

IT System Specialist Job Banding Process
Montgomery County Public Schools
Fall 2016

Table of Contents

Job Banding Work Group Summary.....	2
ITSS Job Descriptions	3
SUMMARY DESCRIPTION OF CLASSIFICATION:.....	3
MINIMUM QUALIFICATION STANDARDS:.....	3
EXAMPLES OF DUTIES AND RESPONSIBILITIES:	4
ITSS Intern - Grade 18	4
ITSS I - Grade 20	4
ITSS II - Grade 23	5
ITSS III - Grade 25	6
ITSS job Banding Career Advancement.....	7
ADVANCEMENT CRITERIA	7
GUIDELINES & CONSIDERATIONS	8
COURSEWORK.....	8
CERTIFICATION.....	8
SUPERVISED PROJECT – DEMONSTRATION OF KNOWLEDGE AND SKILLS	9
CHANGE IN PAY.....	9
CHANGE IN OVERTIME ELIGIBILITY	9
CHANGE IN JOB ASSIGNMENT	10
CHANGE IN DUTIES AND RESPONSIBILITIES.....	10
GENERAL GUIDELINES AND SELF-ASSESSMENT	10
JOB BANDING PROCESS	11
INITIATING THE PROCESS FOR ADVANCEMENT	11
COMPLETING REQUIREMENTS	11
SUPERVISED PROJECT - ASSIGNMENT	12
SUPERVISED PROJECT – COMPLETION.....	12
Job Banding Process.....	13
ITSS Job Banding Career Advancement – Progress Form	14
Job Banding – Professional Development Plan - Guidelines.....	16
Job Banding Portfolio Guidelines	19
Job Banding Electives Coursework or Certification	20
Job Banding Supervised Project Overview.....	21
Supervised Project Example.....	22

Supervised Project Sample Point Scale.....	23
Supervised Project Sample Presentation Scoring Rubric.....	24
Job Banding Transition plan.....	25
Job Banding Work Group Members.....	26

Job Banding Work Group Summary

Beginning in 2012, a work group convened to review and revise the implementation of Job Banding. Outcomes of the Work Group included modifying the enrollment process, the review and revision of completion requirements, and the alignment of job banding areas of focus to priority work in Montgomery County Public Schools. The Work Group included members from the Office of the Chief Technology Officer (OCTO), MCPS Service Employees International Union Local 500 (SEIU), Association Relations, and members from the Office of Human Resources and Development (OHRD).

The Work Group revised the Job Banding process and related components. Specifically, job descriptions for the different levels of IT System Specialist (ITSS) were updated. Also, the process to initiate job banding was modified to include meeting with the supervisor of school technology support and seeking approval on job banding activities before beginning them. Included in this booklet are details related to enrollment, core requirements including coursework, PDP, portfolio, and project completion. As a result of this work group, there is an ITSS self-promotion process aligned with the needs of the organization that will be implemented starting December, 2016.

ITSS Job Descriptions

SUMMARY DESCRIPTION OF CLASSIFICATION:

Staff in this job family provides all levels of user support and technology administration. Based on the assigned level, this work may include analyzing and resolving problems related to workstations, networks, servers, and printers; performing systems analysis; designing and implementing configuration changes; and performing related duties as required or assigned. Receives general supervision from a team leader, supervisor, and/or school based administrator. May assist with the training of lower-graded employees, as assigned. May provide guidance and assistance to full, part-time and/or hourly employees, as required.

MINIMUM QUALIFICATION STANDARDS:

KNOWLEDGE, SKILLS, AND ABILITIES: Can demonstrate knowledge of principles, concepts, and methods of applicable computer technology and its most effective and efficient utilization; good knowledge of, or ability to quickly learn, instructional technology requirements; knowledge of standard microcomputer operating systems and the software used in a network environment; knowledge of multiple microcomputer and network operating systems, and proficiency at standard desktop and communications applications and protocols; and ability to communicate effectively both orally and in writing. Possession of an appropriate, valid vehicle operator's license and employee-provided transportation is required. Knowledge of and the ability to meet the seven core competencies of the Supporting Services Professional Growth System (SSPGS).

EDUCATION, TRAINING, AND EXPERIENCE: Bachelor's degree preferred. Experience in supporting users and technology administration required. Combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: A valid vehicle operator's license is required. Use of a personal vehicle is required due to the need to support multiple locations.

PHYSICAL DEMANDS: Special physical tasks such as moving computer equipment, wire management, equipment maintenance, and computer and peripheral connection/installation require the ability to bend, lift, climb, carry, and crawl; often under tables or in small spaces. Summer work is often performed in un-air-conditioned spaces. Ability to lift up to 50lbs.

SPECIAL REQUIREMENTS: Ability to work overtime as required and to respond to emergency work needs on evenings and weekends. Overtime requires prior approval for grades 18 - 20. ITSS may be required to transport MCPS equipment; practice reasonable precautions and provide secure overnight storage.

OVERTIME ELIGIBLE: Intern & ITSS I (grade 18 – 20) are eligible for overtime pay with prior approval. ITSS II and III (grade 23 – 25) are not eligible for overtime pay. Note: overtime eligibility is under review pending acceptance of new regulations.

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

(The duties listed are typical examples of the work performed by this job classification. This is not an exhaustive statement of duties, responsibilities or requirements and does not limit the assignment of additional related duties for the position. Not all duties assigned are included, nor are all duties listed performed in every office or every day.)

ITSS Intern - Grade 18

Under close supervision the ITSS Intern assists in general maintenance and performing first level support; such as: routine maintenance, performing triage, preparing for assessments, and resolving issues as able for technology hardware and software in schools and office.

Reporting locations may vary. Can be assigned to a single or multiple locations in any area of the county. Assignments and location may change as needed.

ITSS I - Grade 20

Under general supervision and guidance the ITSS I performs first level technology support for users, software, and hardware in schools and offices. Such as:

- Provides customer support and user assistance for MCPS applications, network infrastructure, WAN/LAN technologies, approved software, and hardware.
- Responsible for initial troubleshooting of technical issues, problem/resolution summaries, and resolution or escalation of issues. Serves as the technical liaison between the assigned location(s) and the Office of the Chief Technology Officer.
- Coordinates and arranges for hardware, telecommunications, and maintenance repairs with in-house staff and designated contractors.
- Serves as a liaison to secure other technology services such as training or second level support.
- Supports network connectivity for staff and student provided devices within OCTO guidelines.
- Schedules and performs routine maintenance and cleaning of desktops, mobile devices, servers, networks and peripheral technologies as directed by OCTO.
- Responsible for small scale hardware integration, computer peripheral integration, and hardware inventory management.
- Responsible for software installation, image management, and version control as directed by the individual school or the Office of the Chief Technology Officer in accordance with the software installation and approval guidelines.

- Responsible for scheduling and executing regular, on-site, physical inspections of server hardware and routine tests of backup systems.
- Ensures readiness and prepares hardware and software in support of online testing and school opening.
- Proactively participates in projects including the contribution to knowledge tools and planning of professional development.
- Provides regular, routine, on-site support to assigned locations. May also provide backup support as needed.
- Supports technology policies, regulations, network, and responsible use practices, and escalates issues as necessary.
- Supports user accounts, including profile issues, local provisioning, group permissions, server space quotas, trouble-shooting, and escalating as appropriate to second level support
- Provides just in time training and aids users in self-support.

Reporting locations may vary. Can be assigned to single or multiple locations in any area of the county and may change as needed.

ITSS II - Grade 23

Able to perform the duties of the IT Systems Specialist I. The level II duties may also consist of the following tasks which require consistent exercise of independent judgment and discretion:

- Performs escalated second level support for technology hardware, software, and networks in assigned locations; including hardware health, data restoration, automation of work through scripting and batch files, analyzing network traffic, performance, and login/response times.
- Supports system-wide applications, initiatives, and programs; including email applications, security, infrastructure upgrades, identity management/user account creation tools, parts ordering, or inventory management.
- Serve as an escalation point for account issues - including password changes, syncing issues, location assignment issues, roaming accounts, persistent profile issues or special needs situations.
- Actively participates on project teams overseeing implementation and process improvement of technology solutions including the technology modernization project, security initiatives, telecommunications, and instructional software support. May serve as a project manager.
- Assists in system wide research and development initiatives; including gathering system design and user specifications, image development, database management and design, creation of software install packages, extensive testing of updates, auditing of peer updates, documentation, analysis, and testing of prototypes.
- Participates in the professional development of peers by collaborating, documenting, and sharing knowledge. Uses system resources to maintain and utilize a knowledge base.
- Assists with the orientation and training of new ITSS I staff. May serve as mentors for the newly hired or referred employee.
- Provides direct or indirect support to schools or offices as needed.

Reporting locations may vary. May be assigned to a project, initiative, school(s) or office(s) or combination of responsibilities in any area of the county. Assignments and location may change as needed. May be reassigned to OCTO on a temporary or full-time basis.

ITSS III - Grade 25

Able to perform the duties of the IT Systems Specialist I and II. The level III duties may also consist of the following tasks which require a significantly higher level of independent skill, judgment, and discretion:

- Enterprise-wide network architecture design, process improvement, and documentation; including processes, project management, problem mapping/resolution documentation, post-implementation review, and non-technical descriptions appropriate for all stakeholders.
- Research and development: Including requirements gathering, systems integration, supporting multiple systems (past and future). Image development, updates and patching. Developing procedures, solutions, and documentation. System-wide collaboration in support of new technologies, initiatives, and online testing.
- Central administration and support of enterprise systems: examples include centralized backups, network management tools, user identity management, office productivity tools, databases, and portals - including upgrades, patches, escalation support, and training.
- Serves as a lead project manager for key technology initiatives; including development of project plans, reports to management, vendor relations, managing resources including people and funding.
- High level network support: including serving as escalation point; troubleshooting extraordinary, high impact, persistent problems. Monitoring hardware, software and network performance for capacity and potential problems. Performing preventive maintenance and monitoring change control/impact. Implementing emergency response such as Lifeboat.
- Aid in the professional development of ITSS I & II: Including collaboration, documentation, knowledge sharing, training development and presentation in group sessions as well as one-on-one. Serving as a mentor and/or coach to other ITSS.

Reporting locations may vary. May be assigned to a project, initiative, school(s) or office(s) or combination of responsibilities in any area of the county. Assignments and location may change as needed. May be reassigned to OCTO on a temporary or full-time basis.

ITSS job Banding Career Advancement

ADVANCEMENT CRITERIA

To advance from Intern (18) to ITSS I (20), incumbent must:

- demonstrate competency in performing work and supporting users at the ITSS I level;
- have demonstrated knowledge of MCPS rules and regulations related to the position; and
- have satisfactorily completed all training required for movement to the ITSS I level.

To advance from ITSS I (20) to ITSS II (23), incumbent must:

- have shown the ability to meet customer needs by demonstrating competency in his/her current position;
- have demonstrated knowledge of department and division procedures;
- have satisfactorily completed all training required for movement to the ITSS II level; and
- have attained a specific, pre-defined, and consistently applied level of proficiency in supporting users and administering technology services.

To advance from ITSS II (grade 23) to ITSS III (grade 25), incumbent must:

- have shown the ability to meet customer needs by demonstrating competency in his /her current position;
- have satisfactorily completed all training required for movement to the ITSS III level;
- have attained full mastery of user support and technology administration;
- have been able to assist with project planning and reporting; and
- have been able to review work for accuracy.

All must:

- have successfully completed a minimum of 18 months at the current ITSS level;
- have a meets competency evaluation;
- select an area of work;
- submit a statement of interest;
- complete a Professional Development Plan (PDP);
- complete a portfolio for all seven core competencies, aligned with job banding goals specific to the employees interest or motivation for job banding;
- complete the requirements for either coursework or certification; and
- successfully complete a supervised project – practical demonstration of knowledge and skills.

GUIDELINES & CONSIDERATIONS

Employees interested in career advancement should be aware of the following considerations and impacts of initiating and achieving career advancement under the career advancement model. Job banding does not alter the established MCPS process for filling positions for a new hire or competitive promotion.

The School Technology Support (STS) supervisor will track progress, maintain records, make official communications, and facilitate the job banding process for each enrollment regardless of reporting location.

COURSEWORK

- Incumbent identifies coursework based on professional development goals and personal needs and submits proposal to the OCTO STS supervisor for approval.
- The approval review process will involve OCTO leadership to ensure alignment with current enterprise needs.
- OCTO STS supervisor will maintain a library of previously approved coursework for suggestion, reference, and equity. The library will be updated annually.
- Coursework must be completed on the employee's own time, outside of regular work hours.
- Courses are to be paid for by employees. Employees may be eligible for tuition reimbursement per MCPS policies and procedures.
- Courses must improve skills and prepare the employee for career advancement as an ITSS at a higher level; they are not exclusively needed for the employee's current position.
- Courses must be from an accredited institution (e.g., college, university, or trade school) or an approved MCPS provider.
- Courses must provide a minimum of 40 hours of training. Courses of a shorter duration may be combined to achieve the minimum number of hours of training.
- In instances where a course provided is identified by the employee but is not on the MCPS provided list, such provider must be approved in advance through the OCTO STS supervisor.
- Participants must receive at least a "C" as an undergraduate course or a "B" in a graduate course.
- Participants must receive a "pass" for courses taken on a "pass/fail" basis.
- For non-graded courses, participants must take and report the results of a skills test, if offered by the provider.
- Course work completed prior to enrollment for career advancement may be used if it meets the above criteria and was completed within the last two years.

CERTIFICATION

- Incumbent identifies certification based on professional development goals and personal needs and submits proposal to the OCTO STS supervisor for approval.

- The approval review process will involve OCTO leadership to ensure alignment with current enterprise needs.
- OCTO STS supervisor will maintain a library of previously approved certifications for suggestion, reference, and equity. The library will be updated annually.
- When applicable, employees must meet the required certification measure for their current job level, in addition to passing the test needed for career advancement.
- Training and tests used to qualify for career advancement must occur outside of work hours, and costs are to be borne by the employee.
- Personal or annual leave may be used to address the requirement that training and testing must occur outside of work hours.
- Certifications completed prior to enrollment for career advancement may be used if it meets the above criteria and was completed within the last two years.

SUPERVISED PROJECT – DEMONSTRATION OF KNOWLEDGE AND SKILLS

- The required test of knowledge and skills will be modeled on industry best practices, and will include the use of a panel of evaluators to ensure objectivity.
- Supervised projects may include:
 - validated assessments for written skills,
 - planning, documenting, designing and/or building deliverables for use by MCPS,
 - observations of work,
 - observations of presentations,
 - “break/fix” situations for practical demonstrations.
- Supervised projects can be completed during normal or modified work hours.
- Projects may be real or simulated work.

CHANGE IN PAY

- Employees approved for advancement will receive a grade change with one-step increase in pay.
- As a comparison, a reclassification would place an employee at the new grade level with no increase or a minimal increase if the same hourly pay is not included at that level; and for jobs that are advertised competitively and that result in a promotion, employees would receive a two-step increase in pay.
- For the career advancement grade change and one-step pay increase, the effective date will be the pay period following the date of the OCTO STS supervisor’s signature.

CHANGE IN OVERTIME ELIGIBILITY

- Employees approved for advancement from an IT Systems Specialist I (grade 20) to an IT Systems Specialist II (grade 23) are no longer eligible for overtime pay.

CHANGE IN JOB ASSIGNMENT

- Employees approved for advancement are subject to reassignment to a position where these skills can be fully utilized. Reporting locations may vary.
- Employees may be assigned to a project, initiative, school(s) or office(s) or combination of responsibilities in any area of the county.
- Assignments and location may change as needed.
- Employees may be reassigned to OCTO on a temporary or full-time basis.

CHANGE IN DUTIES AND RESPONSIBILITIES

- Employees approved for advancement are expected to perform the duties and responsibilities related to the grade level to which they have advanced. For example:
 - Employees advancing from an IT Systems Specialist I (grade 20) to a IT Systems Specialist II (grade 23) may be expected to resolve complex technology problems involving multiple software problems and may be expected to integrate multiple types of innovative technology equipment.
 - Employees advancing to an IT Systems Specialist III (grade 25) may be expected to take lead responsibilities for school/office support related to the roll-out of a major project.

GENERAL GUIDELINES AND SELF-ASSESSMENT

- The Supporting Service Professional Growth System will set the performance standard for nontechnical skills.
- An ITSS cannot enroll for career advancement while involved in the SSPGS Peer Assistance and Review (PAR) process or a special evaluation.
- Job knowledge standards for the ITSSs being evaluated under the SSPGS should be consistent with the job knowledge measures for job-banding career advancement.
- Specific knowledge, skills, abilities and experience are required for advancement within the ITSS job band – see specific job descriptions for examples.
- Enrollment becomes inactive after two years of inactivity based on the date of the last recorded entry. The OCTO STS supervisor will make reasonable attempts to obtain status updates.

JOB BANDING PROCESS

INITIATING THE PROCESS FOR ADVANCEMENT

Employees in the IT Systems Specialist job family notify the OCTO School Technology Support supervisor of their intent to initiate the career advancement process by scheduling an enrollment meeting.

Prior to the enrollment meeting the incumbent must:

- review and understand the criteria and process;
- select work area of interest; and
- prepare a statement of interest.

Incumbent must come to the enrollment meeting with:

- enrollment form;
- statement of interest – aligned with selected area of work; and
- documented pre-requisites: 18 months at current job and last meets competency evaluation.

Incumbent and OCTO STS supervisor will:

- review the overall process and form;
- review required and optional measures; and
- complete the enrollment process form. Each party will maintain a copy.

Post meeting the OCTO STS supervisor will:

- notify OCTO team of enrollment (specific to selected work area);
- notify appropriate school/office administration; and
- notify HR of enrollment.

COMPLETING REQUIREMENTS

As requirements are fulfilled the incumbent will schedule status update meetings with the OCTO STS supervisor.

Prior to the status update meetings the incumbent must:

- review and understand the criteria and process;
- come prepared with the required documentation/evidence:
 - Professional Development Plan – aligned with next level of work.
 - Professional Development Portfolio – aligned with next level of work.
 - Coursework or Certification election – aligned with next level of work and meeting all outlined requirements.

Incumbent and OCTO STS supervisor will:

- review the overall process and form;
- review the incumbents overall status and timeline;
- review remaining required and optional measures; and
- update the process form. Each party will maintain a copy. Multiple meetings may occur to update status.

SUPERVISED PROJECT - ASSIGNMENT

When ready the incumbent will initiate a meeting with the OCTO STS supervisor and work area supervisor/sponsor of a relevant project he/she would like to participate and complete. Together they will identify, scope and agree upon a project.

- A supervised project may be real or simulated work.
- Projects are reviewed and updated annually.
- Projects may be completed during work hours.
- Projects may be supervised internally or externally by a vendor or partner.

Incumbent, OCTO STS supervisor, and project supervisor will:

- identify project scope of work;
- identify measures of success;
- identify deliverable(s);
- identify project timeline;
- update the progress form documenting expectations. Each party will maintain a copy.

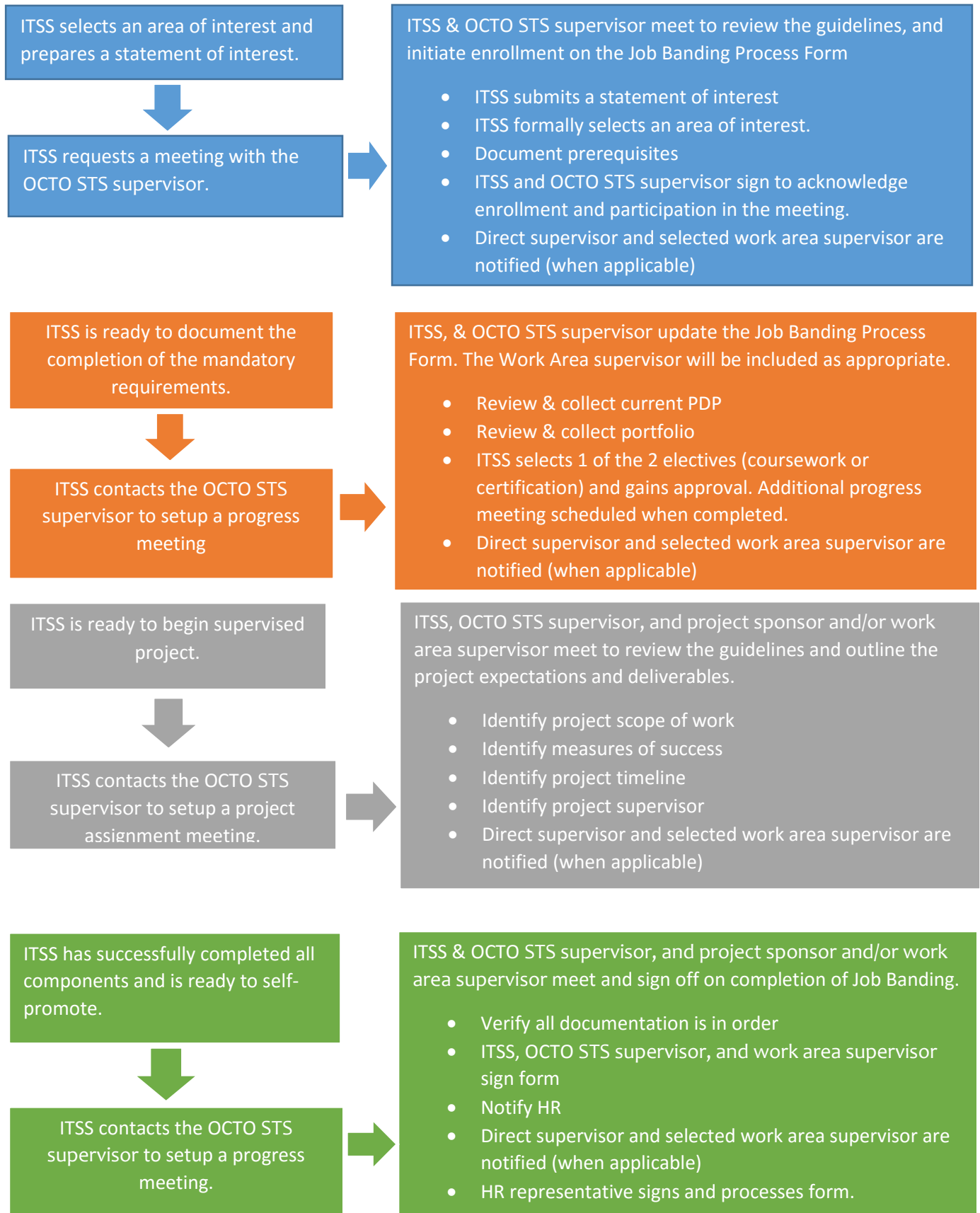
SUPERVISED PROJECT – COMPLETION

After successful completion of a supervised project the incumbent, OCTO STS supervisor, and project supervisor will update the progress form documenting the outcome of the supervised project. Each party will maintain a copy.

The ITSS will not be assigned to the higher level of work until all of the Job Banding requirements are completed.

If unsuccessful, the incumbent will be given feedback and must wait three months before requesting another project. After two failed attempts the incumbent is unenrolled and must wait one year before re-enrolling. Previously documents or requirements may be submitted as long as they are still valid and are within specified age limits.

Job Banding Process



ITSS Job Banding Career Advancement – Progress Form

Employee Name: _____

Current Grade: _____

	Document/Data Provided	Initials and Dates		Communication to:	
		ITSS	OCTO STS Supervisor	Work Area Supervisor	Direct Supervisor
Enrollment meeting					
Pre-Requisites					
18 months at current level					
Meets Competency Evaluation					
Statement of Interest					
Selected Area of Interest					
Mandatory Requirements					
Current PDP					
Current Portfolio					
Elective Selection/Approval					
Elective Completion					
Project Assignment/Expectations					
Project Completion/Feedback					

Overtime Status: Eligible or Exempt

New Pay Grade: _____

	Signatures verify all criteria for career advancement have been met	Date
Employee		
OCTO STS Supervisor		
Work Area Supervisor		
Direct Supervisor		
Staffing Coordinator		

An ITSS cannot enroll in career advancement while involved in the Supporting Services Professional Growth System Peer Assistance and Review process or a special evaluation. Throughout the time the criteria for advancement is completed, this form is to be kept by the supervisor in the employee's file, along with all copies of the required documentation. Each time the form is updated, a photocopy shall be provided to the employee.

Summary of Criteria:

- Required (all):
 - Employees must have 18 months of job experience in their current job to be eligible for career advancement
 - Current meets competency evaluation
 - Complete portfolio - all core competencies, 3-5 artifacts and reflections each, less than 3 years old, aligned with job banding goals specific to the employees interest or motivation for job banding
 - Current Professional Development Plan
 - Supervised Project/Practical Demonstration of knowledge and skills.
 - Elective (pick 1): Coursework or certification – see Guide to Job Banding Career Advancement for specific guidelines.

Completion:

- ITSS not promoted until all pieces are completed; including assigned to a higher level of work.
- ITSS in pay grades 18 and 20 are overtime eligible and ITSS in pay grades 23 and above are not eligible to receive overtime pay.
- Once the form is completed and signed by all required parties the original form is to be submitted to the support services coordinator, Department of Recruitment and Staffing. A copy of the form and all documentation are to be retained in the employee's file by the OCTO designee.
- For the career advancement grade change and one-step pay increase, the effective date will be the pay period following the date of the OCTO designee's signature.

Job Banding – Professional Development Plan - Guidelines

- MCPS Professional Growth System Process
- MCPS form 425-53
- Identification of Professional Development Goals
- Focus Core Competency (can be more than one)
- PDP Activities (one or more)
- PDP Goal



Supporting Services Professional Development Plan (PDP)

Professional Growth System
Office of Human Resources and Development
Rockville, Maryland 20855
MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-53
November 2012
Page 1 of 2

Name _____ Employee Identification Number: _____

Position _____ Work Location _____

Timeframe for PDP: From _____ to _____

Professional Development Goal(s)

My professional development goal is to

- Maintain and/or enhance competency
 - Explore other career opportunities in MCPS
- (See www.montgomeryschoolsmd.org/departments/personnel/classification/ for job descriptions and required skills.)*

Core Competencies

Check at least one core competency for your PDP focus. Your choice(s) will guide your PDP activities.

- 1. Commitment to Students
- 2. Knowledge of Job
- 3. Professionalism
- 4. Interpersonal
- 5. Communication
- 6. Organization
- 7. Problem Solving

PDP Activities

Discuss with your supervisor from the following list one or more ways that your plan to continue your professional growth.

Options may include, but are not limited to, participation in the following:

- Annual review of current job policies, practices, and/or updates
- Advisor, peer coach, or shadowing
- Apprenticeships or internships
- Certificate/Degree program
- Committee or task force
- Extracurricular activities sponsor
- Job-related book/article reading
- Language skills improvement
- License requirements
- Meetings with supervisor
- Meeting/trainer presenter
- Networking group
- Portfolio development
- Reflection log
- Staff development opportunities
- Staff meeting attendance
- Training development

Please note: Some activities have minimum requirements and/or may only be available to certain positions or work sites. In addition, some choices may require supervisor approval.

My goal for this PDP is

SIGNATURES: These signatures reflect shared understanding of the plan.

Employee Name (Print) _____ Signature, Employee _____ Date ____/____/____

Supervisor/Administrator Name (Print) _____ Signature, Supervisor/Administrator _____ Date ____/____/____

Job Banding Portfolio Guidelines

- The portfolio must cover all seven core competencies:
 1. Commitment to Students
 2. Knowledge of Job
 3. Professionalism
 4. Interpersonal
 5. Communication
 6. Organization
 7. Problem Solving
- For each competency, the employee must include:
 - 3-5 artifacts; each with a reflection
 - Artifacts must be current – within the last three school years.
 - Criteria for each core competency can be found in the SSPGS Handbook
 - Artifacts, and reflections should demonstrate the behaviors, knowledge, skills and abilities needed for career advancement as an ITSS at the next level.

Artifact examples:

- Help Desk ticket that documents the timing of a request as well as the timeliness of the response and appropriate resolution.
- Thank you note, email, or card from a customer, supervisor, or co-worker.
- Copy of documentation – media cover, email to customer, photo, or screen shot that captures the essence of/relationship to a core competency.

Reflection examples:

- paragraph on why the selected artifact is important;
- what you learned; or
- how teachers/staff/students benefited.
- Can be handwritten or typed.

- The portfolio must be neat and organized.
- The portfolio must be designed in such a way that it can be submitted to, and retained by, the OCTO STS supervisor.
- Training on how to create a portfolio is available on PDO - Supporting Services: Developing a Professional Portfolio

Job Banding Electives Coursework or Certification

- Incumbent selects either coursework or certification; only one is required for advancement.
- Incumbent identifies coursework or certification based on professional development goals and personal needs and submits proposal to the OCTO STS supervisor for approval.
 - Proposals must include:
 - Course or certification title
 - Objectives or syllabus
 - Credit hours (as appropriate)
- The approval review process will involve OCTO leadership to ensure alignment with current enterprise needs.
- OCTO STS supervisor will maintain a library of previously approved coursework and certifications for suggestion, reference, and equity. The library will be updated annually.
- The elective must be completed on the employee's own time, outside of regular work hours. Annual or personal leave may be taken as appropriate.
- The elective must be financed by the employee but may qualify for general MCPS tuition reimbursement.
- Official, institution issued, proof of grades, transcripts, certification, or other evidence of passing completion are required.

Job Banding Supervised Project Overview

The supervised project replaces the test requirement in the 2007 implementation of Job Banding. The supervised project is a more rigorous demonstration of knowledge and skills and is directly aligned to the core work in MCPS. The selection of the project will be based on the available, expected, work at the higher level of assignment, will reflect the needs of the enterprise, and will be aligned with the selected area of work. Each project will have a timeline, project supervisor, deliverable and identified measures of success. The project may be supervised by a partner or a vendor. The project may be real or simulated work, is available at any time, and is the final step in the job banding process. The project can be completed during work hours for both the ITSS and the project supervisor.

The projects will be reviewed annually by work area supervisors and the OCTO STS supervisor. If unsuccessful, the incumbent will be given feedback and must wait three months before requesting another project. After two failed attempts the incumbent will be unenrolled and must wait one year before re-enrolling. Previously submitted documents or requirements may be resubmitted as long as they are still valid and within specified time limits.

Supervised Project Example

Category: Other – Co-negotiated

Level of work: ITSS II

Sponsor: Pete Dejtisakdi

Description of project: Design of Chromebook hot swap/hardware repair process. To include: ITSS documentation on how to trouble-shoot common problems, how to get support, identify tools needed for support, documented process for trade/hot swap process, design and implementation of hot swap inventory management system.

Description of ongoing work responsibilities: Chromebook support and inventory management. Tracking inventory, providing reports as needed for performance measures, parts ordering, cost analysis. Coordinating hot swaps, reporting warranty work, and coordinating non-warranty in-house repair.

Expectation and deliverables: Documented support plan (appropriate to be shared with ITSS, media staff, hardware support staff, and Help Desk), ongoing professional development plan, functional Unicenter process, and creation and implementation of hot-swap inventory management tool.

Project supervisor: Pete Dejtisakdi

Matrix of scoring/assessment:

Deliverables	Measured by	Score
Document – support plan. Appropriate for: ITSS, Media Staff, Hardware support staff, and Help Desk	10 Point Scale	___/10
Document - Professional development plan. To include: how and when to introduce to ITSS, Media Staff, Hardware support staff, and Help Desk. How to provide ongoing communication and support to ITSSs. How to inform and train new ITSSs.	15 Point Scale	___/15
Document – Proposed outline of functional Unicenter process	10 Point Scale	___/10
Proposed hot swap inventory management tool	5 Point Scale	___/5
Presentation - preview of presentation to ITSS and/or other stakeholders.	Presentation Scoring Rubric	

Supervised Project Sample Point Scale

Criteria	Excellent	Very Good	Good	Poor
Preparation	Exceptional effort of preparation and design.	Demonstrated very good preparation and design.	Work showed some evidence of preparation.	Work appeared to have been done at the last minute.
Visual aids	Visual aids added greatly to the presentation.	Visual aids were clear and helpful.	Visual aids were used but were wordy, misplaced, or could have been more helpful.	Visual aids were not particularly helpful or were not used.
Organization	Presentation was exceptionally logical and well organized.	Presentation was clear and well laid out.	Presentation was generally organized but lacked some clarity.	Presentation was poorly organized or ideas were presented randomly.
Articulation	Excellent and clear verbal articulation of major and minor point.	Explained ideas well.	Ideas were stated but lacked clarity or detail.	Ideas were difficult to understand.
Use of examples	Abstract ideas were fully supported with clear examples that others understood.	Most ideas were supported with examples.	Some examples were used.	Examples either not used or were not helpful.
Precision	Presentation was focused on the assigned topics.	Presentation covered all of the main points of the topic.	Presentation covered the topic but occasionally lacked details.	Presentation strayed from topic.
Time Management	Demonstrated exceptional time management skills.	Finished within the allotted time.	Went over the allotted time.	Seemed unaware of the time or how to manage it.
Overall quality	Outstanding overall quality.	Covered all of the main points and was well delivered.	Could have put in more effort during the preparation and design states to increase overall quality.	Generally sloppy. Weak presentation skills. You have the ability to do much better.

Key

5pt scale	5	4 - 3	2	1 - 0
10pt scale	10 - 9	8 - 6	5 - 3	2 - 0
15pt scale	15 - 13	12 - 8	7 - 5	4 - 0

Supervised Project Sample Presentation Scoring Rubric

Presenter:

Observer:

Presentation title and date:

Criteria	Notes	Points	
Preparation - evidence of preparation for the presentation (e.g. a handout, .ppt, notes)			/10
Impact of visual aids - Visual aids (e.g. slides, handouts) were effective, organized and helpful			/10
Organization - The presentation had a clear introduction, body, and closure			/15
Expertise - Demonstrated an understanding of the material			/15
Vibrancy - Engaged the audience, kept others interested			/10
Verbal articulation - ideas were clearly expressed			/10
Proper grammar and language use - Full sentences, slang-free, flow (no ums, long pauses...)			/5
Attire - Presenters were appropriately dressed			/5
Creativity/Critical Thinking - ideas were expressed in an innovative way, demonstrated ability to take information from different sources and create something new			/10
Demonstrated time management skills by delivering a clear, concise presentation in ____ min or less.			/10
General comments:			/100

Job Banding Transition plan

All who have completed Job Banding are grandfathered into the process. Opportunities to balance and re-assign work based on interest will be identified through the professional development process.

All who have enrolled, but have not completed all of the steps, will meet with the OCTO STS supervisor to transfer enrollment, select a work area, and transfer credit for completed requirements. They will not be required to submit a statement of interest.

Examples:

- If the past portfolio requirement has been met, it will fulfill the proposed portfolio requirement. If the past portfolio requirement has not been met, the ITSS must fulfill the proposed portfolio requirement.
- All new and transferred enrollments must fulfill the PDP requirement.
- All approved and completed coursework/certifications requirements will be honored.
- If the past test requirement has been met, it will fulfill the proposed supervised project requirement. If the past test requirement has not been met, the ITSS must fulfill the proposed supervised project requirement.

All new enrollments will follow the new process.

Job Banding Work Group Members

Stan Damas, Association Relations, Director

David Rodich, SEIU, Executive Director

Sherwin Collette, OCTO, Associate Superintendent

Kara Trenkamp, OCTO, Director

Chuck McGee, OCTO, Director

Melissa Morrow, OCTO, Supervisor

Pia Morrison, OCTO ITSS & SEIU member

Leslie Guerra, Lakelands Park MS ITSS & SEIU member (retired)

John Garrett, Springbrook HS ITSS & SEIU member

Oriole Saah, Walt Whitman HS ITSS & SEIU Media and Technology Chapter

Dale Horos, ERSC, Coordinator

Steve Schwartz, SEIU, Counsel

Steve Dolney, OCTO, Assistant to Associate Superintendent

Dorrie Mangan, ERSC, Classification Coordinator