their first year, with little acknowledgment of experience or background. Teacher retention requires more attention paid to teacher induction, particularly among new teachers in hard-to-staff schools (Haynes, 2014). As part of the proposed extended three-year induction support, new teachers in high-need schools will receive training designed to meet their individual needs, with differentiated modules and resources that align with the various evaluation processes. Two Lead Consulting Teachers will be assigned to identified

high-need schools to provide individualized training and support on developing high-quality SLOs. School Leaders who are new to PGCPS, and those in high-need schools, will receive individual support for SLO development.

Instructional and leadership practices used for evaluation form the foundation for professional learning and inform recruitment, hiring, placement, retention, and dismissal. Evaluation metrics used in recruitment and hiring are incorporated in the work with institutions of higher education (IHEs) to integrate the same measures into teacher preparation programs. Evaluation data are used to review and determine equitable distribution of educators within and between schools. The PAR program provides high levels of differentiated support from expert teachers to novice teachers with demonstrated needs, culminating in personnel decisions that heavily consider the reports of these supporting expert teachers along with principal evaluations.

Leveraging Data & Technology

The Data Wise Improvement Process is changing how all PGCPS employees use data in decision-making. This culture shift requires improved data tools and technology to support it. Analyzing school and district data in a deliberate manner will help principals and supervisors become better human capital managers, as the data will be used to inform key decisions. The need to develop more accessible and flexible data dashboards that will engage novice to expert data users in improving the ability to use data more effectively is essential to the continuance of the Data Wise Improvement Process.

PGCPS has several data systems. The district's student information system, SchoolMax, stores student data, such as enrollment, demographics, course grades, attendance, and discipline. The Oracle Human Resources Management System stores staff data, including job codes, demographics, annual leave, sick leave and certification. Currently, performance data for School

Leaders are entered into Oracle, while teacher observation and performance data are entered into Performance Matters/My Professional Performance System (*MyPPS*). Many of these data systems are not fully integrated with each other, and the varying data often cannot “speak to each other.” As a result, PGCPS built an internal Data Warehouse system as a platform for student data. The Data Warehouse system has the capacity to import data directly from SchoolMax and Oracle on a nightly basis. There are also processes to import data from other sources, such as student assessment data from the Department of Testing, Research, and Evaluation and teacher observation data from the Office of Employee Performance and Evaluation. Once all of these data are stored in the Data Warehouse tables, the Data Warehouse Office can create analytical dashboards and reports using Oracle Business Intelligence Enterprise Edition (OBIEE).

Within the Data Warehouse are a variety of dashboards that help school-based and central office staff make data-informed decisions. For example, the Early Warning dashboard uses student performance data to predict which students are at-risk of being retained in 9th grade. The Leader Tracking System (LTS) includes a number of aggregate dashboards that look at overall trends and systems related to School Leaders. The Leader Search page dashboard can generate a list of leaders matching the criteria entered as a filter, such as demographics, job history within PGCPS, top five themes from Gallup Strengthsfinder, evaluation scores, VAL-ED scores, and professional development history.

The Data Warehouse does not have many HR dashboards for general use, especially those related to teachers. For example, the Data Warehouse does not currently have reports that easily compare teacher performance to student performance, and this capability does not exist in the other data systems within PGCPS. To fill this need, TSL funds will support expansion of the current Data Warehouse to include a suite of HR dashboards that will allow stakeholders to

analyze the performance and efficacy of the workforce. In addition, some dashboards will be dedicated to key metrics directly related to the TSL grant, including recruiting, deployment, evaluation, and retention. This new suite of dashboards will help guide the way in transforming the HCMS to better serve our high-need schools.

Extent to Which Project Involves Collaboration with Appropriate Partners

The PGPCS grant proposal is being submitted through a partnership with the Division of Human Resources (HR), the Office of Employee Performance and Evaluation (OEPE), and the Office of Talent Development (OTD). Each office has an individual vested interest in the collaboration as well as the collective benefit of improved end-to-end support of teachers, teacher leaders and school leaders. HR will lead the proposed targeted recruitment and best-fit deployment efforts in order to improve the quality of teachers selected and appropriateness of teacher placements. OEPE will lead the proposed improvements to the teacher evaluation and support systems, with a focus on improved observation calibration and student learning objective assessments. OTD will lead the proposed development and implementation of the teacher leader model, including micro-credentialing, Master's degrees in teacher leadership and cohort model for NBCTs in high-need schools.

In addition to the three core partner offices of the grant, this comprehensive effort to improve teaching and learning by hiring and retaining highly qualified teacher candidates, and providing them with fair and equitable evaluative processes, is supported by several key PGPCS offices and departments:

- The Diversity Office will serve as a strategic partner in the proposed recruitment efforts for bilingual teachers, as well as in supporting partnerships with minority-serving institutions and community-based organizations.

- Office of Curriculum and Instruction (C&I) will serve as the content expert partner in the reform of student learning objective assessments as part of the teacher evaluation process.
- Department of Testing, Research, and Evaluation (DTRE) will support the reform of the SLO assessments by ensuring the validity of developed assessments and supporting the test administration in high-need schools using updated technology equipment.
- Division of Information Technology (IT) will lead the development of a comprehensive data management and dashboard system, and collaborate with the appropriate PGPCS team members and contractors.
- Office of Communications will partner to support the teacher recruitment efforts, including developing virtual tours of PGPCS schools, starting with high-need schools. Communications will also play a key role in disseminating information about the new programs that the TSL grant will support.

PGPCS will also collaborate with external stakeholders in the implementation of the TSL grant, including local elected officials and community stakeholders as part of community outreach. The key external partners will include:

- Urban Schools Human Capital Academy (USHCA) - Partnership with USHCA ensures human capital improvements reflect research-based best practices. Now in the fourth year of human capital leadership support to PGPCS, this partnership includes biannual Academy convenings with human capital leaders from over twenty-five urban school districts. USHCA also supported the PGPCS human capital reform and reorganization.
- University of Maryland - Teacher Leadership Master's degree partner, focused on at risk youth/high poverty youth.

- McDaniel College - Teacher Leadership Master's degree partner, focused on English language learners.
- Walden University - Online Teacher Leadership Master's degree partner, focused on 21st-century learning and leadership.

Extent to Which Project will Integrate or Build on Similar or Related Efforts

The district's Teacher Incentive Fund grant, *Financial Incentive Rewards for Supervisors and Teachers (FIRST)* provided financial rewards for teachers and administrators who (a) worked in hard-to-staff schools and subjects; (b) assisted students in meeting achievement standards; (c) participated in professional development, and; (d) participated in a new evaluation system. The goals of the FIRST program were to increase student achievement by increasing teacher and administrator effectiveness through professional development and to increase the number of effective teachers working with the students in schools designated as high-need. While the grant offered substantial funding targeted to improve the human capital in low-performing schools, providing a one-time, performance-based bonus, the system did not realize the expected increase of highly effective teachers in a majority of the highest need schools. In and of itself, this strategy of rewarding a relatively small group of teachers and administrators to serve in high-need schools did not lead to an improvement of student performance. Of greater success was the introduction to, and collaborative partnership with, Charlotte Danielson's Framework for Teaching. This provided the school district a model by which to observe and support teachers and administrators through their professional growth.

In 2012, PGCPs was awarded a twelve million dollar grant from The Wallace Foundation that laid the groundwork for creating a pipeline of successful school leaders, as documented by the Rand Corporation site study (Turnbull, Riley, Arcaira, Anderson, &

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MacFarlane, 2013). The Wallace Foundation grant has supported a number of professional development and support opportunities for school leaders and those aspiring to become school leaders. If awarded TSL funding, the foundational work that has already occurred with school leaders can be transferred into creating a successful and supportive career pathway for teachers and teacher leaders. To support the teacher career pathways, clear outlines for leadership and high performance will be developed, allowing employees to clearly understand behaviors valued at each career level. A process to support future school leaders will be based on (a) early identification of current teachers with extraordinary talent by school and executive leaders; (b) establishing cadres of teacher leaders to support district initiatives at high-need schools; and (c) supporting teacher leaders as they obtain National Board Certification.

It is important to leverage everything learned from the FIRST program, previous work on the MSDE teacher and principal evaluation pilots, and the Wallace Foundation to inform the work moving forward and continue to build on the generated momentum for the work ahead.

Need for Project

PGCPS celebrates many successes, including (a) a growing number of teachers with National Board Certification; (b) a sound curriculum aligned to Maryland's College and Career Ready Standards and 21st century academic skills and competencies; (c) strong Career Academy and Career Technical Education programs; (d) an expansive portfolio of community-based partnerships; (e) innovative programs; and (f) close relationships and proximity to major colleges and universities. These strengths are utilized to improve student achievement and have led to increased graduation rates among several student subgroups (e.g., Hispanic/Latino, African-American, and students receiving Special Education [SPED] services or participating in the Free and Reduced Meals [FARMS] program) and in preparing students for the rigors of college-level

work as combined ACT and SAT test participation continues.

Despite these successes, PGCPS has been plagued by a number of resource staffing challenges in recent years. Chronically high teacher attrition is one such challenge. Since 2007, over 7,100 teachers have left the district, approximately half of (50.1%) of whom resigned, often going to neighboring, higher-paying jurisdictions, as suggested by exit survey data. The average teacher attrition rate over the past six years is 13.8 percent, well above the state-established (MSDE) target of less than ten percent.

The substantial loss of teachers who meet the highly qualified standard required by the federal No Child Left Behind law places additional pressure on PGCPS to ensure that each core academic subject classroom is staffed with a highly qualified teacher. This factor significantly impedes the goal of placing a highly effective, highly qualified teacher in every classroom. In order for PGCPS to continue moving toward outstanding achievement for all students, retaining highly qualified teachers is essential in order to ensure continuity of effective teaching, as well as reducing the overall new teacher recruitment need.

These challenges continue to hamper efforts toward improving student achievement. Elementary and middle school student performance in reading and mathematics remains volatile notwithstanding small pockets of sporadic increases. The persistent underperformance of SPED and Limited English Proficient (LEP) students, who represent a significant and growing presence within the overall student population, is of major concern. Currently, SPED students represent 11.3% and LEP students represent 14.6% of the school system's population. Not only do these two subgroups perform at levels below students overall, but the performance gaps expand at each successive school level. These and other organizational challenges must be addressed in order to pave the pathway toward great schools in all demographic regions of the district.

PGCPS has realized the necessity of establishing systems, structures, and strategies to better retain a high-performing teacher workforce which directly correlates to improved student achievement. Achieving transformative results will begin with the identification and elimination of several gaps in the HCMS, while also focusing on the equitable evaluation and effectiveness of supports provided to teachers. Research has consistently shown teacher quality to be the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003), and teacher evaluation processes ensure the impact of effective teaching on student learning that is cumulative and long-lasting. The two principle purposes of teacher evaluation are quality assurance and accountability, and professional development for teacher growth (Danielson & McGreal, 2000). Through this grant project, PGCPS will develop a data-driven model for improving the evaluation and support system for teachers and principals, and address gaps in the processes of recruiting, deploying, supporting, and retaining of highly qualified teachers to serve in high-need schools.

Identified High-Need Schools

PGCPS has identified forty high-need schools that will benefit from proposed funding through the TSL, including twenty-five elementary schools, eight middle schools, and seven high schools (Appendix B). These forty schools represent approximately 32,611 students enrolled in PGCPS for School Year 2016-17. Between 65% and 95% of students at the elementary level are identified as eligible for Free and Reduced Price Meals (FARMS) status. Between 72% and 90% of students in middle school and 57% to 79% of students in high school are eligible for FARMS. This exceeds the Maryland average for all school levels, which are 48.9%, 43.4%, and 37.8% respectively.

Use of the Early Warning Indicator Report (EWIR) provides school and district staff with data needed to target specific factors that impact overall student performance, and review of student achievement data reflected in MAP-R scores provides evidence of overall performance on one performance data point. (Appendix B). High percentages of low-income students and high rates of attrition signal a critical need to attract, support, develop, and retain teachers with the appropriate skills and knowledge to improve student achievement.

Services Planned to Address Specific Gaps to Support High-Need Schools

The need to recruit, retain, and support a highly-effective teacher workforce is essential to achieving transformative results for the students of PGCPs, particularly those in high-need schools. The focus of the work around retention, evaluation, and workforce development is to advance the beneficial effects of teacher leadership on school improvement, school and teacher effectiveness, teacher motivation and retention. Extending the reach and benefits of teacher leadership within PGCPs will be achieved by addressing four critical areas in the end-to-end hiring process within the HCMS (a) consistently attracting and recruiting the most qualified candidates, (b) deliberately deploying them to high-need schools, (c) intentionally evaluating, developing, and supporting, and, (d) effectively rewarding.

Consistently Recruit Highly Qualified Candidates.

As the population of PGCPs changes, efforts will focus on staff representation of the cultural diversity of the student population and commitment to the needs of all schools (Appendix F4). A diverse candidate pool will be developed to ensure that every student has a highly qualified teacher through the following activities that are designed to increase early signing of top candidates and matching them to high-need schools. This will be accomplished by

- developing an incentive program that will get the best teacher candidates to sign early;

- increasing partnerships with Institutions of Higher Education (IHEs) to provide a „Scholar Contract“ to encourage candidates to sign early;
- developing incentives for bilingual candidates who meet the district's priorities;
- “growing our own” through targeted recruitment and training of students enrolled in PGCPs educator preparedness programs;
- administering the Gallup *TeacherInsight* survey to new hires to support the development of “baseball cards” that identify teachers' particular skill sets; and
- creating virtual tours of schools and communities for easy access to relevant information for candidates.

Deliberately Deploy Highly Qualified Candidates.

Best-fit school placement matches are important for new teacher hires. An incentive program will be developed to have highly qualified new hires deployed to high-need schools. Information from the Gallup *TeacherInsight* survey and “baseball card” profiles will be used to make informed decisions about deployment of teachers, particularly in high-need schools. Extended induction supports will be provided for teachers who are deployed to high-needs schools. A three-tiered incentive program will be developed to support early hiring of diverse candidates who meet the needs of the district.

Intentionally Evaluate, Support, and Develop Highly Qualified Candidates.

A primary goal of any teacher evaluation system should be to help every teacher continuously improve their practice. While accountability is an undeniable part of the teacher evaluation process, a greater impact on teaching quality and student achievement can be gained when evaluations also serve as a tool for growth opportunities (Bambrick-Santayo, 2012). To this end, the improvement and enhancement of the Evaluation and Support System will include

- system training for teachers and school leaders on the evaluation process;
- training for teachers and school leaders on the adopted Teacher Leadership Standards (Appendix F5);
- two "Lead Consulting Teacher" (LCT) position to coordinate the efforts to support educators in high-needs schools in developing high-quality SLOs that connect instructional strategies to student achievement;
- training library to support professional development and implementation of high-quality SLOs through the existing online platform;
- review and revision of SLO pre- and post-assessments to ensure validity, and reliability, and fidelity in measuring student growth within the SLO process; and
- expansion of a Performance Matters platform to link educator performance with student achievement.

Effectively Retain and Reward Highly Qualified Candidates.

An incentive reward system for teachers will be created to support hiring diverse candidates in alignment with the district's priorities: (a) early hiring; (b) candidates deployed to high-need schools; (c) bilingual candidates and those certified to teach in content areas that are hard to staff. Stipends will be provided to identified teacher leaders, as detailed in the next section of the proposal.

A reward system for School Leaders in high-need schools will include: (a) incentives for attending training on PGCPs Teacher Leadership Standards and use of teacher leaders in an effective school setting; (b) incentives for Cooperating Principals and Resident Principals to attend training on SLO compliance and quality; and (c) enhanced technology to support SLO assessment.

Teacher Leadership In Action

PGCPS will use the teacher leader model standards to build capacity via the core leadership projects/programs. The primary purpose for this effort is the development, implementation, and sustainability of an instructional/organizational milieu that will have a positive impact on teaching and learning within the school district. A critical aspect is the expansion of the existing Teacher Leadership Development (TLD) program by increasing programmatic scope and adding additional rigor to the design and execution. This newly conceived effort will add teacher leadership development components that complement the district's goal of increasing students' access to high-quality learning environments and a broader array of educational opportunities. The suggested elements for this program expansion include

- professional development focused on a concise and cogent set of teacher leader model standards;
- cultivation of a cadre of teacher leaders who could potentially serve the district in a centralized capacity identified as the TLD Cohort;
- increased utilization of teacher leaders as school leaders within high-need schools, especially as it relates to the National Board Certification (NBC) Program;
- intentionally recruiting and supporting identified teachers in high-needs schools for NBCT certification;
- career pathways in teacher leadership through graduate level certificate and Master's programs that lead to designation and recognition as "Teacher Leaders" within the district; and
- creation of a district-wide directory that provides access and opportunities for teacher leaders to advance the district's goals and objectives within the school building and throughout the system.

Access to Effective Teachers and School Leaders in High-Need Schools

As many states are facing teacher shortages and experiencing difficulty recruiting and retaining teachers in the profession, National Board Certification (NBC) can serve as a way to recruit and retain highly qualified teachers (Petty, Good, & Handler, 2016). This is especially valuable in Prince George's County Public Schools as Teacher Leaders can improve the quality of instruction for students in high-need schools, while building their own capacity and the capacity of their colleagues. NBC serves as a model for helping teachers work toward exemplary standards by promoting professional development. Currently NBCTs in PGCPs are not equitably represented in high-poverty, high-minority, low-performing schools. TSL will assist the district with enacting policies that are designed to encourage NBCTs to choose high-needs schools and to increase the number of NBCTs from among the educators who are already working in these schools. According to Gaddis (2009), the NBC process is a lever for teachers to focus on how their practice impacts student learning. When groups of teachers in one school work together through the NBC process, they engage in high quality professional development over time to focus on their students' achievement.

Through collaboration with Institutions of Higher Education (IHE), more highly qualified teachers will enter the pool of potential candidates. Strategically incentivizing highly qualified teachers to work in high-need schools will attract new teachers, as well as those who are already qualified, to the areas where they are most needed. Increased induction support to teachers in high-need schools will contribute to overall job satisfaction, an often cited reason for teachers leaving the profession.

Improving the diversity of the workforce, with a focus on bilingual teachers and educators aligns with Maryland's *State Plan to Ensure Equitable Access to Excellent Educators* (2015). The Division of Human Resources and Office of Diversity launched a Workforce

Diversity Task Force in September 2016. The Task Force will operate in collaboration with other PGPCS offices and schools, labor associations, Board of Education members, county government and elected officials, community-based organizations, parents and community members. The Task Force will implement recommendations specific to the sourcing of teacher and administrator candidates, growing our own teachers and administrators, higher education and professional development partnerships, cultural competence and support.

Project Design

By improving the effectiveness of the HCMS, focusing on the end-to-end hiring processes of recruitment, deployment, evaluation and support, and retention of teachers, equitable access to highly qualified teachers will result in improved student achievement. Recruitment and retention of highly qualified teachers is supported by having a fair and equitable evaluation system, which, in turn, can serve as a contributor to retaining highly qualified teachers.

Objectives, Measures, and Goals

The design of the proposed project addresses the challenges faced by identified high-need schools that have the most difficulty in hiring and retaining highly qualified teachers, and maximizes the effectiveness of services provided to those schools. The design encompasses the larger purposes of (a) stemming the loss of highly qualified teachers throughout the school district and (b) improving the Evaluation and Support System through development of reliable and valid evaluation instruments. The table below summarizes the key objectives, measures, and goals.

Table 1. Project Objectives, Measures, and Goals

ABSOLUTE PRIORITY 4: Build teacher and school leader confidence in the Evaluation and Support System		
1. Improve the inter-reliability of teacher observation processes		
Objectives	Measures	Goals
Increase the number of School Leaders certified in calibrated observation processes using the Charlotte Danielson model, Framework for Teaching (FFT), to provide effective feedback leading to an increase in the number of teachers deemed “effective” or “highly effective” beginning with targeted high-need schools	<ul style="list-style-type: none"> ● # of administrators FFT certified ● Observation reports from pre- and post-certification linked to teacher feedback ● Survey of teacher and School Leaders confidence in observation feedback 	2017-2018: 90% of PGCPs School Leaders certified in conducting observations utilizing Danielson’s FFT model 2018-2019: 95% of PGCPs School Leaders certified in conducting observations utilizing FFT model 2019-2020: 100% of PGCPs School Leaders certified in conducting observations utilizing FFT model
Increase teacher and School Leader understanding of existing observation and evaluation models	<ul style="list-style-type: none"> ● # of training opportunities ● # of attendees at trainings ● Survey of teacher and School Leaders on knowledge of evaluation model 	2017-2018: 80% of PGCPs teachers and School Leaders attend training on evaluation models 2018-2019: 90% of PGCPs teachers and School Leaders attend training on evaluation models and have access to support documents for evaluation processes 2019-2020: Training continues for teachers and Schools Leaders; support documents updated annually
2. Improve the quality of teacher Student Learning Objectives (SLOs)		
Objectives	Measures	Goals
Decrease the number of process errors in teacher and School Leader SLOs Increase the quality of instructional/leadership components on SLOs	<ul style="list-style-type: none"> ● # of SLO errors compared to previous annual SLO Audit report ● # SLO instructional components deemed high-quality in SLO Audit report ● # of SLO Lead Consulting Teacher and SLO coaches interactions with teachers in high-need schools ● # of Cooperating Principals and Resident Principals receiving SLO compliance and quality training 	2017-2018: SLO Lead Consulting Teachers and teacher leaders identified as coaches provide individualized mentoring in high-need schools 2018-2019: 10% of teacher and School Leader SLOs in high-need schools demonstrate improvement in identified components as compared to 2017 audit data 2018-2019: Expand on existing Resident Principal program to include Cooperating Principal support of SLOs in high-need schools <i>Continues beyond duration of grant interval</i>
Review and revise SLO pre- and post-assessments to ensure	<ul style="list-style-type: none"> ● # of assessments reviewed ● # of assessments revised 	2017-2018: External source of training to PGCPs staff who develop SLO pre- and post-assessments

reliability and validity	<ul style="list-style-type: none"> # of assessment errors 	<p>2018-2019: Internal trainer of trainers model to continue review and revision of assessments</p> <p>2019-2020: Annual review process implemented</p> <p><i>Continues beyond duration of grant interval</i></p>
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3. Expand current data system to link educator performance with student achievement

Objectives	Measures	Goals
<p>Timely access to student current assessment data for teachers and School Leaders</p> <p>Immediate access to professional development directly linked to teacher performance</p> <p>Updated technology in high-need schools (5 phases)</p>	<ul style="list-style-type: none"> # of available courses # of courses recommended by School Leaders # of courses completed by teachers # of observation reports linked to courses 	<p>2017-2018: Current Data Warehouse system enhanced to expand integration capabilities; Online Professional Library developed; technology purchased for Phase 1 of update for high-need schools</p> <p>2018-2022: Phase 2 through Phase 5 of technology update</p> <p><i>Continues beyond duration of grant interval</i></p>

**COMPETITIVE PRIORITY 1:
Optimize “best-fit” placement matches for new teacher hires**

Improve equitable access to effective educators by deploying highly qualified diverse candidates who meet the needs of the district to high-need schools.

Objectives	Measures	Goals
<p>Incentives to increase number of highly-qualified teachers deployed to high-need schools</p>	<ul style="list-style-type: none"> # of teacher incentives accepted # of new hires deployed to high-need schools # of experienced teachers deployed to high-need schools # of teachers that remain at high-need schools 	<p>2018-2019: Increase deployment of highly qualified teachers to high-need schools by 10%</p> <p>2019-2020: Increase deployment of highly qualified teachers to high-need schools by 10%</p> <p>2020-2021: Increase deployment of highly qualified teachers to high-need schools by 10%</p> <p>2021-2022: Increase deployment of highly qualified teachers to high-need schools by 10%</p>
<p>Increase strategies designed to optimize best-fit deployment of teachers to high-need schools</p>	<ul style="list-style-type: none"> # of “baseball cards” created # of “baseball cards” utilized as means of deployment # of schools and communities in virtual tour # of web hits for virtual tour program 	<p>2018-2019: Develop applicant “baseball card” to align with school profile</p> <p>2018-2019: Create virtual tours to showcase PGCPs schools and neighborhoods, starting with high-need schools</p> <p><i>Continues beyond duration of grant interval</i></p>

<p>Incentives to increase early hiring of highly qualified teacher candidates and bilingual teacher candidates</p>	<ul style="list-style-type: none"> ● # of early contracts accepted ● # of bilingual teachers hired 	<p>2018-2019:</p> <ul style="list-style-type: none"> ● Increase early hires by 15% ● Increase bilingual hires by 10% ● Retention rate 90%
<p>COMPETITIVE PRIORITY 2: Retain highly qualified teachers in PGCPs</p>		
<p>Intentionally support and develop teachers in high-need schools.</p>		
Objectives	Measures	Goals
<p>Increase partnerships with higher-education institutions</p>	<ul style="list-style-type: none"> ● # of teachers hired ● # of teachers retained after 1 year ● # of teachers retained after 2 years 	<p>2018-2019:</p> <ul style="list-style-type: none"> ● Presidential scholarships to partner institutions ● Increase partnership hires by 10% <p><i>Continues for duration of grant interval</i></p>
<p>Build on programs to “grow our own” highly qualified diverse teacher candidates</p>	<ul style="list-style-type: none"> ● # of students in Teacher Academy programs ● # of teacher applicants who attended PGCPs high schools ● # of NBCT in high-need schools who sign MOU 	<p>2017-2018: Mentor program for high school Teacher Academies</p> <p>2018-2019: Incentives for NBCT cadres in high-need schools to develop skills of peers (MOU)</p> <p>2019-2020: Increase hiring of candidates from PGCPs schools by 10%</p> <p><i>Continues beyond duration of grant interval</i></p>
<p>Targeted induction supports to new hires in high-need schools for 3 years to develop skills and strengthen positive relationships</p>	<ul style="list-style-type: none"> ● # of teachers who leave PGCPs for neighboring school districts ● Survey of teacher satisfaction with induction support (3 years) ● # of teachers who participate in extended year Induction Program 	<p>2017-2018: Induction supports differentiated to meet the needs of individuals</p> <p>2017-2018: 20% of new teachers at high-need schools participate in extended year Induction Program</p> <p>2018-2019: 30 % of new teachers at high-need schools participate in extended year Induction Program</p> <p>2019-2020: 40% of new teachers at high-need schools participate in extended year Induction Program.</p> <p><i>Continues beyond duration of grant interval</i></p>
<p>Career pathway for Teacher Leadership through micro-credentialing that can lead to Master’s degree</p>	<ul style="list-style-type: none"> ● # of teachers trained in Teacher Leadership Standards ● # of School Leaders trained in Teacher Leadership Standards ● # of teachers completing micro-credentialing program ● # of teachers completing Master’s degree ● # of teachers who accept 	<p>2017-2018: 100 teacher leaders enter PGCPs micro-credentialing program</p> <p>2018-2019: 100 teacher leaders enter PGCPs micro-credentialing program; original cohort begins leadership work in schools</p> <p>2019-2020: 100 teacher leaders enter PGCPs micro-credentialing program; first cohort continues</p>

	leadership roles	leadership work and second cohort begins 2020-2021: 100 teacher leaders enter PGCPs micro-credentialing program; first three cohorts continue <i>Continues beyond duration of grant interval</i>
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The design of the proposed project addresses the target population through activities that will attract highly qualified candidates to identified high-need schools, support them through an extended three-year induction program, provide them with a career pathway, and ensure fair and equitable evaluation with reliable feedback. Having robust and meaningful evaluations affords supervisors a means by which they can have meaningful conversations with their respective employees on improving their practice.

Proposed modifications of the HCMS that expand or improve the Evaluation and Support System are in two key measures of effective teaching, classroom observation feedback and Student Learning Objectives (SLOs). Both measures can be seen as not only evaluative components, but as direct links to student achievement. It is essential to have a data management system that supports the ability of School Leaders and teachers to collect, disaggregate, and analyze data that links to student academic achievement data in order to provide direct links to student achievement data.

Expanding the capacity of the current data warehouse system and platforms will increase the ease with which school leaders and employees can access key information. Upgrades are necessary to ensure that the HCMS can: (a) communicate policies and procedures to staff; (b) provide access to student data that connects student assessment data, supports the alignment of instructional practices to the observation instrument and student growth rubrics; (c) provide two-way communication for teachers and school leaders through the evaluation platform; (d) track and monitor observation data, professional growth plans, and SLO data; (e) create a profile

identifying “best-fit” to support retention and placement of effective teachers in high-needs schools; (f) identify teacher leaders that participate in the incentive programs, to monitor their impact on student performance, and to ensure that participants honor the commitment of the MOUs (district).

Evaluation

A valid and reliable evaluation is crucial to the success of the *Great Teachers, Great Leaders, Great Schools* project. Ongoing formative and summative feedback will be collected to ensure continuous improvement as well as attainment of final products. Changes anticipated by each intervention will be evaluated using a quasi-experimental design study (QED) that includes survey and interview methods and extant data analysis. An external research firm will conduct evaluation on the overall design, and all other aspects of the project will be evaluated by PGCPs’ Department of Testing, Research, and Evaluation (DTRE). Surveys will be administered to School Leaders and teachers in high-need schools, new hires, teacher leader candidates, NBCTs, and HR partners to record their perceptions of the project as it pertains to their experience.

Table 2. Research Questions and Sources of Data.

Research Questions	Source of Data				
	Perception	Student Data	HR DATA	OTD Data	OEPE Data
Project Implementation					
Are programs and supports implemented with fidelity at identified schools?	x			x	
Is 3-year induction program implemented with fidelity for new hires?	x			x	
Are processes in place for early hiring of teacher candidates?			x		
Are processes in place for best-fit teacher deployment?	x		x		

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Are the programs meeting recruitment and diversity goals?			x		
Are Master’s programs developed and aligned?	x			x	
Is Online Professional Library utilized in high-need schools?	x				x
Perceptions Questions (Survey)					
Do teachers and School Leaders feel confident in reliability of observation processes?	x				x
Do teachers and School Leaders feel more confident in reliability of SLO assessments?	x				x
To what extent do teachers feel supported by the career pathway for Teacher Leaders?	x			x	
Do teachers and School Leaders feel access to Data Warehouse System is improved?	x				
Outcomes					
Is observation feedback from School Leaders more consistent across the district?					x
Are SLO pre- and post-assessment discrepancies reduced?					x
Outcomes					
Do teachers in high-need schools demonstrate effective teaching practices?		x			
Is there improvement in student achievement in identified high-need schools?		x			
Is there a reduction of students on EWIR in high-need schools?		x			
Are new teachers more likely to stay in PGCPs after the first year of teaching?	x			x	

Extant data, including student achievement and teacher evaluation data, will be analyzed to understand the impact of the programs on student learning and teacher effectiveness. Because the evaluation is based on a quasi-experimental design, it will meet What Works Clearinghouse standards with reservations (Clearinghouse, 2014).

Quality of the Management Plan

Understanding the importance of intentional, collaborative work between internal and external partners, the grant will be managed by Project Management team (PMT) that will meet bimonthly and will consist of the following personnel:

Mr. Herman James, Director, Human Resources Operations and Staffing, in collaboration with Mr. Robert Gaskin, Chief Human Resources Officer, will serve as co-Principal Investigators. They will oversee the grant, coordinate with PGCPs Executive Cabinet, and ensure all accountability of the proposed project.

Dr. Douglas Anthony, Associate Superintendent of the Office of Talent Development, will structure the professional learning series to provide targeted induction programs for new teachers and those working in high-need schools within PGCPs. Dr. Anthony will focus on coaching for school mentors, data-driven decision making, and observation and feedback strategies for administrators.

Dr. Mary Young, Executive Director, Office of Employee Performance and Evaluation, will be responsible for coordinating the work of the evaluation system with respects to the platform, training staff on the platform, and identifying the required upgrades.

Mr. Herman James, Director, HR Operations and Staffing, will lead the recruitment of teachers and provide leadership, strategic direction, and guidance for the day-to-day operations of the Certification, Records Management and Verification, and Staffing Offices.

Dr. Judith White, Director of Academic Programs, Office of Curriculum and Instruction, will lead the validity and reliability of PGCPs assessments for student growth measures, and will work with external partners to improve the assessment bank for teachers in order to support with student growth measures for teachers and school leaders evaluations.

Dr. Wesley Watts, Chief Operating Officer, will lead the data systems work for the TSL. Mr. Watts, former Chief Information Officer, will focus on upgrading and integrating the data systems to ensure that teachers and school leaders have access to timely data systems.

Dr. Karen Gregory, Instructional Supervisor, Office of Employee Performance and Evaluation, will focus on refining the process for submitting student learning objectives, working with IT to identify strategies to integrate student data with the evaluation the platform, and training for teachers and administrators on analyzing the quality of student learning objectives to shift from compliance to achievement.

Ms. Cecily Adams, Executive Data Strategy Coordinator, will focus will be the oversight and support of the data collection, analyses, and reporting that supports the recruitment and deployment of "best-fit" teachers.

Ms. Rowena Shurn, Program Liaison, Office of Employee Performance and Evaluation- Peer Assistance and Review (PAR) will work closely with the SLO Instructional Supervisor in developing training for teachers in high need areas and teacher leaders.

Ms. Rainya Miller, NBCT Program Coordinator, Office of Talent Development will coordinate the work of the National Board Certified Teachers (NBCTs) through the development of courses for PGCPS systemic Continuing Professional Development program, and will focus on creating cohorts of teachers at school sites to participate in the NBCT process.

Ms. Lynette Lewis, Specialist in the Office of Talent Development, will coordinate the professional learning targeting the PGCPS Teacher Leadership Standards, and expand upon the work of establishing and supporting school-based teacher leadership cohorts in high-need schools.

Mr. Eric Stephens, Specialist in the Office of Talent Development, will coordinate with IHEs to develop graduate level certificate (micro-credentials) and Master’s programs in teacher leadership aligned to PGCPs’ Teacher Leadership Standards.

SLO Lead Consulting Teachers will have the primary responsibility of providing differentiated instructional support to new and non-tenured teachers to develop understanding the student growth measures for the evaluation process.

The Grant Manager will serve as the managing member of the PGCPs TLS management team, responsible for coordinating, team building, managing multiple tasks, planning, allocating resources and communicating with internal and external partners. The Program Coordinator, under the direction of the Grant Manager, will manage the TLS Grant in the district’s 40 high-need schools.

Three major strategies for attaining the goals of *Great Teachers, Great Leaders, Great Schools* will be employed to achieve the overarching goal of positively impacting student achievement through improved HCMS effectiveness: (a) Evaluation and Support System Enhancement; (b) Human Capital Management Process Improvement; and (c) Data System Expansion. Developed through project activities, the strategies are found in Table 3.

Table 3. Project Activities and Milestones.

Project Activities	Responsible Team or Person(s)	Milestones by Year				
		1	2	3	4	5
Evaluation and Support System Enhancement						
Hire observation Calibration Specialist	OEPE	X				
Implement FFT calibration certification for School Leaders	OTD and OEPE	X	x	x	x	x
Hire 2 SLO Lead Consulting Teachers (LTC)	OEPE	X				
Develop LCT support to high-need schools	OEPE	X	x	x	x	x

Training on evaluation processes for teachers and school leaders	OTD and OEPE	X	x	x	x	x
Create online training library to link teaching and learning	OEPE	X				
Training on development of reliable SLO assessments	C&I, DTRE, OEPE	X	x			
Plan “boot camp” for School Leaders in high-need schools	OTD	X	x	x	x	x
Extend and expand Performance Matters for SLO assessments	DTRE and OEPE	X	x	x	x	x
Purchase chromebooks for high-need schools for SLO assessments	DTRE	X	x	x		
Human Capital Management Process Improvement - Recruiting, Deploying, Developing, Retaining						
Implement early hiring processes	HR	X	x	x	x	x
Develop and implement best-fit structures	HR	X				
Develop incentive/reward structure	HR	X				
Develop Master’s requirements with IHEs	OTD	X				
Train trainers of TLD initiative	OTD	X				
Train all teachers on the PGCPS Teacher Leadership Standards	OTD	X				
Align TLD Initiative and related instructional standards	OTD		x			
Initiate training for new TLD cohorts of teachers	OTD		x	x	x	x
Develop TLD professional learning communities	OTD			x		
Increase PGCPS teacher preparation programs to “grow our own”	OTD	X	x	x	x	x
Develop 3-year induction support for new teachers	OTD and C&I	X	x	x	x	x
Create virtual school tours of high-need schools	HR and IT	X				
Hire HR Partner	HR	X				
Data System Expansion						
Hire Data Warehouse Developer and Technical Assistant	IT	X				
Expand existing Data Warehouse to incorporate other systems and dashboards	IT	X	x	x	x	x
Develop applicant baseball card for new teacher candidates	HR and IT	X	x	x	x	x
Grant Management						
Hire Grant Manager and Program Coordinator	HR, OEPE, OTD	X				
Establish MOUs with partnering IHEs	OTD					

Convene bi-annual PMT advisory committee	HR, OEPE, OTD	X	x	x	x	x
Hire external evaluator	HR	X				

Project Governance

PGCPS’ partners will participate on the Advisory Committee to support efforts necessary to create, structure and enhance a data-driven human capital management system that will reward effective and high quality instruction in PGCPS’ schools. Members on the Advisory Committee, will share expertise and insight in the annual program review and ongoing efforts for project refinement; as well as provide our assistance in evaluating and implementing an effective and well-managed program.

Working with key partners and stakeholders, the PGCPS Chief Executive Officer (CEO) will use the Advisory Committee to help guide and bridge this work to a sustainable systemic improvement strategy based on the PGCPS Coherence Framework. The Advisory Committee will be comprised of: (a) a member of the Board of Education; (b) Deputy and Associate Superintendents; (c) Chief of Human Resources; (d) Chief Financial Officer; (e) Director of Staffing and Operations; (f) Instructional Supervisor, Office of Employee Performance (g) Office of Recruitment, designee (h) Office of Talent Development, designee; (i) PGCEA (Teachers’ Union) representative designee; and (j) a representative from each participating partner. These meetings will be held quarterly for the duration of the grant to ensure that the vision remains constant.

Adequacy of Resources

One of the reasons PGCPS is so well positioned to capitalize on the TSL grant funding is that human capital reform has been one of the primary initiatives of the district in recent years. The PGCPS High Performing Workforce Strategy (2016) has six desired outcomes: (a) increase

retention of high-performing employees; (b) effective recruitment and hiring of high-performing employees; (c) a workforce that reflects the cultural diversity of county residents and the student population; (d) improved and recognized employee performance; (e) improve customer service to internal and external stakeholders; and (f) improve recruitment, retention, and job satisfaction through the establishment of a clear pathway to leadership and succession planning. Through the TSL grant, PGCPs will consolidate its efforts to reform and sustain an HCMS that supports provides information sharing, leadership tracking, holistic information storage and support the goals and mission of the district. Upon completion of this anticipated grant award, PGCPs will have improved and enhanced several components within the HCMS in order to recruit, deploy, evaluate and support, and retain highly qualified teachers for high-need schools, "leveling the playing field" for many of the most impacted schools in the state of Maryland. The gains made in improving the Evaluation and Support System and Data Management System, and benefits derived from a stable high-quality teacher pool, will have a lasting effect on teaching and learning in PGCPs.

Since 2006, PGCPs has supported a range of efforts to improve the training and conditions of educators to better enable them to increase student achievement, especially in high-need schools. To implement this work, PGCPs has partnered with Urban Schools Human Capital Academy, Bowie State University, Walden University, Howard University, George Washington University, the University of Maryland at College Park, and various institutions of higher education. This project continues to build on these long-standing relationships to develop a seamless and sustainable pipeline of effective educators to become teacher leaders in the district. In developing this project, PGCPs and its partners have integrated existing leadership

development efforts and professional development initiatives to create a strategic vision that will produce tangible student achievement results.

PGCPS considers itself perfectly poised to take this opportunity to participate in systemic efforts geared toward teacher leader effectiveness through the creation of a pipeline of quality teacher leader candidates. The data generated from this opportunity will demonstrate to Board members and the community-at-large that building a system of strong teacher leaders results in better student achievement every bit as much as highly effective teachers and school leaders are a lever for student achievement.

PGCPS has a stable leadership and a Board of Education committed to the goals of highly effective teaching and leadership. The current Board of Education was recently elected in the fall of 2016 and voiced its commitment to these goals early in its tenure. Thus, there will be relatively little turnover at the Board level. The current Chief Executive Officer is in the first year of his second term of his leadership (in a 4-year contract) and has likewise voiced his commitment to the district. However, should any of these factors change, the reform efforts begun, particularly in the last year, particularly in terms of the district's human capital work, has garnered the attention of our County Executive (who has committed to education as his #1 priority), the community, and local foundations in the Greater Washington D.C. region. The FY18 proposed budget is \$2.046 billion, if approved, this budget will represent the fourth consecutive year-over-year increase in support of key PGCPS strategic initiatives and the *Promise of PGCPS*. In addition, PGCPS has historically and consistently demonstrated the ability to bring together diversified funding sources to fund its initiatives.

The State of Maryland enacted the Education Reform Act of 2010, which requires that teacher and principal evaluations be tied to student performance. PGCPS views this as a state

policy that supports the work the district is trying to accomplish related to leadership development and a focus on the principal as an instructional leader. PGCPS will be working closely with the State on the development of the model evaluation for teacher and school leaders in order to improve the outcomes for students and the desire to effectively evaluate and support the professional needs of educators. The attached letters of support from University partners, the County Executive and Business partners and the support of the PGCPS Chief Executive Officer and Board of Education members will ensure the sustainability of the HCMS reform presented in the TSL grant proposal. Each contributing office in the PGCPS system has detailed a decision to reform and commit to the success of the program beyond the life of the grant. Systematic meetings, program management, evaluation, and collaboration will guide and support the sustainability and continued implementation of the reformed HCMS, including by not limited to recruiting, deploying, evaluating, supporting, and retaining the most highly qualified educators for our highest need students and school.