

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

TIF General Competition

CFDA # 84.374A

PR/Award # S374A120089

Grants.gov Tracking#: GRANT11189197

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1237-GEPA427Statement.pdf, 1239-FinalOtherAttachments.pdf, 1234-FedBudgetNarrative.pdf, 1242-ProjectCongressionalDistricts.pdf, 1241-AreasAffectedByProject.pdf, 1238-RequiredAttachments.pdf, 1236-Abstract.pdf, 1235-NonFedBudgetNarrative.pdf

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/27/2012

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Maricopa County Education Service Agency

* b. Employer/Taxpayer Identification Number (EIN/TIN):

866000472

* c. Organizational DUNS:

1838666800000

d. Address:

* Street1:

4041 N. Central Ave. Suite 1200

Street2:

* City:

Phoenix

County/Parish:

* State:

AZ: Arizona

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

85012-3311

e. Organizational Unit:

Department Name:

Maricopa County Ed Svc Agency

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr.

* First Name:

Mark

Middle Name:

J.

* Last Name:

Mason

Suffix:

Title:

Administrator

Organizational Affiliation:

* Telephone Number:

602-506-2900

Fax Number:

602-506-2398

* Email:

mark.mason@mcesa.maricopa.gov

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

B: County Government

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Local Education Agency (LEA)

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.374

CFDA Title:

Teacher Incentive Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-061412-001

* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF General Competition CFDA Number 84.374A

13. Competition Identification Number:

84-374A2012-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

AreasAffectedByProject.pdf

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Rewarding Excellence in Instruction and Leadership - The Next Generation

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	59,398,345.00
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

There was a problem attaching a file(s).

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The attached file can be viewed as an individual component using Application Log menu option.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Susan Haag</p>	<p>* TITLE</p> <p>Administrator</p>
<p>* APPLICANT ORGANIZATION</p> <p>Maricopa County Education Service Agency</p>	<p>* DATE SUBMITTED</p> <p>07/27/2012</p>

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Maricopa County Education Service Agency

* Street 1: 4041 N. Central Ave Suite 1200 * Street 2: _____

* City: Phoenix * State: AZ: Arizona * Zip: 85012

Congressional District, if known: AZ-004

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Teacher Incentive Fund
	CFDA Number, if applicable: 84.374

8. Federal Action Number, if known: NA	9. Award Amount, if known: \$ _____
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Susan Haag

* Name: Prefix Mr. * First Name Mark Middle Name J. * Last Name Mason Suffix _____

Title: Administrator Telephone No.: 602-506-2900 Date: 07/27/2012

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

GEPA427Statement.pdf

Delete Attachment

View Attachment

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The attached file can be viewed as an individual component using Application Log menu option.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

*** APPLICANT'S ORGANIZATION**

Maricopa County Education Service Agency

*** PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Mr. * First Name: Mark Middle Name: J.

* Last Name: Mason Suffix:

* Title: Administrator

*** SIGNATURE:** Susan Haag

*** DATE:** 07/27/2012

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Lori		Renfro	

Address:

* Street1:	4041 N. Central Ave
Street2:	Suite 1200
* City:	Phoenix
County:	Maricopa
* State:	AZ: Arizona
* Zip Code:	85012
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

602-372-3705	602-506-2398
--------------	--------------

Email Address:

lori.renfro@mcesa.maricopa.gov

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

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Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

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INTRODUCTION

In October 2010, the Maricopa County Education Service Agency (MCESA) was awarded a Teacher Incentive Fund Grant to implement Rewarding Excellence in Instruction and Leadership (REIL) in six Maricopa County school districts in Phoenix, Arizona. With TIF4, MCESA proposes to leverage the experience gained from the REIL program to move forward with REIL- The Next Generation (REIL-TNG). The state of Arizona has made a commitment to ensuring that all students benefit from **effective instruction, year after year, in every grade, in every course, in every school, and in every area across the state.** Trailblazing legislation has set the stage for advancing compensation as a tool for influencing the quality of the educator workforce. The TIF4 partner LEAs represent a diverse group of rural, urban, and special population LEAs that range in size from Mobile Elementary School District with 27 students to Roosevelt Elementary School District with 9,632 students (see Table 1). This group also includes two special population LEAs that serve youth at-risk. Maricopa County Regional School District is an accommodation school district for students in transition throughout the year. The Arizona Department of Juvenile Corrections is responsible for provision of educational services for juveniles adjudicated delinquent and committed by the juvenile courts.

Table 1: TIF4 LEAs

REIL-The Next Generation LEAs				
District Name	# of School Leaders	District Enrollment	# of Teachers	# of Schools
Arizona Department of Juvenile Corrections	2	1,200	36	2
Balsz Elementary School District	5	2,532	167	5
Maricopa County Regional School District	8	3,511	33	4
Mobile Elementary School District	1	27	5	1
Phoenix Elementary School District	14	6,838	450	14
Roosevelt Elementary School District	30	9,632	530	19
Wilson Elementary School District	4	1,138	76	2
Total	64	24,878	1,296	47

Supporting the implementation of REIL-TNG is an alliance of professional practitioners, public policy makers, and professional associations whose involvement will contribute to the successful implementation of the program. Professional practitioners include LEA Superintendents, Administrators, Teachers, Maricopa County Education Service Agency (MCESA), and the Arizona Department of Education (ADE). Public Policy Makers include Arizona's Governor; Superintendent of Public Instruction; Chairs of the Senate and House of Representatives Education Committees; and Alliance School Districts' Governing Board Presidents. Professional associations are represented through the Arizona School Boards Association (ASBA); Arizona School Administrators (ASA); Arizona Association of School Business Officials (AASBO); and the Arizona Business and Education Coalition (ABEC). Over the next 5 years, REIL-TNG will advance the vision of a Human Capital Management System (HCMS) with an educator evaluation system at the center that will impact 45 high-need schools in 7 LEAs. By rewarding excellence through a groundbreaking shift from a traditional salary schedule to one based on educator effectiveness, as well as addressing ineffective teaching and leading, REIL-TNG will institutionalize the conditions that ensure our neediest schools have effective educators.

**ABSOLUTE PRIORITY 1: AN LEA-WIDE HUMAN CAPITAL MANAGEMENT SYSTEM (HCMS) WITH EDUCATOR EVALUATION SYSTEMS AT THE CENTER
(A) A COHERENT AND COMPREHENSIVE HUMAN CAPITAL MANAGEMENT SYSTEM (HCMS)**

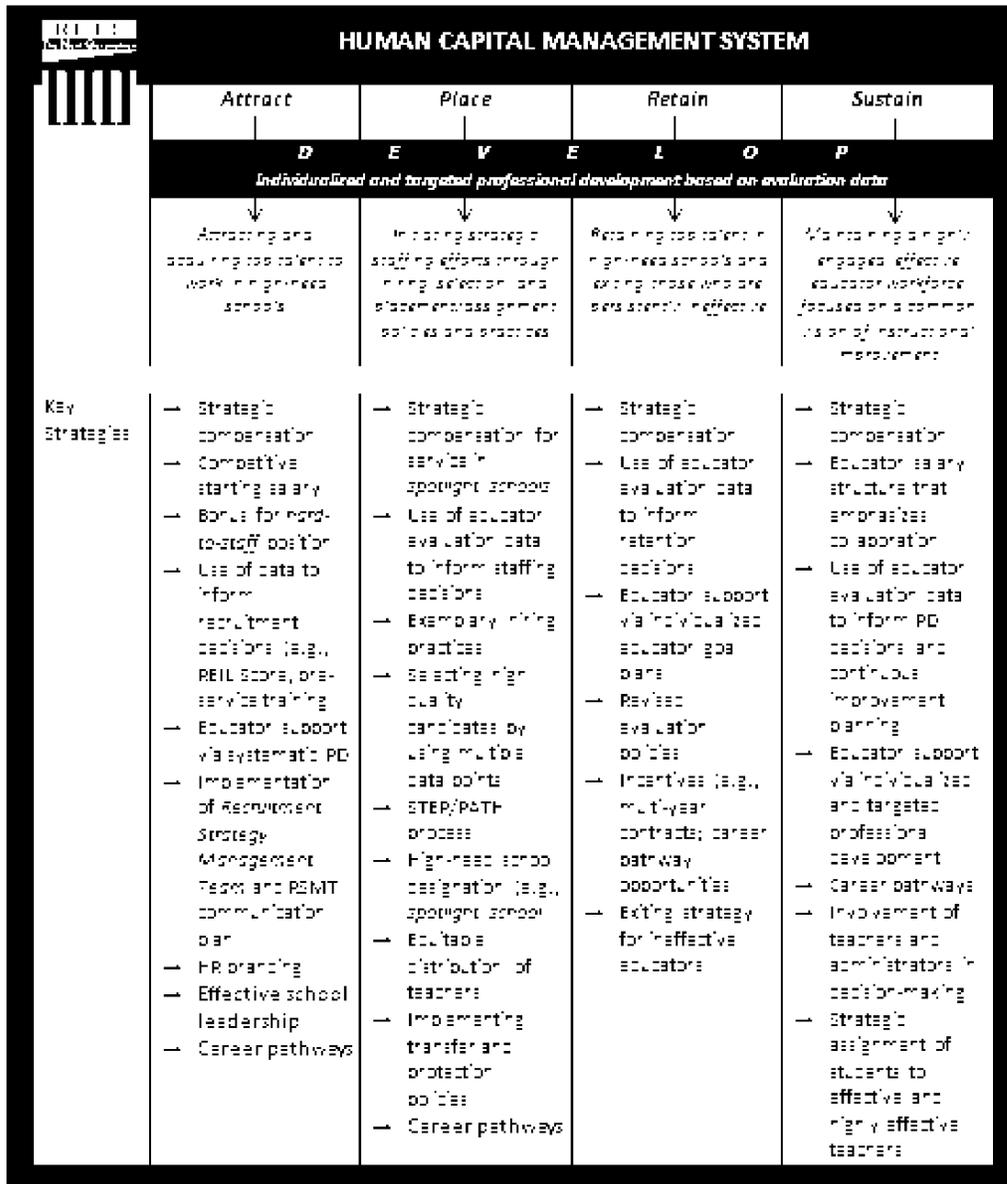
Absolute Priority 1.1: How the HCMS is or will be aligned with the LEA's vision of instructional improvement.

› **Selection Criteria A.1:** The extent to which the HCMS described in the application is aligned with each participating LEA's clearly described vision of instructional improvement.

Seven Maricopa County local education agencies (LEAs) have joined together to implement REIL-TNG, which forms the basis of a coherent, comprehensive cross-district HCMS with the

REIL performance-based evaluation system at the center. The HCMS for REIL-TNG is organized to attract, place, retain, and sustain effective educators with the use of educator evaluation data and provision of targeted professional development woven into these four key areas (see Figure 1).

Figure 1: REIL-TNG Human Capital Management System Strategies



The strategies that the REIL-TNG partner districts will work together to implement fall within these four areas. These strategies, many of which align with recent legislative changes in

the state of Arizona, will provide the foundation for ensuring that high-need schools are serviced by the most effective educators. The REIL-TNG LEA partnership has committed to a common vision of instructional improvement, which six of the seven partner LEAs embraced during the 2011-12 school year. The other partner (ADJC) has since committed to moving forward with this instructional vision. The vision of instructional improvement, informed by the InTASC Common Core Teaching Standards and the expectations for student learning articulated through the Common Core State Standards, holds educators to new higher levels of accountability for improved student outcomes.

Implementation of a Performance-Based Educator Evaluation System: The common vision of instructional improvement is articulated through a comprehensive and inter-connected set of cross-district teacher and leader observation tools (Learning Observation Instrument, Leading Observation Instrument, Coaching Observation Instrument, and Peer Evaluator Observation Instrument). The Learning Observation Instrument (LnOI) is comprised of six rubrics (Content, Formative Assessment, Instructional Strategies, Learner Engagement, Learning Community, Professional Responsibilities) that represent the key instructional competencies that serve as the focus for instructional improvement. For example, the Real-Time Assessment element in the Formative Assessment rubric establishes the expectation that teachers will plan for (and be scored during the pre-conference portion of the observation cycle) appropriate during- and end-of-lesson assessments that are designed to elicit the information necessary in order to adjust instruction. The Coaching Observation Instrument (COI) allows for the provision of feedback on Enhancing Culture, Designing Support, and Implementing Professional Learning. For example, the Relationships element in the Enhancing Culture rubric evaluates the ability of a master educator, during an instructional conference with a teacher, to engage in challenging

conversations that lead to honest or vulnerable reflection, risk taking, and changes in teaching and learning. The Leading Observation Instrument (LdOI) supports the common vision of instructional improvement by evaluating building-level administrators on their understanding and promotion of competencies emphasized in the LnOI and COI. For example, building-level administrators are evaluated on their ability to provide feedback to teachers during the post-conference via reinforcements and refinements aligned to LnOI elements. The conference forms and observation instruments are included in the other attachments, page 145. The common vision of instructional improvement is also articulated via expectations for student academic progress. The inclusion of individual-level value-added measures communicates the belief that educators significantly contribute to the academic progress of students, and that the contribution has a value that can be measured. Student growth measures are discussed in depth in Section B. The information derived through the performance-based evaluation (PBE) process will result in a REIL Score that will determine an educator's overall effectiveness rating and serve as the foundation for many decisions throughout the HCMS.

Aligned and Targeted Professional Development: The implementation of the educator goal plan is one of the most powerful means to communicate the instructional vision. All teachers and building-level administrators will receive individual educator goal plans based on the results of their REIL Scores. Section C.1 discusses the educator goal plan (EGP) in more detail. Educators will also be supported via the five-year professional development plan that includes the development and implementation of a series of role-based professional development strands called the learning, leading, coaching, and evaluating series, which will form the basis of job-embedded professional development in the field. These role-specific strands are aligned to the

specific elements from each of the observation rubrics. See section C.4 for additional information.

Core Competencies: The common vision of instructional improvement is also illustrated via the competencies used to develop the STEP and PATH process, which are described in Section 1.2. These competencies are included in the other attachments, page 122.

Alignment of Performance-Pay Plans to Educator Salary Structure: ARS § 15-977 sends a strong message regarding the common vision of instructional improvement. This statute will require that a portion of the funding administered through Arizona’s pay-for-performance initiative, Classroom Site Fund (CSF) will be aligned to the educator’s REIL Score.

Absolute Priority 1.2: How the LEA uses or will use the information generated by the evaluation systems to inform key human capital decisions.

- › **Selection Criteria A.2(i):** Increasing the number of effective educators in the LEA’s *schools* as demonstrated by the range of human capital decisions for which the applicant proposes to consider educator effectiveness.
 - › **Selection Criteria A.2(ii):** Increasing *the number of effective educators in the LEA’s schools* as demonstrated by the weight given to educator effectiveness.
-

REIL-TNG will use educator evaluation results to inform several HCMS decisions aligned to the key strategy groupings (attract, place, retain, sustain). The performance-based compensation system, implemented through a revised educator salary schedule based on effectiveness, will be implemented in the 45 high-need schools identified in response to Requirement 3(a). In addition, a subset of high-need schools, designated as spotlight schools, will implement specific HCMS strategies. REIL-TNG’s HCMS will increase the number of effective educators across the TIF4 LEAs through: (1) the performance-based compensation system (placement and base-pay progression on the salary schedule); (2) professional development planning and delivery; (3) hiring and placement policies; and (4) management of

retention and dismissal decisions (assignment of continuing/non-continuing status; notice of inadequacy of classroom performance).

Performance-Based Compensation: REIL-TNG partners will adopt an educator salary structure based on effectiveness, as measured through evaluation, as the main vehicle for rewarding effective teachers and leaders. Six guiding principles will lay the foundation for each LEA-specific salary schedule, which will be implemented beginning SY 2014-15 (see Competitive Preference Priority 5). In addition, salary enhancement for effective educators serving in career pathway positions will attract and retain effective educators in the neediest schools (spotlight schools).

Professional Development Planning & Delivery: The overall educator effectiveness (REIL Score) rating drives professional development planning and delivery. All educators will have educator goal plans; however, the goals and action steps for each educator will be differentiated based on evaluation results. Those educators who fall in the ineffective range will be subject to an increased level of support through a performance improvement plan, also aligned to educator needs identified through the evaluation process, which will determine dismissal, probationary, or continuing status. The learning, coaching, leading, and evaluating series (described in Section C) are all aligned to the elements in the observation tools, ensuring differentiated support for each educator group.

Hiring, Selection, & Placement: Exemplary hiring practices will be continued and expanded to include establishing the norms by which each LEA will choose and train a selection team; and setting parameters for the use of tools (interview questions, resume screening, reference checks). Selection of educators for new and existing positions will be enhanced to ensure the inclusion of multiple data points in hiring decisions, including the use of the identified core competencies, in

order to narrow the candidate pool to qualified candidates. This will include requiring career pathway candidates go through the Selecting Teachers to Enter Pathways (STEP) and Placing Administrators on Track to High achievement (PATH) process. For example, phase 1 of the STEP process will include collecting information about candidates on their REIL Scores and their performance on talent-based tools designed to identify specific knowledge, skills, and disposition for a specific career pathway position. Phase 2 includes the use of resume screening, collection of writing samples, and performance tasks (e.g., leaderless group, role-playing activities). The STEP and Path process can be found in the other attachments, page 131. The placement process will be driven by the overall effectiveness rating (REIL Score), and educators will receive incentives, such as a 3-year contract, to transfer to a position in a spotlight school.

Management of Retention & Dismissal Decisions: The process for moving from probationary status to continuing status used to be based on years of experience. Once three years of teaching were completed, teachers were automatically moved into continuing status. With legislative changes now in place, REIL-TNG can implement strategies to better manage the retention and dismissal process. For example, the 4th year continuing status for a teacher can be withheld based on an ineffective or developing REIL Score. In addition, each REIL-TNG partner will develop and implement an expectations and experience decision-making model to support the career trajectory of a teacher. An example of this decision-making model is shown in Table 2.

Table 2: Sample Expectations and Experience Decision-Making Model

Experience	Ineffective	Developing	Effective	Highly Effective
1 year	Retain if improving	Retain if improving	Retain	Retain
2 years	Dismiss	Retain if improving	Retain	Retain
3 years	Dismiss	Extend non-continuing status	Retain & reward	Retain & reward
4 years	Dismiss	Retain if teacher was effective in the prior year	Retain & reward	Retain & reward
5+ years	Dismiss	Retain if teacher was effective in the prior year	Retain & reward	Retain & reward

Use of Data to Inform HCMS Decisions (Weight of REIL Score) / Selection Criteria A.2(ii):

Table 3 lists HCMS decisions, their alignment to the type of HCMS strategy, along with the significance, or weight, that the REIL Score will play in each HCMS decision. There will be some decision where a specific REIL Score is a non-negotiable part of the decision-making process. This is indicated in the table by the designation of full weight. For example, the REIL Score has full weight on the decisions about effective and highly effective educators receiving performance-based compensation, and whether they are placed in specified positions. Other strategies have been identified as being made partially on the REIL Score. For example, when considering the equitable distribution of teachers across an LEA, the LEA leadership will have to take many factors into account (e.g., highly qualified status, teacher and student demographics, school leadership). In addition, because of state statute, some flexibility will be needed for specific decisions (e.g., reduction-in-force policies are not solely based on REIL Score).

Table 3: HCMS Decisions Aligned to Results of Educator Evaluation (REIL Score)

Strategy Key→ A = Attract P = Place R = Retain S = Sustain					Weight of REIL Score on HCMS Decision*	
HCMS Decision	A	P	R	S	Partial	Full
Placement and base pay progression on educator salary structure.	√			√		√
Salary enhancement for in-demand; master educator positions.	√		√	√		√
Placement of teacher in spotlight school		√				√
Placement of teacher in career pathway position.		√				√
Issuance of three-year contract to highly effective teacher.	√		√	√		√
Request educator evaluation and performance classification when hiring outside of the LEA	√	√	√	√	√	
Equitable distribution of teachers.		√			√	
Assignment of goal/action plan (educator goal plan).	√		√	√		√
Design / selection of professional development programs.	√		√	√	√	
Assignment of students to teachers.				√	√	
Employment retention cannot be based solely on tenure or seniority.			√	√	√	
Non- transfer of ineffective teacher to another school.		√			√**	
Assignment of a 4 th year teacher with an ineffective performance			√		√	

classification a probationary contract as opposed to a “continuing” contract.						
Performance improvement plan for teachers with a performance classification of ineffective.			√			√
Dismissal policies for teachers with a performance classification of ineffective after using the intervention option. ■			√			√
Dismissal policies for teachers with a performance classification of ineffective who are not provided an intervention option (which includes the initiation of a notice of inadequate classroom performance no later than the second consecutive year of the ineffective classification). ■			√			√
Governing board developed definition of inadequacy of classroom performance that aligns with the performance classifications.			√	√	√	
Placement and base pay progression on educator salary structure.	√		√	√		√
Salary enhancement for principal/assistant principal career pathway position (turnaround principal / turnaround assistant principal).	√		√	√		√
Request for educator evaluation and performance classification when hiring outside of the LEA.	√	√	√	√	√	
Assignment of goal/action plan (educator goal plan).	√		√	√		√
Design / selection of professional development programs.	√		√	√	√	
Transfer and contract policies for principals in the lowest performance classification (ineffective).		√	√		√	
Governing board developed definition of inadequacy of classroom performance that aligns with the performance classifications.			√	√	√	
<p>* If REIL Score (performance classification) is not available, equivalent evidence of effectiveness will need to be provided</p> <p>** Prohibits a continuing teacher who is in the lowest performance classification for two consecutive years from being transferred as a teacher to another school unless the teacher has been given notice of inadequate classroom performance, is subject to an improvement plan, and the governing board approves the transfer.</p> <p>■ Specific policy recommendations will be developed by the district-level and cross-district HCMS/PBMS teams over the course of the grant (see timeline in A.4 for specific details).</p>						

HCMS Strategies: Now and in the Future: Currently, REIL-TNG partners have policies and procedures in place related to the use of educator evaluation data to inform key human capital management decisions. Others will be implemented over the course of the grant period. Table 4 shows the existing state statutes that will assist in implementation over the five-year course of the grant, along with the implication of each statute for the development and implementation of REIL-TNG HCMS strategies.

Table 4: Current Legislation to Support HCMS Implementation

	Description	Implication
ARS §15-203	The state board of education shall adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three per cent and fifty per cent of the evaluation outcomes.	Supports weighting of the student academic progress portion of the REIL Score (50%).
ARS §15-241	Establishes a classification system generated from the achievement profiles for schools, based on letter grades.	Schools labeled with a D or F label will receive the designation of spotlight school, allowing for specific interventions.
ARS §15-203	Districts develop and adopt definitions of four performance classifications	This will be used to support the overall effectiveness rating for teachers.
ARS §15-502	A school district shall not adopt policies that provide employment retention priority for teachers based on tenure or seniority.	Employment retention cannot be based solely on tenure or seniority.
ARS §15-537	Develop and adopt teacher evaluation policies (to go into effect in 2013-14). The policies shall describe: Incentives for teachers; protections for teachers who are transferred to schools that are assigned a letter grade of D or F; protections for teachers if the principal of the school is designated in the lowest performance classification.	Policies mandate incentives for effective and highly effective teachers; REIL-TNG will offer three-year contracts for highly effective teachers accepting a position in a high need school; salary enhancement for effective and highly effective teachers who accept a position in a spotlight school (subset of high-need schools).
ARS §15-539	Governing boards develop a definition of inadequacy of classroom performance that aligns with the performance classifications.	This statute will assist REIL-TNG with implementation of dismissal policies.
ARS §15-341	Develop and adopt policies for principal evaluations (to go into effect in 2013-14). The policies shall describe: The principal evaluation instrument, including the four performance classifications; Alignment of professional development opportunities to the principal evaluations; Incentives for effective / highly effective principals which may include: multiyear contracts; incentives to work at schools that are assigned a letter grade of D or F; transfer and contract processes for principals designated in the lowest performance classification.	Will support professional development and incentives for effective building level administrators; REIL-TNG will offer 3-year contracts for effective and highly effective building-level administrators accepting a position in a high need school; salary enhancement for effective and highly effective building-level administrators who accept a position in a spotlight school (subset of high-need schools); all building-level administrators will receive annual educator goal plans and job-embedded professional development.
ARS §15-503 / ARS §15-537	Allows a principal and teacher evaluations and performance classification to be shared with other school districts or charter schools for hiring purposes.	This will facilitate recruitment for and placement in high-need schools.
ARS §15-537	Any school district policy pertaining to the transfer of teachers from one school to another shall take into consideration the current distribution of teachers across all of the	This will facilitate development of policies related to the HCMS strategy of equitable distribution of teachers.

	performance classifications and the needs of the pupils in the school district.	
ARS §15-977	Develop 301 plan for 2014-15 that requires an individual teacher's performance on the evaluation be a portion of the performance pay system required by Proposition 301.	Align placement on salary schedule to performance classification.
ARS §15-537	Develop and adopt teacher evaluation policies (to go into effect in 2015-16). The policies shall describe: support and consequences for teachers designated in the lowest performance classification; an intervention option for teachers designated in the lowest performance classification; dismissal policies for teachers who continue to be designated in the lowest performance classification after using the intervention option; dismissal policies for teachers who are not provided an intervention option; transfer policies to limit transfer of ineffective teachers from one school to another.	Supports development of the HCMS professional development, transfer, and retention and dismissal strategies.
ARS §15-536	States a teacher who is beginning his/her 4th year of employment and who is designated in the lowest performance classification may be offered a non-continuing status contract.	Assigning a 4 th year teacher with an ineffective performance classification a probationary contract as opposed to a "continuing" contract supports the development of the HCMS retention and dismissal policies.
ARS §15-977	A school district governing board must adopt a PBCS system to allocate funding from the classroom site fund; beginning in school year 2014-2015, individual teacher performance as measured by the teacher's performance classification shall be a component of the school district's portion of the forty percent allocation for teacher compensation based on performance.	Supports the alignment of the salary schedule to educator effectiveness.

In addition to state statute, several policies are already in place at the LEA level related to the HCMS. See Table 4 in the next section (Absolute Priority 1.3 and Selection Criteria A.2(v)).

Obstacles to Implementation: In examining the status of each LEA's current HCMS, there are specific challenges related to current policies that have been identified. The identification of these challenges will allow policy revisions to occur to assist in development and implementation of REIL-TNG. These policy challenges include the following:

- Policy G-2200 © GCBA Professional Staff Salary Schedules: LEAs will need to modify the section that speaks to placement on the salary schedule as current language allows for new teachers entering the district with prior teaching service to be given a maximum credit of five

(5) years [this varies in each district’s policy] for verified experience. In addition, the language that reads: “reasons for denial of vertical advancement on the salary schedule include but are not limited to…” will need to be modified to include performance classifications.

- G-4100 © GCI Professional Staff Development: This policy, which specifies a responsibility on the LEA’s part to provide continual professional growth for staff, also includes language allowing for the awarding of credit for salary advancement. Each LEA will have to revise this language to align with the new educator salary structure based significantly on student growth. Roosevelt Elementary School District and Wilson Elementary School District include professional growth committees in their policies whose procedures may have to be revised related to the submission of hours to move on salary schedule.
- G-4111 © GCI – R Professional Growth / Horizontal Movement on Salary Schedule: Balsz Elementary School District and Phoenix Elementary School District will need to consider revisions to this policy as it allows advancement on the salary schedule for completion of professional growth hours, graduate and undergraduate coursework, and timelines for submitting hours for salary advancement.
- G-3463 © GCF-RC Professional Staff Hiring: Phoenix Elementary School District’s policy may need to be revised to incorporate proposed HCMS strategies related to the transfer of personnel from one school to another.
- The Arizona Department of Juvenile Corrections has a performance appraisal manual that will need to be revised to reflect REIL’s educator evaluation system.

Absolute Priority 1.3: The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators.

› **Selection Criteria A.2(v):** The extent to which the HCMS is likely to increase the number of effective educators in the LEA's schools as demonstrated by the adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.

REIL-TNG will implement financial and non-financial human capital strategies to attract and retain effective educators across all high-need schools, as well as a special subset of high-need schools identified as spotlight schools. To attract and retain effective educators, REIL’s HCMS **financial** strategies include the following: (1) strategic compensation including base pay progression on the educator salary structure that is tied to the REIL Score; the establishment of a competitive starting salary; and the ability to progress more quickly to higher salaries (based on

effectiveness) than a traditional salary schedule; (2) salary enhancement for effective/highly effective teachers accepting a position in a spotlight school; and (3) opportunities for advancement via career pathway positions (master educator, in-demand teacher, turnaround principal, peer evaluator). **Non-financial strategies** are centered on access to regular feedback and high-quality professional development, opportunities for shared leadership, and the opportunity for effective educators to make a difference by taking a risk and serving in a high-need school. By offering a 3-year contract, and protections from consequences related to a possible temporary lowering of a performance classification, educators can focus on making a difference over a multi-year period in a challenging environment. Non-financial strategies include the following: (1) frequent feedback via multiple observation cycles; (2) high-quality professional development aligned to the LEA-wide common vision of instructional improvement; individualized educator goal plans aligned to evaluation results; (3) 3-year contracts for highly effective educators who accept a position in a high need or spotlight school; (4) protections for teachers who transfer to a school with a state label of “D” or “F”; (5) increased opportunities to work in schools led by effective/highly effective principals/ assistant principals; (6) opportunity to directly participate in the development and implementation of a coherent and comprehensive HCMS via membership on a REIL-TNG LEA-level transition team; (7) reduction in force policies that prohibit the use of seniority as the priority when implementing a reduction in force; (8) development of an HCMS recruitment team and recruitment strategy plan; (9) implementation of human resource branding strategies to appropriately communicate a message about the LEA’s goals and common vision of instructional improvement; and (10) use of sourcing as a HCMS strategy to identify sources of potential high-quality candidates to serve in high-need schools. Additional information regarding intermediate steps toward full

implementation of these described features is included in the discussion for Selection Criteria E.5 (project management).

Supporting Policies: LEA-level polices support the attraction and retention of effective educators in Table 5. For example, 6 of the 7 LEAs already have a policy in place that specifies a personnel goal to recruit, select, and employ the best qualified personnel to staff the school system (G-0050 © GA) which is also supported by policy G-3450 © GA (Professional Staff Hiring) which supports each LEA in employing and retaining the best qualified personnel. Policy G-0050 © GA establishes a goal to provide in-service training programs for employees that will improve their rates of performance and retention, as well as a goal to provide a staff compensation program sufficient enough to attract and retain qualified employees within the fiscal limitations of the district. Policy G-2050 © GCA will assist in the creation and governing board approval of career pathway positions. Policy G-4100 © GCI Professional Staff Development requires the LEA to provide opportunity for continual professional growth of certificated staff. Policy G-4500 GCK (Professional Staff Assignments & Transfers) assures the superintendent will determine all staff assignments. Transfers will be based on needs of the instructional program. Policy G-5800 © GCQA Reduction in Force: precludes an LEA (in the event that certificated staff members have to be released) from using tenure and seniority as priority criteria in releasing staff. Policy G-4100 © GCI Professional Staff Development: Establishes LEA responsibility to provide opportunity for continual professional growth of certificated staff. To see a listing of these policies applicable to the REIL-TNG LEAs, see Current LEA HCMS Policies in other attachments section, page 215.

Absolute Priority 1.4: Modifications to existing HCMS and timelines

› **Selection Criteria A.2(iii):** Increasing the number of effective educators in the *LEA's schools* as demonstrated by the feasibility of the HCMS.

› **Selection Criteria A.2(iv):** Increasing the number of effective educators in the LEA's schools as demonstrated by the commitment of the LEA's leadership to implementing the described HCMS.

There are specific modifications that LEAs will have to address to be in full alignment with REIL-TNG's HCMS. These modifications include the adoption of the following: (1) revised educator salary structures; (2) performance classification and inadequate performance definitions; (3) revised educator evaluation, transfer, and probationary and continuing teacher status policies; and (4) revised educator observation practices. Although specific strategies have already been identified prior to the grant submission, additional strategies will be identified and developed through the work of the cross-LEA teams and LEA-level transition teams, to include key stakeholders in the design and development. Major timelines related to HCMS implementation are included in Table 5. The timeline for specific implementation of HCMS activities has been built into the management plan (see Table 23 in section E.5.). Per grant requirements, the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation begins no later than the third year of the grant. In addition, the LEA-wide educator evaluation system used to assign overall REIL Scores will begin no later than the beginning of the second year of the project period.

Table 5: Timeline for Implementation

	2012-13	2013-14	2014-15	2015-16	2016-17
Implement Learning, Coaching, Leading Observation Process*	√	√	√	√	√
* Meets grant requirement to implement LEA-wide evaluation system beginning year 2.					
Evaluator assignment of professional development to evaluatees to provide opportunities for the educator to improve performance. *	√	√	√	√	√
* Meets grant requirement to implement professional development beginning year 3.					
Alignment of district- school- and individual- level professional development to educator evaluation results through EGP.*	√	√	√	√	√
* Meets grant requirement to implement PBCS beginning year 3.					
Implement teacher, administrator observation process*	√	√	√	√	√
Implement peer evaluator observation process*		√	√	√	√
* Meets grant requirement to implement LEA-wide evaluation system beginning year 2.					
Revised salary schedule begins.*			√		

*** Meets grant requirement to implement PBCS beginning Year 3 and to implement a salary structure based on effectiveness for both teachers and principals no later than Year 5.**

Feasibility: Implementation of the HCMS is made feasible through the commitment of the LEAs to the project as mentioned in the prior section; the experience of the REIL-TNG partners in using information from educator evaluation systems to inform HCMS decisions; and State- and LEA-level policies that will facilitate implementation of the use of an overall evaluation rating as a factor in HCMS decisions.

Prior Experience: The lead applicant, Maricopa County Education Service Agency (MCESA), began implementation of a TIF3 grant, Rewarding Excellence in Instruction and Leadership (REIL) in October of 2010 with six Maricopa County school districts. Part of that program was the development of a REIL Score, which serves as an overall evaluation rating for educators throughout all six districts. The REIL Score determines placement on a performance award continuum that aligns with a performance-based compensation award. REIL also established the use of this score as a determinant in planning for professional development; assigning of goals in educator goal plans; placement of teachers on performance improvement agreements; and the selection and placement of effective educators in career pathway positions. MCESA's experience with the REIL program will prove invaluable in implementation of the HCMS for REIL-TNG.

Using Educator Effectiveness as a Factor in HCMS Decisions: Several state-level and LEA-level policies will facilitate modifications needed to use educator effectiveness as a factor in human capital decisions. Already described in Table 4, these policies include the following: ARS §15-203, ARS §15-203, ARS §15-539, ARS §15-977, ARS §15-341, ARS §15-503, ARS §15-537. In addition, LEA-level policies currently in place will support the necessary modifications needed to implement the overall rating element of the HCMS (see Table 6). The key policy to highlight in this area, G-5361 GCO-R Evaluation of Professional Staff Members, supports the

evaluation results as a basis for motivation and for self-improvement; permitting personnel to be aware of their strengths and weaknesses in order to improve; as basis for in-service planning and supervisory activities; and to provide the basis for administrative decisions including the employment of personnel, their assignment, the granting of continuing status, promotion, demotion, or termination. Other supporting policies to highlight include the following:

- G-5800 © GCQA Reduction in Force: Precludes an LEA (in the event that certificated staff members have to be released) from using tenure and seniority as priority criteria in releasing staff.
- G-0050 © GA and G-3450 © GA (Professional Staff Hiring): Specifies a personnel goal to recruit, select, and employ the best qualified personnel to staff the school system; supports each LEA in employing and retaining the best qualified personnel.
- G-4100 © GCI Professional Staff Development: Establishes LEA responsibility to provide opportunity for continual professional growth of certificated staff.
- G-4500 GCK Professional Staff Assignments & Transfers: Superintendent will determine all staff assignments. Transfers will be based on needs of the instructional program.

Table 6: LEA Policies Related to Implementation of Overall Rating for Educators

	ADJC	BESD	MCRSD	MESD	PESD	RESD	WESD
G-5361 GCO-R Evaluation of Professional Staff Members		√	√	√	√	√	√
Policy 2014.01A Performance Appraisal	√						
G-0050 GA Personnel Goals/Priority Objectives		√	√	√	√	√	√
G-2050 © GCA Professional Staff Positions		√	√	√	√	√	√
G-2200 © GCBA Professional Staff Salary Schedules		√	√	√	√	√	√
G-3450 © GCF Professional Staff Hiring	√	√	√	√	√	√	√
G-3463 © GCF-RC Professional Staff Hiring					√		
G-4100 © GCI Professional Staff Development	√	√	√	√	√	√	√
G-4500 GCK and G-4511 GCK-R Professional Staff Assignments & Transfers	√	√	√	√	√	√	√
G-5800 © GCQA Reduction in Force		√	√	√	√	√	√

Commitment of the LEA's Leadership: TIF4 LEA leadership teams met many times during the 2011-12 school year to prepare for implementation of REIL-TNG (November 29, 2011; January 23, 2011; April 24, 2012; June 6, 2012; July 9, 2012). Each partner also submitted a signed MOU committing to program implementation and the development/implementation of a revised educator salary structure with embedded PBC (see required attachments, page 24). In addition, each LEA agreed to implement a common, cross-district HCMS with an LEA-wide performance-based evaluation system at the center (see Absolute Priority 2 / Section B). Each LEA will participate in and implement the teams identified in the communication structure shown in Section D. Commitment is also demonstrated by the fact that several of the REIL-TNG LEAs have participated in, or will be participating in Qualified Evaluator Training for building-level administrators and LnOI overviews for teachers (see Table 7).

Table 7: QET Training (SY 11-12)

	ADJC	BESD	MCRSD	MESD	PESD	RESD	WESD
30-hour QET	Scheduled for Fall 2012	May & July 2012	July & August 2012	January through April 2012	May & June 2012	June 2012	January through April 2012
3-hour LnOI Overview	Scheduled for Fall 2012	May 2012	May 2012	January through April 2012 (18 hours)	July 2012	July 2012	June 2012 (18 hours)

To demonstrate commitment, each LEA completed a communication plan aligned to two common goals: (1) engage LEA stakeholders in the ongoing development, implementation, and refinement of REIL-TNG's HCMS; and (2) develop understanding among LEA stakeholders of the essential elements and expected benefits and outcomes of a comprehensive HCMS, including the salary-embedded performance-based compensation component. These plans have been included in other attachments, page 55, of the grant application. Highlights of these plans include the following: dedicated project leads for program activities; specific dates/timelines to

accomplish goals; a commitment to implementing the LEA-level transition teams outlined in the discussion of Requirement 2a and Selection Criteria D.1.; a commitment to conducting school-based meetings to inform staff of REIL-TNG; attention to the need for regular governing board communication including regular study sessions; and attention to timeline requirements for implementation of policy revisions.

COMPETITIVE PREFERENCE PRIORITY 4: NEW OR RURAL APPLICANTS TO THE TEACHER INCENTIVE FUND

Competitive Preference Priority 4A: Assurance that each LEA to be served by the project has not previously participated in a TIF-supported project

Assurance Required by Competitive Preference Priority 4. This application is responding to Competitive Preference Priority 4a: An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project. The seven LEAs that will be serviced by REIL-TNG have not previously participated in a TIF-supported project.

COMPETITIVE PREFERENCE PRIORITY 5: AN EDUCATOR SALARY STRUCTURE BASED ON EFFECTIVENESS

REQUIREMENT 1: PERFORMANCE-BASED COMPENSATION FOR TEACHERS, PRINCIPALS, AND OTHER PERSONNEL

Requirement 1: Describe how the proposed PBCS will meet the definition of a PBCS.

REIL-TNG will implement PBCS Design Option 1. Table 8 demonstrates the alignment of the proposed PBCS (column 2) to the definitions set forth in the grant requirements (column 1). In addition, REIL-TNG will include an optional component as a strategy to attract and retain effective educators in high-need schools. This is also shown in Table 8.

Table 8: REIL-TNG Performance- Based Compensation System Design Option & Timeline

PBCS DESIGN OPTION 1 REQUIREMENTS	REIL-TNG	TIMELINE
Additional compensation for teachers and principals who receive an overall rating of effective or higher	Performance-based compensation embedded in salary schedule resulting in differential pay for effective educators	Implementation of revised salary structure begins Year 3 (SY 2014-15)

Additional compensation for effective teachers and principals, who take on additional responsibilities and leadership roles	Implementation of Career Pathway Model in subset of high-need schools; Implementation of peer evaluators in all high-need schools	Salary enhancement begins Year 2 (SY 2013-14) for peer evaluators and Year 3 (SY 2014-15) for master educators, in-demand teachers, turnaround principals/assistant principals
OPTIONAL ELEMENT		
Proposed PBCS provides additional compensation for educators who receive an overall rating of effective or higher and who either: (1) Transfer to a high-need school from a school of the LEA that is not high-need, or (2) For educators who previously worked in another LEA, are hired to work in a high-need school	Implementation of HCMS hiring, placement, and transfer policies	Begins Year 3 (SY 2014-15)

Competitive Preference Priority 5.A: Describe the extent to which and how each LEA will use overall evaluation ratings to determine educator salaries

Each REIL-TNG LEA will use educator’s REIL Score as a significant component to determine placement on the revised educator salary structure. The REIL Score, which results in a performance classification, will align with four lanes on the revised salary structure. The model salary schedule shown in Table 9 shows how two teachers at the same point in their career could earn very different compensation based on their performance. Teacher A with four years of experience receives a performance rating of developing would earn a salary of \$43,200; while Teacher B, also with four years of experience, receives a performance rating of highly effective, earning a salary of \$64,299. The same would apply for the other educators in the system.

Table 9: Model Educator Salary Schedules

		Entry Level	Developing	Effective	Highly Effective
			8%	22%	22%
Teachers	Salary	\$38,000	\$43,200	\$52,704	\$64,299
			0%	4%	4%
Master Educators	Salary	\$70,729	n/a	\$73,558	\$76,500

			3%	12%	10%
Assistant Principal	Salary	\$60,000	\$61,800	\$69,216	\$76,138
			3%	12%	10%
Principal	Salary	\$74,000	\$76,200	\$85,366	\$93,903

Competitive Preference Priority 5.B: Describe how each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a).

REIL-TNG will use 52% (\$31,103,405) of the total TIF grant funds to support each LEA’s transition to a salary structure based on effectiveness. Thirty percent (\$17,574,115) of TIF Funds will be utilized to supplement the salary schedule transition. Eighteen percent (\$10,706,290) of TIF funds will be utilized to increase the base/starting pay to at least \$38,000 in all REIL-TNG LEAs. Lastly, 4% (\$2,823,000) of TIF Funds will be utilized to implement a career pathway model in a subset of high-need schools and to provide additional compensation for effective educators to transfer to a high-need school.

During the first two years of the grant, LEAs will continue their traditional compensation strategy while they engage in the process of redesigning and adopting salary schedules that align to the six guiding principles (See Section 5.C.). Beginning in Year 3, educators will be placed on the newly adopted salary schedule according to their effectiveness as measured by their REIL Score. In Year’s 1-5 of the program, LEAs will continue to support the salary schedule with their existing dedicated resources and TIF grant funds will supplement the difference between the traditional salary schedule and the performance based compensation schedule based upon educator effectiveness during Year’s 3-5 (see Figure 2).

to determine the feasibility of this strategy, MCESA supported the LEAs by creating some modeling tools to manipulate their LEA data, to factor in multiple funding sources, varying proficiency rates of educators, attrition of staff, student growth, and cost of living increases.

Guiding Principles: On June 6, 2012, a special workshop was held for the TIF4 leadership teams, including representation from district finance directors and superintendents. From that meeting, the partnership began to establish a set of six guiding principles that all LEAs would agree to use when working to select a specific LEA salary model upon grant award. These guidelines served as the basis for the budgeted financial model that was used to project the anticipated costs of moving to an educator salary structure based on effectiveness. At the July 9, 2012 workshop, all TIF4 LEAs provided feedback and approved the following guiding principles for implementation:

1. Educator compensation should be aligned to a common vision of instructional improvement.
2. Initial salary placement should attract top teaching talent through the establishment of a competitive starting salary.
3. Base pay placement and progression is designed to significantly reward long-term performance and rely less on years of experience and education units and degrees.
4. Base pay progression should reward effective educators by reducing the gap between initial and peak earnings.
5. Base pay progression is designed with an established end point.
6. The overall salary structure should be designed to foster collaboration (in order to maximize the number of educators benefitting from base pay progression based on effectiveness), as opposed to competition (limiting the number of educators who can benefit from base pay progression based on effectiveness).

Supporting Legislation and Policies: As discussed in Absolute Priority 1 and Section A, the state of Arizona has passed supporting legislation that will facilitate moving from a traditional salary schedule to one that is aligned with educator effectiveness.

Communication Structure: A robust communication structure will enhance the development process as LEAs transition to the revised salary structure. See Section D for additional information.

Stakeholder Support: In order to collect information and monitor stakeholder support related to educator compensation, teacher and administrator surveys were administered in May 2012. The survey gave results from a solid representative sample that demonstrated a range of experience and education as indicated in Table 10.

Table 10: Survey Sample

	Teachers	Administrators
Years of Experience	29%: 0-3 years of experience 30%: 4-9 years of experience 40%: 10 years or more of experience	14%: 0-3 years of experience 62%: 4-9 years of experience 24%: 10 years or more of experience
Education	33% hold bachelor's degree 23% master's degree 43% master's degree plus additional hours	5% hold bachelor's degree 14% master's degree 64% master's degree plus additional hours 18% doctorate degree

Survey results indicate that there is strong support related to the alignment of educator effectiveness with compensation. Eighty-two percent of teachers (and 91% of administrators) gave a positive response when asked if results from the teacher evaluation process should inform decisions within their school about teacher compensation. Ninety-Five percent of administrators gave a positive response when asked if results from the administrator evaluation process should inform decisions within their school about administrator compensation. These results were validated through an additional question that asked if performance-based compensation should be based on educator effectiveness. 85% of teachers and 95% of administrators agreed. Other survey data related to identification of elements for educator compensation (e.g., performance

classification, student growth, observation scores) demonstrated support levels between 84% to 100%. These results are contained in the required attachments section, page 82.

**ABSOLUTE PRIORITY 2: LEA-WIDE EDUCATOR EVALUATION SYSTEMS BASED, IN SIGNIFICANT PART, ON STUDENT GROWTH
SELECTION CRITERIA (B). RIGOROUS, VALID, AND RELIABLE EDUCATOR EVALUATION SYSTEMS**

Absolute Priority 2.1: A plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems.

› **Selection Criteria B.3:** The extent to which each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations.

Each REIL-TNG educator will receive an annual summative evaluation, based on their overall effectiveness rating (REIL Score). This is discussed in depth in section B.1. Educator observations are a key component of the evaluation process; so, cross-LEA observation instruments have been developed to communicate the common vision of instructional improvement. These observation tools include the following: (1) Learning Observation Instrument (LnOI) for teachers; (2) Leading Observation Instrument (LdOI) for building-level administrators; (3) Coaching Observation Instrument (COI) for teacher leaders serving in instructional coaching roles; and (4) Peer Evaluator Observation Instrument (PEOI) for personnel serving as peer evaluators. These observation tools are comprised of specific rubrics and elements that describe core instructional and leadership practices aligned to national and state standards (In-TASC Model Core Teaching Standards, ISLLC Standards, Teacher Leader Model Standards). These observation tools contain multiple, distinct rating options to allow evaluators to precisely describe and compare differences in performance. In addition, the LdOI, COI, and PEOI all require observation of specific settings in the field (e.g., leadership team meeting; collaborative team meeting; teacher observation and scoring; pre- and post-conferencing; professional development setting). For example, a superintendent might observe a

principal facilitating a leadership team meeting and collect evidence related to specific rubric elements such as shared purpose or continuous improvement planning. In another example, a field specialist might observe a peer evaluator conducting a post-conference with a teacher, and collect feedback on elements related to pre- and post-conferencing and mutual trust & respect. The status for each of the instruments is indicated in Table 11 below.

Table 11: Observation Tool Status

Tool	Status
Learning Observation Instrument	<ul style="list-style-type: none"> • Development: SY 2010-11 • Validation & Revision: SY 2011-12 • Will undergo additional validation during SY 2012-13
Leading Observation Instrument	<ul style="list-style-type: none"> • Development: SY 2010-11 • Validation & Revision: SY 2011-12 • Will undergo additional validation during SY 2012-13
Coaching Observation Instrument	<ul style="list-style-type: none"> • Development: SY 2011-12 • Validation & Revision: SY 2012-13
Peer Evaluator Observation Instrument	<ul style="list-style-type: none"> • Development: SY 2011-12 • Validation & Revision: SY 2012-13

All teachers will be observed a minimum of two times during SY 2012-13, and five times annually thereafter. Master Educators will be observed in school-site settings beginning in SY 2014-15 to collect a minimum of two scores per element, and they will participate in three conference settings with their evaluator over the course of each year. All building-level administrators will be observed in school-site settings to collect a minimum of two scores per element, and participate in three conference settings with their evaluator over the course of each year, beginning in SY 2012-13. Peer evaluators will be observed in school-site settings beginning in SY 2013-14 to collect a minimum of two scores per element, and participate in three conference settings with their evaluator over the course of each year. Key personnel will be conducting the observations for all evaluatees. The positions and qualifications have been identified and are included in the document, Evaluator Chart: Positions and Qualifications (see other attachments, page 111). All observers are required to complete evaluator training, achieve

a “meets or exceeds” on the evaluation assessments, and be approved as an evaluator by their governing boards.

Rater Accuracy & Agreement

Several procedures have been enacted to ensure establishment and maintenance of inter-rater agreement, defined as “the degree to which two or more evaluators give the same rating to an identical observable situation” (CECR, February 2012). First, a two-phase series of evaluator training (qualified and certified) will provide all personnel conducting observations with in-depth knowledge needed to accurately observe and score evaluatees. The setting, purpose, and content of each phase are included in Table 12.

Table 12: Phases of Evaluator Training

	Qualified Evaluator Training (Phase 1)	Certified Evaluator Training (Phase 2)
Setting	30-hours in workshop setting	Minimum of 30 hours of extended training, including job-embedded application in the field
Purpose	To ensure that all evaluators can accurately use the observation instruments to correctly identify the effectiveness level in a controlled setting.	To maintain accurate ratings out in the field; ensure evaluators understand the elements they are assessing and can implement effective observation cycles.
Content	(1) Development of in-depth knowledge of the observation rubrics; (2) Common rater errors to avoid; (3) Pre- and post-conferencing strategies; (4) Use of note-taking protocols to document classroom observations.	(1) Additional practice interpreting rubrics in order to maintain accuracy of ratings; (2) Practice observing and recording evidence; (3) Receipt of feedback from field specialists; (4) Generation and monitoring of Educator Goal Plans.

Secondly, an inter-rater reliability analysis plan for teacher and principal observation data has been established. For each year of the program, co-observations with field specialists and evaluators will be conducted in order to have more than one rater observe a lesson. This will provide a sample to enable an examination of the consistency of ratings from the observation instruments across multiple evaluators. For these analyses, widely used measures of inter-rater agreement (Cohen’s kappa, and intra-class correlations) will be used.

Lastly, an assessment component will be implemented to monitor rater accuracy. The Qualified Evaluator Training (QET) includes module assessments to monitor participant content understanding and rating accuracy throughout the 30-hour training, as well as a final assessment, which leads to conditional qualified evaluator status. In order to achieve certified evaluator status, participants must pass the annual certified evaluator assessment. This secure assessment includes the viewing and scoring of multiple settings in the observation cycle, including a pre-conference, complete lesson, and a post-conference. Participants view and score two additional video lessons representing varied content and grade levels to demonstrate proficiency across varied educational settings. In addition to instructional delivery, an integral component of effective teaching is the use of data to inform instruction. Evaluators must be skilled in conferencing with teachers and providing feedback related to data analysis and planning. To demonstrate proficiency with these skills, the assessment includes the scoring of sample artifacts such as assessment data, student work, and lesson plans as well as the recording of related feedback related to an area of refinement and reinforcement for the teacher. The Certified Evaluator Assessment is proctored, and scores and related data are shared with administrators. In order to be certified, evaluators must pass the assessment with 90% of elements to be scored within one point of the expert panel's scores, and 75% of elements to be exactly the same (absolute agreement) as the expert panel's scores. Evaluators receiving a score below proficiency are provided with support and interventions specific to their need (see other attachments, page 114).

Absolute Priority 2.2: A plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems.

› **Selection Criteria B.1:** A high-quality evaluation rubric.

› **Selection Criteria B.2(i):** A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels.

› **Selection Criteria B.2(ii)**: Evidence supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments

The Evaluation Rubric: REIL-TNG will implement an LEA-wide educator evaluation system that results in an annual performance classification that is determined by the value of the REIL Score. This score represents a composite of the results of all individual performance measures, which include observation results, student growth, and other factors per grant requirements. The other factors include the following: (1) team-level and school-level value-added scores, (2) documentation embedded into the scoring for the observation instruments (e.g., survey results); and (3) a professional responsibilities rubric that requires an educator proficiency level in order to receive an effective or higher performance classification. Cut points are established along a 100-500 point scale to determine the scores necessary to achieve each of the four final performance designations (ineffective, developing, effective, highly effective). The REIL Score was designed with two objectives in mind: (1) to create a precise and accurate summative measure of educator performance, and (2) to create a measure that allows for fair comparisons of the performance of all educators. There are three primary steps used to determine the REIL Score, which follows best practices found in education and other fields (Nardo, Saltelli, and Tarantola, 2008). **Step 1: Convert all performance measures to a common 1-5 point scale.** This conversion process is designed to ensure the scores from all individual performance measures used to construct the REIL Score are scaled to have equivalent levels of rigor, as individual measures and weighting schemes used to determine the scores vary based on grade-level and subject-area (this ensures that educators are not unfairly penalized or rewarded based on the measures used to construct their REIL Score). The results of all student growth and observational measures are translated to a common 1-5 point scale. A score conversion chart for teachers, included in the other attachments section, page 107, shows how the “raw scores” of the

individual measures convert to the common score. Additionally, data from the first two years of the REIL initiative (TIF 3) were analyzed to ensure that the score conversion chart criteria yielded very similar distributions for each performance measure. The criteria were established so the means and standard deviations of the common scores of each individual performance measure were nearly identical. This ensures that scores from different measures require teachers to demonstrate the same levels of relative performance. For example, a value-added score of 3 will be just as challenging for a teacher to achieve as a classroom observation score of 3. **Step 2: Assign weights to the performance measures and sum to find the total REIL Score.** After the individual measures are converted to a common scale, they are multiplied by their respective weights and added together to create the final REIL Score. The weighting schemes for teachers, administrators, master educators, and peer-evaluators are presented in Table 13. REIL Scores fall between 100 and 500 (calibrated to have a mean of 300 and a standard deviation of 75).

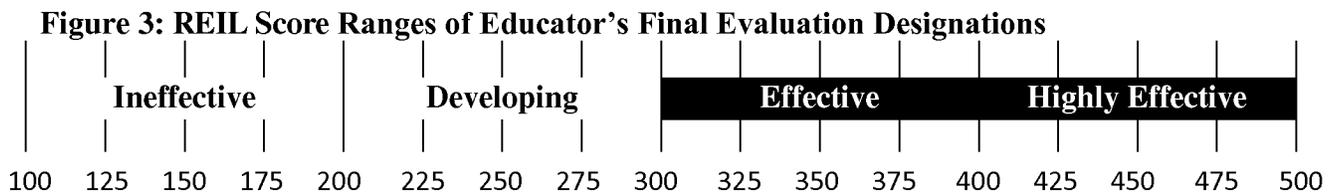
Table 13: Weighting of Individual Performance Measures within the REIL Score

	Classroom-Level Growth	Team-Level Growth	School-Level Growth	Observation*
Teachers	40%	5%	5%	50%
Master Educators	40%	5%	5%	50%
Peer Evaluators	40%	5%	5%	50%
	District-Level Growth		Observation	
Building-Level Administrators	45%	5%	50%	

*Note: Each observation instrument has a professional responsibilities component that serves as an additional factor in determining the REIL Score. A logic model is applied so that an effective or highly effective performance classification cannot be attained without meeting the proficiency levels on the professional responsibilities rubrics.

Step 3: Determine educators' final performance classification. Arizona state law requires educators to receive a performance classification of ineffective, developing, effective, or highly effective. The cut points were also informed by an analysis of the distribution of educators' REIL scores in 2010-11 and 2011-12. This process ensures meaningful differences in educator

effectiveness and clear discrimination between high and low performers. Figure 3 illustrates the REIL Score Ranges for final evaluation designations.



Selection Criteria B.2(i) and B.2(ii): Student Growth Model. REIL-TNG partners will use a covariate adjustment value-added model (VAM) to measure an educator’s contribution to student growth (Braun et.al, 2010; Glazerman et.al, 2010; Hanushek, Kain, and Rivkin, 2009; and McCaffrey et. al, 2004). This will account for 50% of the REIL Score. By adjusting preexisting differences in achievement levels and student backgrounds, VAMs produce estimates of teacher and school effectiveness as if all educators in the sample population teach the same group of students, thereby facilitating a valid and fair comparison across teachers and schools (Meyer, 2009). The covariate adjustment VAM, which is commonly used to estimate teacher and school effects within applied evaluation systems (e.g., Dallas Value-Added Assessment System (DVAAS), Washington D.C, New York City, Florida Department of Education, etc.), adds explanatory power to growth models by using statistical techniques to account for the influence of other non-educational factors, such as socioeconomic status or peer composition, on student achievement. Without controlling for the impact from these factors, the estimates from the growth models can describe the amount of achievement growth, but not explain what factors are responsible for the growth (Braun, Chandowski, Koenig, 2010). An educator’s overall performance rating is determined by both the magnitude and the precision of his/her value-added estimates. Confidence intervals have been incorporated to account for the general imprecision of student growth measures. The results of analyses conducted in SY 2010-11 and 2011-12 show

that teachers' results on the LnOI are predictive of their value-added estimates in both reading and mathematics courses (correlations = 0.24 in math and 0.18 in reading), lending additional credibility to the model. To further support consistent rigor and comparability across grade levels, subject areas, and schools, REIL-TNG will administer cross-district assessments as part of the student assessment program. For the assessments already developed in state non-tested content areas, rigor was addressed by ensuring items were written so they: 1) aligned with grade and content standards; and 2) tested a representative range of content within the standards (i.e., categorical concurrence, depth of knowledge, and range).

Absolute Priority 2.3: A plan describing how the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth

› **Selection Criteria B.5(i):** Bases the overall evaluation rating for teachers, in significant part, on student growth.

› **Selection Criteria B.6(i):** Bases the overall evaluation rating on, in significant part, student growth.

As discussed in section 2.2 above, the overall rating for educators will be based 50% on student growth, which is the maximum attribution that is allowed per state statute. In addition, individual-level value-added scores account for the majority of that amount: 40% for teachers with regular instructional responsibilities, and 45% for administrators (derived from classroom level scores of assigned teachers). Refer to Table 13 for the breakdown in percentages. The REIL Score is derived by converting the results of all individual performance measures to a common scale. Cut points have been established to ensure the four performance designations represent meaningful differences in educator effectiveness and clearly discriminate between high and low performers. In addition, the system ensures that growth measures do not affect the overall rating in only the most extreme circumstances. For example, the system does not allow poor performance on assessments to be ameliorated by high performance on observations.

Absolute Priority 2.4: A plan describing the applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.

The timeline for implementing the LEA-wide educator evaluation system (shown in Table 14) begins during Year 1 (SY 2012-13) in all of the high-need schools identified per Requirement 3(a). During SY 2012-13, all TIF4 partner LEAs will conduct two observation cycles for each teacher and three conferencing cycles (with site visit observations) for building-level administrators and instructional coaches. In addition, a differentiated REIL Score will be calculated based on whether or not a teacher is a Group A (assessment results available at the individual classroom level) or Group B (assessment results not available at the individual classroom level) teacher. By Year 3 (SY 2014-15), the REIL Score will be fully implemented for **all** teachers, including the calculation of individual-, team-, and school-level value-added results.

Table 14: Timeline for Implementation of LEA-Wide Educator Evaluation System

	Observations	Student Growth	Other Factors	REIL Score
2012-13	Minimum of two observation cycles for all teachers	Assessments administered for tested areas Validation of assessments in a subgroup of non-tested areas	Team-level and school-level value-added for all teachers Refinements to professional responsibilities rubric	Generation of REIL Score for all teachers including VAM score for: Group A: individual, team, school Group B: team, school
2013-14	Minimum of five observation cycles for all teachers	Assessments administered for tested areas and a sub-group of non-tested areas Validation of assessments in a sub-group of non-tested areas	Team-level and school-level value-added for all teachers Professional Responsibilities rubric: logic model applied to performance classification*	Generation of REIL Score for all teachers including VAM score for: Group A individual, team, school** Group B: team, school
2014-15	Minimum of five observation cycles for all teachers	Assessments administered for tested and non-tested areas	Team-level and school-level value-added for all teachers Professional Responsibilities rubric applied	Generation of full REIL Score for all teachers
2015-16	Five observation cycles for all teachers	Assessments administered for tested and non-tested areas	Team-level and school-level value-added for all teachers Professional Responsibilities rubric applied	Generation of full REIL Score for all teachers

2016-17	Five observation cycles for teachers (3 for highly effective)	Assessments administered for tested and non-tested areas	Team-level and school-level value-added for all teachers Professional Responsibilities rubric applied	Generation of full REIL Score for all teachers
			*Must be proficient in all areas on rubric to receive an effective performance classification	**including a sub-group of teachers that were previously classified as group B

› **Selection Criteria B.4:** The extent to which the participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems.

The lead applicant for the TIF4 grant (MCESA) has prior experience implementing an educator evaluation system, including both observation and student growth components. In 2010, to ensure that student academic progress was a significant component in the teacher and principal evaluation process, the state of Arizona passed legislation calling for quantitative data on student academic progress to account for between 33%-50% of evaluation outcomes for teachers and principals. In 2011, *Arizona’s Framework for Measuring Educator Effectiveness* was put into place to meet the statutory requirements for Arizona Revised Statute 15-203. MCESA, in partnership with an alliance of Maricopa County school districts, has been working over the past two years to establish and implement the means to generate an overall educator evaluation score, based significantly on student growth. The proposed educator evaluation system for REIL-TNG has already been implemented in six Maricopa County school districts that are participating in the Rewarding Excellence in Instruction and Leadership (REIL) program through a Teacher Incentive Fund grant (cohort 3). These accomplishments will allow the TIF4 partner LEAs to benefit from the work already achieved with the implementation of REIL. This prior experience has been highlighted in selection criteria B.1. (i.e., conversion chart; cut scores; distributions; selection of covariate adjustment student growth model; establishment that the results of

observation scores from the LnOI are predictive of their value-added estimates in both reading and math [correlations = 0.24 in math and 0.18 in reading]; and capacity to produce individual and school-level value-added estimates from two assessment systems.

In order to measure student growth at the classroom level, valid and reliable assessments are necessary. Where those assessments are not available commercially, MCESA has developed pertinent experience over the past two years in this area in developing valid and reliable assessments. With respect to non-tested areas, MCESA has developed assessments for eleven different subjects and grades in the non-state, non-district-tested areas of art, music, and physical education. Field tests of three forms of each assessment were administered with over 12,000 Maricopa County students in 437 classrooms in the spring of 2012 with three-parameter results of .85 to .94 reliability results. This process involved the development of instructional priorities, assessment blueprints, item specifications, multiple-choice item writing; a rigorous item editing process for both content and form, and reviews for bias by a community committee. Pre-assessments are under development for each of these grades/subjects to be used as predictors for value-added measures of academic growth. Pre-assessments will be comprised of 40% prior learning from previous grades to establish assessment validity and 60% from the current year standards to further support reliability. The full five-year assessment development plan can be viewed in the other attachments section, page 136.

› **Selection Criteria B.5(ii):** Evaluating teacher practice.

The portion of the evaluation process that evaluates the practice of teachers is realized through the scoring of teachers using the LnOI, which contains six rubrics with aligned elements. A guiding principle established during the original development of the LnOI was that elements included in the various rubrics would need to be those that could be observed and measured for

all teachers across all teaching assignments including grade levels, content areas, special areas, and special student populations. During pilot testing in SY 2011-12, the instrument was implemented in six different school districts in Maricopa County. This allowed for the collection of feedback regarding the application of the instrument across teaching assignments. As part of the SY 2011-12 feedback collection and revision process, rubric-specific and cross-rubric teams were formed that included representation from general education, special area, special education, and content-specific classroom teachers. In addition, a separate focus group was convened specifically to address targeted special education areas (e.g., autism; severe and profound disabilities). The LnOI was revised based on feedback from these teams.

With respect to evaluating the practice of special education teachers, the Learning Observation Instrument rubrics and elements address the classroom practice of all teachers. Regardless of student population, teachers must make content accessible for students, use formative assessment, employ instructional strategies, engage students, and establish a learning environment. However, specific elements need additional clarification on how to apply the descriptor language in special education settings. Therefore, a parallel version with notes for administrators and teachers will assist with the scoring of these elements for teachers of students with mild and moderate disabilities (MID / MOID), as well as severe and profound disabilities (SPD). A special education version of the LnOI will be issued in August 2012. The LnOI was also crafted to include elements and descriptors that would apply across classrooms including English language learners. ELL teachers will be assessed on their ability to make content accessible to learners, provide effective representations and explanations of content, ensure lesson objectives, sub-objectives, and materials are logically organized and sequenced, and that student misconceptions related to background knowledge and vocabulary are anticipated and

planned for via appropriate sub-objectives. Additionally, ELL teachers will be assessed on the use of purposeful questioning strategies and activities to activate prior knowledge; ensuring content accessibility (by accommodating or modifying problems, complexity of text, and/or vocabulary to the correct level of difficulty); and use of real-time assessments at the correct level of difficulty to measure individual student progress.

› **Selection Criteria B.6(ii):** Evaluating principal practice.

The portion of the evaluation process that evaluates the practice of building-level administrators is realized through the scoring of principals and assistant principals using the Leading Observation Instrument, which contains five rubrics with aligned elements, based on the Ontario Leadership Framework, aligned to ISLLC standards. With respect to Focusing Every Teacher, and the School Community Generally, on Student Growth, the LdOI measures an administrator's ability to (1) ensure that the shared vision for high student achievement is clearly articulated and acted upon by staff members; (2) focus on continuous improvement plan (CIP) goal-setting and action planning with staff to ensure the setting of rigorous, gap-closing goals and the monitoring of those goals for targeted subgroups of students; and the inclusion of action steps to guide differentiated PD aligned with student outcomes and to describe targeted student interventions for identified subpopulations; (3) focus on alignment of fiscal resources to student achievement goals; (4) observe and analyze instruction in order to lead effective pre- and post-conferences (that require student academic progress documentation), identify reinforcements and refinements for each teacher; and establish educator goals plans focused on student learning outcomes; (5) create school-level conditions for student success; and (6) utilize effective processes to monitor, review, and revise horizontal and vertical team goals, action plans, and the continuous improvement plan. With respect to Establishing a Collaborative School Culture

Focused on Continuous Improvement, the LdOI measures an administrator’s ability to (1) collaborate with staff on goal-setting and action planning; (2) empower staff members to lead conversations that connect short-term and long-term vision to CIP goals and activities; (3) focus on collaborating with key staff on resource allocation; (4) ensure that staff, students, and parents proactively identify challenges and assist in solving challenges, and making decisions to design and adjust CIP goals. With respect to Supporting the Academic Needs of Special Student Populations, the LdOI supports the academic needs of special populations by (1) ensuring that building-level administrators provide feedback to teachers related to task analysis of lesson objectives, content accessibility, real-time assessment selection, correct level of difficulty, analysis of instruction, student progress, and learner engagement which all have specific implications for meeting the needs of subpopulations of students; (2) holding them accountable for meeting and/or exceeding performance goals for student achievement in targeted subgroups; (3) ensuring evaluators give feedback on working with the school and district leadership teams on setting targeted goals for prioritized student subgroups (e.g., ELL, special education), writing CIP action plans that include targeted student interventions for identified sub-populations, and conducting pre- and post-conferences with teachers.

(C). PROFESSIONAL DEVELOPMENT SYSTEMS TO SUPPORT THE NEEDS OF TEACHERS AND PRINCIPALS IDENTIFIED THROUGH THE EVALUATION PROCESS

Professional Development System Criteria C.1: High-quality plan for professional development.

A comprehensive PD plan has been developed for cross-LEA implementation as part of REIL-TNG in order to ensure that all educators across the LEA high-need schools have the opportunity to improve their effectiveness. This plan will implement a three-track system that is aligned to the common vision of instructional improvement and that uses disaggregated data

from the educator evaluation results to inform professional development needs of individual educators and schools.

Track 1: Educator Goal Plan System of Support: Educators will participate in an individualized educator goal plan (EGP) system of support that is aligned to the school's year-long professional development plan and to specific individual needs derived from teacher evaluation data. First, building-level administrators will collaborate with their teachers to develop school- and team-level goals and professional development action plans. The educator goal has two parts: (1) a student achievement goal in an identified content, and (2) a measurable goal for improved instruction as measured by LnOI element scores.

Sample Goal: By March 2012, Alex Munoz will show increased proficiency in the ability to plan and deliver English Language Arts lessons using Rubric: Instructional Strategies Element: Monitor and Adjust as evidenced by improved observation Instructional Strategies scores and improved English Language Arts Informational Comprehension student achievement on 7th grade AIMS or increase in the REIL student achievement value-added score.

To develop an EGP, each educator and his/her evaluator will annually analyze observation instrument element scores and student learning data strengths and weaknesses. The evaluator will identify the school/district goal and guide the educator in selecting a student achievement goal aligned to the school/district goal. Then, they will collaborate in identifying the teacher's elements of weakness on the observation instrument that would best support improving the identified achievement goal area of focus.

Action Plans: A plan of action is identified to support each educator in achieving the identified goal. For teachers, the plan of action will include objectives for each identified LnOI element. For each objective, the following action plan components will be identified: key steps, support team member (e.g., administrator, instructional coach), frequency and duration of support, and the evidence to be used to determine achievement of the objective. Support team members will

assist educators in improving practice through job-embedded support. One objective and its components are shown in Table 15.

Table 15: Action Plan Components

Component		Example			
Rubric Element	Monitor and Adjust	Type of Support		Planning	
Objectives	The teacher will plan possible adjustments to comprehension lessons using information print to prepare for extensions or sub-group interventions within the lesson.				
Description of Support	<ol style="list-style-type: none"> 1. Attend Learning Series: Year 1 workshop “Modifying Instruction” 2. Analyze data with coach to anticipate students who may have misconceptions that will require adjustments to first time teaching. 3. Plan checks for understanding to monitor learning during lesson. 4. Plan lesson 1:1 with coach. 5. Plan lessons with PLC. 				
Support Team Member	Instructional Coach	Frequency	Bi-Weekly	Duration	3 times
Evidence	<ol style="list-style-type: none"> 1. Lesson plans with possible adjustments specific to a sub-objective or learning experience are listed. 2. Possible adjustments are labeled as content, pedagogy, or critical thinking. 3. Students who may require extension or intervention in the lesson based on prior assessment are listed. 				

For principals and assistant principals, the EGP action plan will include objectives focused on planning, implementation, and progress monitoring for each identified LdOI element in the goal. Support team members for principals can include the principal’s supervisor, assigned district staff, or other designated personnel. Principals will serve as the support team member for assistant principals. Using tools in the RDSS, the support team member will: (1) analyze the EGPs for all assigned educators using tools in the RDSS to group educators with similar needs to economize time while ensuring individual growth needs are met; (2) provide feedback to educators; (3) monitor objectives in an individual educator’s goal plan that are/are not making progress to make real-time adjustments to the plan of support; and (4) monitor the effectiveness of support team members in assisting teachers to meet their EGP goals and objectives.

Professional Development System Criteria C.2: Timely professional development.

Track 2: Educators can access just-in-time, online, video professional development aligned to elements from the observation instruments, via the REILize Decision Support System. The video library, which will house examples for each of the proficiency levels on the observation instruments of classroom and leadership practices from multiple content areas, grade bands, and leadership settings, will assist educators in accessing just-in-time information aligned with the results of their observation feedback as well as the REIL Score. In addition to self-selection, support team members and evaluators can suggest identified videos in the video bank to support educator conceptual understanding of a given element. In addition, a 5-Year Professional Development Plan will support REIL-TNG educators. Table 16 provides an overview of the activities, by year, designed according to five phases of professional learning, designed to increase the capacity of all educators located in high-need schools to raise student achievement.

Table 16: 5-Year Professional Development Plan

 Professional Development Plan	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
	Build Knowledge	Develop Skills	Apply to Practice	Improve Results	Extend Impact
Year 1					
Learning Series: Year 1 for teachers and leaders.	√	√	√		
Coaching Series: Year 1 for current instructional coaches	√	√	√		
Leading Series: Year 1 for principals, assistant principals, and principal evaluators, including Qualified Evaluator Training (QET) for LOI.	√	√	√		
Evaluating Series: QET and CET for LdOI	√	√	√		
Career Pathway Academy for identified spotlight in-demand teachers.	√	√	√	√	√
Year 2					
Learning Series Year 1 1 st -year teacher induction program.	√	√	√		
Coaching Series: Year 1 induction program for new hire instructional coaches.	√	√	√		
Leading Series: Year 1 as 1 st -year induction program for new Principals and Assistant Principals.	√	√	√		

Learning Series: Year 2 for teachers and leaders.	√	√	√	√	
Coaching Series: Year 2 for instructional coaches.	√	√	√	√	
Leading Series: Year 2 for principals, APs, and evaluators of principals.	√	√	√	√	
Evaluating Series: QET for induction of principal evaluators and CET for LdOI for continuing principal evaluators.	√	√	√		
Human Resource Series: Evaluation Data Use and Value-Added Measurements in REIL scores for teachers and leaders.	√	√			
Career Pathway Academy for spotlight in-demand teachers.	√	√	√	√	√
Year 3					
Learning Series: Year 1 & 2 as 1 st & 2 nd -year induction program for new teachers.	√	√	√		
Coaching Series: Year 1 & 2 induction program for new hire master educator; instructional coaches	√	√	√		
Leading Series: Year 1 & 2 as 1 st -year induction program for new principals and assistant principals.	√	√	√		
Learning Series: Year 3 for teachers and leaders.	√	√	√	√	
Coaching Series: Year 3 for master educators; instructional coaches.	√	√	√	√	
Leading Series: Year 3 for principals, assistant principals, and evaluators of principals.	√	√	√	√	
Evaluating Series: QET for induction of 1 st year principal evaluators and CET for LdOI for continuing principal evaluators.	√	√	√		
Human Resource Series: Evaluation Data Use for teachers and leaders.	√	√			
Career Pathway Academy for identified spotlight in-demand teachers.	√	√	√	√	√
LOI Certified Evaluator Training for peer evaluators.	√	√	√	√	
Support by master educators & peer evaluators based on evaluation results, EGPs, and achievement results.		√	√	√	√
Year 4-5					
Learning Series: Years 1-3 induction program for teachers in their 1 st -3 rd years in the district.	√	√	√		
Coaching Series: Years 1-3 for 1 st - 3 rd year induction program for master educator; instructional coaches.	√	√	√		
Leading Series: Years 1-3 as 1 st - 3 rd year induction program for new principals and assistant principals, including LOI QET and CET.	√	√	√		
Evaluator Series: LdOI QET for new principal evaluators and LdOI CET for principal evaluators.	√	√	√		
Differentiated, job-embedded PD and feedback provided based on educator evaluation data facilitated by central office staff, principals, master educators, and peer evaluators.			√	√	√

Professional Development System Criteria C.3: School-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices.

Implementation of the EGP system described previously in section C.1 will be supported by providing training to principal evaluators and principals on LdOI elements. At the school level, differentiated PD groups will be formed to provide training and coaching for objectives supporting the school's year-long professional development plan and EGPs. These flexible groups, comprised of teachers with common needs, will receive support via coaching cycles which last for three to eight weeks depending on how quickly teachers within the coaching group advance from skill acquisition to effective implementation. The Career Pathway Academy will support the development of teacher leaders and provide an opportunity for even the most masterful teachers to enjoy continued growth. The program targets high potential teachers to develop deeper understanding of content, rubric elements, collaborative learning team strategies, data use, and coaching strategies to prepare for possible service in a master educator role. PD is also provided via peer evaluator support in the observation process. Peer evaluators provide content-specific feedback, addressing just-in-time support needed to transfer new learning to application to make progress on school, team, and EGPs.

Professional Development System Criteria C.4: High-quality plan for professional development that is likely to improve instructional and leadership practices.

REIL-TNG provides a systemic approach to developing the capacity of educators on domains of knowledge and skills embedded in the four educator series extending from teacher induction programs to principal coaching opportunities. Table 17 illustrates how observation elements will be systematically embedded in professional development training for teachers and administrators with increasing depth and complexity along the extended career pathway for both teachers and leaders (see Table 17).

Table 17: Systemic Progression of Career Pathway Roles and Domains in Rubrics

		Coaching Series									
		Learning Series				Leading Series					
Career Pathway Role	Induction Teacher & Teachers new to REIL	Continuing	Classroom Career Pathway Academy	Master Educators:	Master Educators: Instructional	Peer Evaluators	Aspiring APs	Assistant Principals	Principals	Turn-Around Principals & Principal Coaches	
	Progression of Knowledge & Skills	Rubric: <i>Content</i> Element: <i>Task Analysis</i>			Rubric: <i>Designing Support</i> Element: <i>Instructional Planning</i>			Rubric: <i>Setting & Communicating Direction</i> Element: <i>CIP: Goal Setting & CIP: Action Plans</i>			

If an educator remains in the Alliance district and is promoted from one career pathway role to the next, then it would be likely that the individual will possess the knowledge and skills necessary to be highly effective in the new role. Current educators or new-hires from outside the district would require an analysis of gaps in preparedness for the position or for next steps for growth. EGPs can be used to mitigate both deficiencies in preparedness for current roles and career pathway preparation for future leadership roles.

Track 3: Learning, Coaching, Leading, and Evaluating Series. Educators will participate in one of four series of professional development (teacher, instructional coach, principal, or principal evaluator) to build teacher and leader effectiveness. A 3-year professional development training series has been developed for each group of educators to establish a solid foundation for all educators across the district (see other attachments, page 140). Educators will receive initial training on the observation elements to develop understanding of effective levels of performance. Within this foundational training, educators can reflect on the rubric indicators to understand their level of proficiency on each element and envision the next level of proficiency to improve instruction (Glickman, 2002). Support team members can then offer specific feedback and

coaching that are expected to lead to improved student achievement. New educators in subsequent years will receive the same training through an induction program to ensure that all educators in the system acquire the same foundation. Each series will contain 7-12 workshops varying in length from two hours to three days. A Year 1 professional development plan for each series, a list of workshops for sample pages from a presenter script, and a participant workbook for Learning Series Year 1 are included in the other attachments, page 144. Every workshop for each year in the Learning, Leading and Coaching Series will include an information video, facilitator script, resource handouts, participant workbook, and presentation slides produced to be cohesively aligned to other workshops in all series. Each of the series will include face-to face workshops followed up by support from EGP support team members and evaluators.

REQUIREMENT 2: INVOLVEMENT AND SUPPORT OF TEACHERS AND PRINCIPALS
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SELECTION CRITERIA (D). INVOLVEMENT OF EDUCATORS

REQUIREMENT 2(A): Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application

› **Selection Criteria D.1:** The extent to which the application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period.

Pre-Grant Submission Involvement: Prior to submission of the grant application, teachers (Pre-K-12, generalists, content-specific, special area, special education, ELL) and leaders (district- and building- level instructional coaches and administrators; governing board members) were involved in the following ways: (1) development and revision of REIL Score components; (2) provision of input and feedback via focus group interviews (March-June 2012); (3) development of student assessments for non-tested areas (December 2011-June 2012); (4) participation during SY 2011-12 on district-level and cross-district committees; (5) participation

in the annual governing board symposium (August 26-27, 2011); multi-stakeholder information workshops/feedback sessions (November 29, 2011; January 23, 2011; April 24, 2012; June 6, 2012; July 9, 2012); and (6) LEA-specific site visits to gather input on TIF4 program elements, answer questions, and provide support for communication with stakeholders (11 sessions).

Additional Information: On November 29, 2011, MCESA invited districts and charter schools to learn more about implementing an educator evaluation system. Two of our REIL-TNG partners (MESD and WESD) were eager to begin implementing immediately. January through April 2012, MCESA began professional development training for MESD and WESD administrators and instructional coaches. Over 30 educators received Qualified Evaluator Training (QET) to support the LnOI. On January 23, 2012 an expanded group of districts and charter schools met to discuss a Memorandum of Understanding (MOU) and a detailed list of expectations, support, and services. Again, MCESA leaders reached out to each district and charter school to address teacher education groups, district evaluation committees, governing board sessions, and administrative team meetings. By March 1, 2012 MCESA had firm commitments from four more LEAs (BESD, PESD, RESD, and MCRSD). From March- June 2012, MCESA included professional development training for BESD, PESD, and RESD administrators and instructional coaches. Over 125 educators received Qualified Evaluator Training (QET).

Development of the Observation Tools: The Learning, Leading, Coaching, and Peer Evaluator Observation Instruments were developed and revised in collaboration with LEA educators over the past two years. The LnOI underwent 15 revision cycles during its inception in SY 2010-11. LEAs in six school districts actually implemented the LnOI during SY2011-12. A comprehensive validation and feedback collection/revision process ensued during SY 2011-12.

To support this process and to prepare for SY 2012-13 implementation of the LnOI, several REIL-TNG LEAs worked to engage their teachers in teacher evaluation meetings during SY 2011-12 (MESD: 3 meetings; PESD: 16 meetings; ADJC: 3 meetings; WESD: 9 meetings).

Development of Assessments and Student Growth Metrics: Cross-LEA educators were also involved in finalizing a student assessment plan, developing assessments (188 teachers participated in the assessment development process for non-tested areas, and 437 classrooms participated in the field test), and selecting a value-added model to inform the student growth portion of the REIL Score. A cross-LEA data management team as well as a cross-LEA assessment council assisted in providing input and feedback on assessment development, design of the REIL Score, and development of a value-added model.

In addition, multiple LEA-level transition teams (over 30 sessions were held from November 2011- May 2012) provided feedback and input during the development phase of the overall assessment plan. One series of activities that occurred in the transition team meetings was a standards-setting exercise where participants had to think about and define “effective,” which was an important consideration in the calibration of an overall effectiveness rating for teachers.

TIF4 Application Development and Design: Additional stakeholder engagement occurred during the TIF4 grant application development and design process. Interested LEAs attended a MCESA-hosted information session on April 24, 2012, and then scheduled follow-up meetings to discuss program elements and priorities. In April and May of 2012, MCESA staff met with individual LEA leadership teams and attended stakeholder meetings and governing board sessions (5/21/12; 6/5/12; and 6/21/12). A survey was also administered to teachers and building-level administrators in May 2012 to help inform program elements. On June 9, 2012, LEA teams convened for a TIF4 feedback session on program elements including goals, objectives

performance measures, embedding of PBC within the salary schedule, HCMS strategies, and communication plans. Between April and July 2012, all governing boards approved MOUs committing to implementation of REIL-TNG. LEAs also completed individual communication plans to ensure ongoing stakeholder engagement and communication over the duration of the grant. These communication plans (which include communication tactics, tools, and processes; target audiences; project leads; and timeframes/dates) are discussed in more detail under Selection Criteria A.2(iv).

Future Involvement: REIL-TNG requires cross-LEA collaboration and support amongst multiple stakeholders. Therefore, future stakeholder engagement and communication has been strategically planned for through implementation of a dynamic communication structure illustrated in Figure 4 and defined in Table 18. Field specialists will serve as the main communication conduit between REIL’s Management Team and TIF4 partner LEAs. Individually developed LEA-specific communication plans [discussed in A.2(iv)] will also facilitate and ensure stakeholder engagement and communication.

Figure 4: Communication Structure

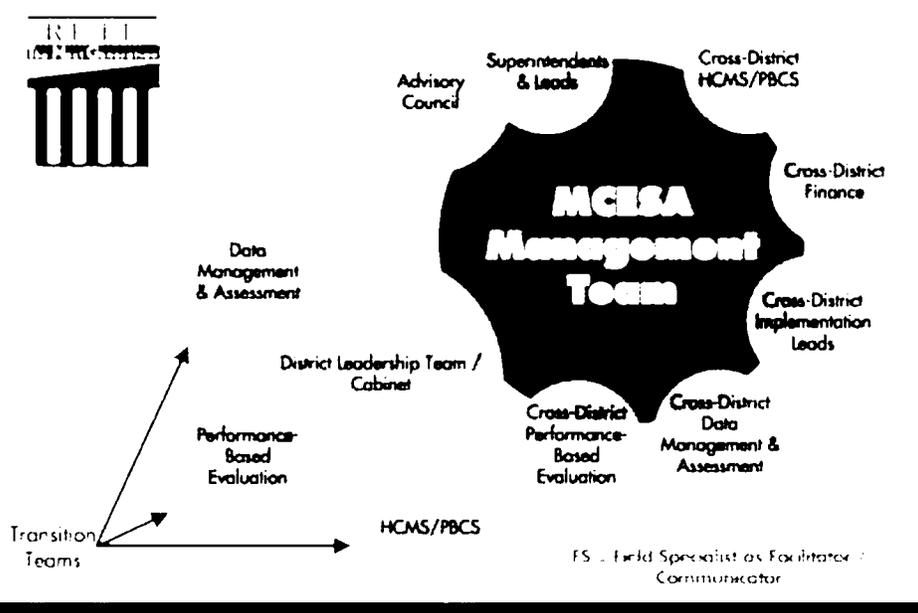


Table 18: Communication and Stakeholder Groups

Group	Who They Are	What They Do
(1) REIL-TNG Program Mgt. Team	Principal Investigators; Program Director; Field Specialists; Project Leads and supporting staff	Manage all aspects of the program, and oversee the implementation of the Management Plan.
(2) REIL Advisory Council	Representation from Management Team; Superintendents & Leads from REIL and REIL-TNG; Alliance Members	Share views, ideas, challenges, and opinions in order to facilitate consistent implementation of the Rewarding Excellence in Instruction and Leadership programs.
(3) REIL-TNG Cross-District Teams	District-level personnel representing HCMS/PBCS, PBE, data management & assessment; finance stakeholders	Stakeholder groups that advise and inform on all aspects of the REIL-TNG program.
(4) District Leadership & Communication Teams	Superintendent’s cabinet and REIL-TNG Field Specialist	Ensure compliance with the established MOU; work to align district initiatives with REIL-TNG program goals; review agendas and outcomes from cross-district teams and transition teams; lead year-to-year planning and implementation efforts.
(5) Field Specialists	On-site Program Coordinator assigned to each REIL-TNG LEA	Serve as the main communication conduit between REIL-TNG management team and district teams; Co-observe and evaluate Peer-Evaluators and Principals; conduct professional development;
(6) District-Level Transition Teams	District-Level Data Management Stakeholders, District-Level Professional Development Stakeholders, and District-Level Teacher & Principal Evaluation Stakeholders	Provide feedback from LEAs to the Field Specialists and Cross-LEA Teams, as well as provide an important communication conduit between district-level team and schools.

Requirement 2(b): Inclusion of a description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems.

› **Selection Criteria D.2:** The extent to which the application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application

Support for Proposed PBCS and Educator Evaluation System: Evidence of educator support

includes: (1) A MOU signed by each LEA committing to implementation of REIL-TNG, including the commitment to implement a HCMS with educator evaluation at the center that is aligned to a revised educator salary structure; (2) letters of support (see required attachment, page 67) from representative policy makers and professional organizations; (3) prior support

from six of the seven TIF4 partner districts as evidenced by signed intergovernmental agreements to implement REIL II; (4) collection of feedback from TIF4 partner LEA trainings/workshops; (5) teacher/administrator survey results related to components of a performance-based compensation system and an educator evaluation system, and (6) completion of LEA-level communication plans to guide program implementation over the course of the grant (see **Selection Criteria A.2(iv)** for a discussion of the communication plans). Additional information related to these evidence sources is included below.

TIF4 MOU: Support is indicated via the signed MOUs that have been submitted with the grant application. (see required attachments, page 24)

Letters of Support: A review of the submitted letters of support will highlight the state- and local-level support for implementation of REIL-TNG. Governor Brewer's letter describes alignment of REIL-TNG to the state's education plan, and she notes the high level of stakeholder engagement and support for implementation of the grant. Letters from the Chairs of the Senate and House of Representatives Education Committees (Rich Crandall / Doris Goodale) speak to the alignment of the grant's goals to recently passed legislation (HB2823). Arizona's Superintendent of Public Instruction, John Huppenthal, speaks to the collaboration between MCESA, Maricopa County school districts, and the Arizona Department of Education on the development of a data management system, which will be critical to the implementation of an HCMS. Professional organization support from the Arizona School Administrators Association, Arizona Association of School Business Officials, Arizona Business and Education Coalition, and the Arizona School Boards Association illustrate the inclusion of this group of stakeholders in the REIL Advisory Council and recognize the REIL alliance as a critical strategy to impact and support Arizona's educational program.

Prior Support From TIF4 LEAs: During SY 2011-12, six of our seven TIF4 LEA partners made a commitment to implement REIL II (which was modeled after the TIF grant program, REIL) as evidenced by an intergovernmental agreement (IGA) with MCEA during SY 2011-12. This IGA articulated the agreement to implement the Learning and Leading Observation Instruments, to provide feedback on the revisions to the instruments, to schedule and attend qualified and certified evaluator training for teachers, school leaders, and principal evaluators, to assign one instructional coach per school site, and to designate/hire a director-level field specialist to serve as an on-site program coordinator. Prior to signing the IGA, LEA leaders worked with educators in their systems to share information and gather feedback in order to develop consensus for implementation of REIL II.

Collection of Feedback: Between January and July of 2012, feedback was collected from TIF4 partner LEA trainings/workshops from participating teachers and administrators. Written feedback submitted by teachers and administrators indicated that the Learning Observation Instrument was a good tool to support teacher growth and show improvement on skills, pinpoint strengths and weaknesses, effectively evaluate teachers, provide better feedback, support student learning by increasing engagement, and focus on student learning. In addition, written feedback included that the tool was thorough and straightforward.

Teacher and Administrator Survey Data: To continue efforts to collect feedback and monitor stakeholder buy-in, surveys for potential TIF4 teachers and administrators were administered in May 2012. Survey results confirmed that the level of educator support across the TIF4 LEAs for the proposed PBCS and educator evaluation elements is high. In addition to the survey results reported in section 5.C., educators reported that evaluation data and performance classifications should factor into performance-based compensation, and that competitive salaries are important

for attracting and retaining effective educators in the profession. Furthermore, there was strong support for inclusion of specific elements as part of an educator evaluation system, including educator goal plans; educator recruitment, placement, retention, and dismissal; pre- and post-conferencing; and value-added modeling. Educators also indicated support for the rubric elements that are in the observation instruments.

LEA Communication Plans: TIF4 LEA leadership teams worked together to identify communication and engagement tactics, tools, and processes; target audiences; project leads; and timeframes/dates. Additional details on the communication plans can be seen in the discussion of Selection Criteria A.2(iv).

Requirement 2(c): A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.

Exclusive representation applies solely to the teachers in the Roosevelt Elementary School District, which recognizes the teacher organization (Roosevelt Education Association) as “the duly elected representative for all non-administrative employees under contract.”

(E). PROJECT MANAGEMENT

Project Management Criteria E.1: The extent to which the management plan clearly identifies the roles and responsibilities of key personnel.

Key personnel will include co-principal investigators and a program director in order to provide guidance and support for implementation of REIL-TNG. Dr. Lori Renfro, MCESA’s Assistant Superintendent for Performance-Based Management Systems, who will serve in an advisory role as co-principal investigator for REIL-TNG, is currently the program director for the federally funded Rewarding Excellence in Instruction and Leadership program. Dr. Renfro’s experience in leading this \$51 million Teacher Incentive Fund grant will be of great value to the team charged with the implementation of REIL-TNG.

Co-principal investigator, Ms. Kristine Morris, Chief Deputy Superintendent for MCEA, will provide the agency leadership necessary for cross-LEA implementation of REIL-TNG. Ms. Morris, who oversees the direction and management of administration and operations for MCEA, has championed programming for our most at-risk youth including those serviced through the juvenile detention system. This effort will contribute to implementation of REIL-TNG, which includes two special population LEAs. Ms. Morris, will take responsibility for the technical success of the project, serve as a liaison between the Maricopa County departments and the MCEA service areas, and provide support and direction related to the implementation of the REIL-TNG management plan.

The Program Director (1.0 FTE) for REIL-TNG will be responsible for coordinating all activities under each of the program objectives, ensuring efficient coordination and communication across program partners. The program director will oversee the day-to-day operations of the program, supervise the program staff, ensure successful completion of annual grant requirements, and work collaboratively with the REIL Advisory Council, TIF4 LEA administration, and project partners. Resumes are included in the required attachments, page 12, and job descriptions for key personnel have been included in other attachments, page 3.

Project Management Criteria E.2: The extent to which the management plan allocates sufficient human resources to complete project tasks.

The scope of this project, which involves a collaborative effort to implement a groundbreaking HCMS across multiple LEAs, will require that substantial human resources be allocated in order to ensure successful completion of program goals and objectives. In addition to the expertise and time commitment of the co-principal investigators and program director, REIL-TNG will also hire for the following key positions to manage and assist with program implementation: **(1) Field Specialists**, seven of whom will serve as the in-district program

coordinators, and two who will serve in a cross-LEA capacity as professional developers, peer evaluators, and principal coaches; **(2) HCMS Administrator (1.0 FTE)**, who will serve as the project lead for implementation of the cross-LEA HCMS; **(3) Performance-Based Evaluation System Administrator (1.0 FTE)**, who will serve as the project lead for implementation of the LEA-wide educator evaluation system; **(4) Financial / Business Systems Specialist (1.0 FTE)**, who will assist in the financial modeling and support for the development and implementation of the educator salary structure based on effectiveness; **(5) Assessment Coordinator (1.0 FTE)**, who will coordinate the assessment development activities to ensure all teachers with regular instructional responsibilities will have classroom-level assessments; **(6) Communications Coordinator (1.0 FTE)**, who will oversee implementation of the cross-LEA communication plan, and provide support for implementation of LEA-specific communication plans; **(7) Professional Development Coordinator (1.0 FTE)** who will support teacher and leader professional learning, coach video cadre members, and lead development of the Texts for Teachers and Leaders program; and **(8) Data Management System Administrator (1.0 FTE)**, who will lead the effort to develop the HCMS REILize Decision Support System components. Additional support staff has been identified in the budget narrative as well as in the Proposed Staffing Structure that is included in the other attachments, page 1.

Project Management Criteria E.3: The extent to which the management plan includes measurable project objectives and performance measures.

In order to successfully launch, monitor and adjust, and report on program progress, clear and concise project goals, specific and realistic objectives and performance measures have been identified in Table 19.

Table 19: REIL-TNG Goals, Objectives, and Performance Measures

GOAL 1: Ensure students graduate college and career ready by increasing student achievement and growth in state-tested content areas.	
Objectives	Performance Measures
1.1: By September 30, 2017, there will be a 10-point increase in the percentage of students meeting or exceeding the state standards in reading, math, and science.	(1) By September 30, 2017, 55% of REIL-TNG students will score in the meets or exceeds category on the math portion of the state-administered AIMS assessment. (2) By September 30, 2017, 48% of REIL-TNG students will score in the meets or exceeds category on the science portion of the state-administered AIMS assessment. (3) By September 30, 2017, 72% of REIL-TNG students will score in the meets or exceeds category on the reading portion of the state-administered AIMS assessment.
GOAL 2: Enhance careers by implementing an LEA-wide HCMS with a fiscally sustainable PBCS for effective teachers and school leaders.	
Objectives	Performance Measures
2.1: By September 30, 2017, REIL-TNG LEAs will utilize the REIL Score (overall effectiveness rating) to inform human capital management decisions.	(1) By September 30, 2017, the % of effective & highly effective teachers in spotlight schools will increase by 5% from the baseline (2013-14). (2) By September 30, 2017, the % of effective & highly effective building-level administrators will increase by 5% from the baseline (2013-14). (3) By September 30, 2017, the turnover/retention rate of the % of effective & highly effective teachers and building-level administrators will decrease by 10% from the baseline (2013-14). (4) By September 30, 2017, the number of open positions filled by the % of effective & highly effective building-level administrators will increase by 5% from the baseline (2013-14).
2.2: By September 30, 2017, REIL-TNG LEAs will incorporate performance classifications as part of the educator salary structure.	(1) By September 30, 2017, 70% of an educator's base salary will be based on the REIL Score. (2) By September 30, 2015, the individual teacher performance component of the (CSF) will account for 33% of the 40% allocation for teacher compensation based on performance.
GOAL 3: Develop talent in teaching and leading through a sustainable, comprehensive program of performance-based evaluation and support.	
Objectives	Performance Measures
3.1: By September 30, 2017, REIL-TNG LEAs will increase the number of effective & highly effective teachers and leaders as measured by placement on the REIL-TNG continuum.	(1) By September 30, 2017, the percentage of teachers receiving a performance classification of effective or highly effective will increase by 10% from the baseline (2013-14). (2) By September 30, 2017, the percentage of building-level administrators receiving a performance classification of effective or highly effective will increase by 10% from the baseline (2013-14).
3.2: By September 30, 2017, data generated from the evaluation process will be used to identify PD needs.	(1) By September 30, 2017, 100% of teachers and administrators with REIL Scores will have individual educator goal plans.

Project Management Criteria E.4: The extent to which the management plan includes an effective project evaluation plan.

The proposed evaluation plan is designed to provide multiple measures of the implementation of REIL-TNG, allowing for continuous monitoring and informed adjustments to programmatic components. Both quantitative and qualitative data collection and observation will provide rigorous analyses concerning the fidelity of implementation, perceptions and the level of support of stakeholders – including educators, governing boards, and the public – and the designed and unanticipated interactions between program elements. The guiding belief of REIL-TNG is that student academic progress can be impacted by the implementation of a rigorous evaluation system that is supported by strategic human capital decision making. More precisely, the logic model Theory of Change (see other attachments, page 109) depicts that more effective teaching and learning is a consequence of the systematic implementation of a common vision of instructional improvement – which is created by a common, research-based definition of good teaching (as defined by observation rubrics); specific, continuous instructional feedback; fair and rigorous educator evaluation procedures that effectively identify educator contribution to learning; and human capital decision making to support exemplary as well as inadequate performance.

Methodological Approach: The implementation and validation of this work will be completed with the assistance of an external evaluator in order to “insulate the staff and processes from those who have a stake in the program’s outcome”. The logic model lends itself to a pattern-matching non-experimental design that will allow for the development of “deep understanding of the inputs, activities, context, outputs, and short-term/medium-term outcomes” which facilitates causal inference. In addition, the project evaluation plan will utilize a mixed-methods approach (use of quantitative and qualitative data) to measure the inputs, activities, context, outputs, and

outcomes of the program, which will also facilitate communication of program results to the differentiated needs of the evaluation audience (CECR Program Evaluation Guidebook).

Research Questions: Formative and summative research questions aligned to USDOE’s TIF4 and REIL-TNG’s logic models have been crafted: (1) to ascertain whether program inputs and activities have been implemented with fidelity (useful in providing ongoing formative feedback about program implementation or to make necessary mid-course corrections); (2) to identify whether there are contextual factors that could influence implementation (context-oriented questions); (3) and to determine program effectiveness (summative questions aligned to long-term outcomes). Activity-specific questions, as well as overall research questions are identified in Table 20.

Table 20: Research Questions

HCMS	
1.	To what extent does the use of an LEA-wide HCMS result in increased student learning? (Obj.1.1)
2.	What changes are occurring in the distribution of educators on the performance continuum over time? (Obj. 3.1)
3.	To what extent have practices, policies, regulations, 301 plans, and professional agreements been revised to align to the new HCMS? (Obj. 2.1)
4.	How has the allocation of effective educators across schools changed? (Obj. 2.1)
5.	What factors are impeding or supporting: effective educators to transfer to open positions in high-need schools; the attraction and retention of effective educators in high-need schools; and communication efforts related to the implementation of the HCMS? (Obj. 2.1)
6.	To what extent does the number of observations impact validity of the REIL Score? (Obj. 2.1)
7.	To what extent does the STEP/PATH process identify the knowledge, skills, and disposition for successful placement in a career pathway position? (Obj. 1.1)
Educator Evaluation System / Professional Development	
1.	To what extent does the use of a rigorous, valid, and fair evaluation system result in increased academic progress and achievement? (Obj.1.1)
2.	To what extent do educator goal plans align with evaluation results? (Obj. 3.2)
3.	To what degree are the observation instruments valid and reliable, adequately distinguishing between levels of performance? (Obj. 2.1)
4.	To what degree is there inter-rater agreement between evaluators? (Obj. 2.1)
5.	What is the correlation between the ratings on the observation instruments and student achievement? (Obj. 2.1, 3.1)
6.	To what extent do educators perceive the feedback received through the evaluation process as having an impact on professional/instructional practice? (Obj. 3.2)
7.	To what extent does each LEA implement job-embedded, differentiated professional development and support systems for educators as intended? (Obj. 3.2)

PBCS
<ol style="list-style-type: none"> 1. To what extent has base pay progression been impacted? (Obj. 2.2) 2. To what extent does the performance-based educator salary structure result in differential attrition over time? (Obj. 2.1) 3. What factors impede or support differential attrition; sustainability of the educator salary structure? (Obj. 2.1; 2,2) 4. To what extent do educators perceive the educator salary structure as an important factor in their decision to stay in the profession? (Obj. 2.1) 5. What impact does the educator salary structure have on recruitment and retention? (Obj. 2.1)
Overall
<ol style="list-style-type: none"> (1) What is the level of support amongst stakeholders for implementation of REIL-TNG? (Obj. 1.1, 2.1, 2.2, 3.1, 3.2) (2) What is the overall impact of the program on student achievement? (Obj.1.1) (3) Is there a change in classroom practice over time? (Obj. 2.1) (4) Has the LEA initiated any other programs that could affect teaching or leadership in schools? (Obj. 1.1, 2.1, 2.2, 3.1, 3.2) (5) To what extent do state policies affect classroom observations? (Obj. 2.1, 3.1) (6) To what extent have LEAs implemented effective stakeholder engagement & communication structures? (Obj. 2.1, 2.2, 3.1, 3.2)

Evaluation Plan Matrix: The evaluation plan matrix shown in Table 21 identifies the data collection and analytic strategies that will be used to evaluate progress toward the goals, objectives, and performance measures. Goal 1 is primarily measured by a quantitative investigation of student achievement results and educator evaluation scores. Goal 2 investigates school district routines and therefore incorporates an analysis of internal, organizational and public, Governing Board decision-making practices. Goal 3 utilizes a mixed-methods approach to measure the program’s impact.

Table 21: Evaluation Plan Matrix

GOAL 1: Ensure students graduate college and career ready by increasing student achievement and growth in state-tested content areas.		
Objectives	Data Collection /Sources	Analytic Strategies
<p>1.1: By September 30, 2017, there will be a 10-point increase in the percentage of students meeting or exceeding the state standards in reading, math, and science.</p>	<ul style="list-style-type: none"> • AIMS data • Administrative data on students, teachers, and schools • REIL Score / evaluation data 	<ul style="list-style-type: none"> • Descriptive quantitative analysis of administrative data • Multivariate analysis of covariance/ value-added regression analysis with longitudinal data

GOAL 2: Enhance careers by implementing an LEA-wide HCMS with a fiscally sustainable PBCS for effective teachers and school leaders.		
Objectives	Data Collection /Sources	Analytic Strategies
2.1: By September 30, 2017, REIL-TNG LEAs will utilize the REIL Score (overall effectiveness rating) to inform human capital management decisions.	<ul style="list-style-type: none"> • Site visits – semi-structured interviews with principals and human resources staff • An annual survey of educators • LEA employment data (e.g., retention rates, attrition) • Human resource document review • A review of Board of Education meeting minutes 	<ul style="list-style-type: none"> • Qualitative analysis of interview data • Descriptive quantitative analysis of survey data • Correlational analysis of teacher evaluation measures with teacher value-added scores • Qualitative analysis of school district documents and Governing Board minutes
2.2: By September 30, 2017, REIL-TNG LEAs will incorporate performance classifications as part of the overall educator salary structure.	<ul style="list-style-type: none"> • Site visits – semi-structured interviews with LEA staff • An annual survey of educators • District administrative employment data; REIL Scores • District financial data / salary schedules 	<ul style="list-style-type: none"> • Descriptive quantitative analysis of survey data • Descriptive quantitative analysis of employment and financial data, salary schedule data, and REIL Scores
GOAL 3: Develop talent in teaching and leading through a sustainable, comprehensive program of performance-based evaluation and support.		
Objectives	Data Collection /Sources	Analytic Strategies
3.1: By September 30, 2017, REIL-TNG LEAs will increase the number of effective & highly effective teachers and leaders as measured by placement on the REIL TNG performance continuum.	<ul style="list-style-type: none"> • Evaluation data • An annual survey of educators • AIMS data • Local formative assessment data • REIL Score data • Co-observation data 	<ul style="list-style-type: none"> • Quantitative analysis of survey and AIMS data • Correlational analysis of teacher evaluation measures with teacher value-added scores
3.2: By September 30, 2017, data generated from the evaluation process will be used to identify professional development needs.	<ul style="list-style-type: none"> • Educator Goal Plan data (e.g., reinforcements/refinements; goals) • REIL Score data • Professional development tracking database • Site visits – semi-structured interviews with LEA staff • An annual survey of educators 	<ul style="list-style-type: none"> • Descriptive analysis of evaluation data • Qualitative analysis of interview data • Descriptive quantitative analysis of survey data • Quantitative analysis of professional development course information

Timeline of Key Evaluation Events: The evaluator will collect and analyze quantitative and qualitative data to understand and improve the implementation and impact of the program’s

incentives on teacher, principal, and school performance. A timeline of key evaluation events is presented in Table 22.

Table 22: Timeline of Key Evaluation Events

	Year 1				Year 2				Year 3				Year 4				Year 5															
Data Collection	Quarter																															
Instrument and protocol design	x			x				x				x				x																
Site visits and interviews with LEA staff		x				x				x				x														x				
Educator surveys		x				x				x				x														x				
Co-observation data			x				x				x				x																	
Educator evaluation data / EGPs	x			x				x				x				x												x				
Assessment data	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Human resources data (e.g., attrition)			x				x				x				x														x			
Human resource document review			x				x				x				x														x			
Governing board minutes		x				x				x				x				x										x				
Analysis																																
Feasibility Study	x																															
Implementation data analysis			x				x				x				x																	
Analysis of program impact											x				x																	
Performance Feedback																																
Formative assessment reports		x		x		x		x		x		x		x		x		x		x		x		x		x		x		x		x
Annual evaluation report				x				x				x				x																
Comprehensive evaluation report																																
White papers on promising practices												x				x																

Communication and Dissemination: In order to prepare for ongoing communication and dissemination of program information, an LEA-specific Communications Asset Audit was conducted to identify the following: (1) LEA communication contacts; (2) social media tools that staff can access from LEA computers; (3) reporters/news outlets that regularly cover the LEA; and (4) primary tools used to communicate with staff, parents, and community members. This information has been compiled and will be used to finalize an LEA-wide communication plan upon grant award. A table showing the results of this audit is included in the other attachments, page 56.

Project Management Criteria E.5: Specifies realistic and achievable timelines.

› **Selection Criteria E.5(i):** Implementing the components of the HCMS, PBCS, and educator evaluation systems.

› **Selection Criteria E.5(ii):** Completing project tasks and achieving objectives.

To facilitate accomplishment of project activities, Table 23 aligns major program activities with a timeframe and person(s) responsible, and identifies project milestones that communicate specific deliverables and signify project checkpoints to validate program progress.

Table 23: Program Management Activities

REIL-TNG Activities / Milestones	Timeline	Person(s) Responsible
Staffing		
Hire Program Staff	Oct-Jan 2012	Program Director
Hire Peer evaluators	Mar 2013	
Milestone: Program leadership identified; staff hired.	January 2013	
Human Capital Management System		
Develop and distribute A Closer Look series to provide program overviews for differentiated stakeholder groups	Oct-Dec 2012	MCESA Dir. of Communications
Develop and post FAQ information on website	Dec 2012	MCESA Dir. of Communications
LEAs conduct road-shows to update school staff of REIL-TNG	Nov-Dec 2012	Program Dir. & Dir. of Communications
Establish membership of Cross-District HCMS/PBCS team	Jan 2013	HCMS Admin
Finalize HCMS Toolkit to be used with transition teams	Jan 2013	HCMS Admin
HCMS LEA-level Transition Teams form	Feb 2013	Field Spec
Facilitation of HCMS/PBMS teams (Monthly Jan-July 2013; 6 times a year beginning Sep 2013)	Ongoing	HCMS Admin; Field Specialists
Feedback loops incorporated to inform and collect feedback from school staff (beginning Feb 2013)	Quarterly	HCMS Admin; Field Spec
Develop recommendations for performance classification and inadequate classroom performance definitions	Jan-May 2013	HCMS/PBMS teams; Field Spec
Develop recommendations for incentives for teachers in the highest performance classification, including multi-year contracts not to exceed three years.	Jan-May 2013	HCMS/PBMS teams; Field Spec
Develop recommendations for incentives for building-level administrators in the two highest performance classifications, including multi-year contracts not to exceed three years.	Jan-May 2013	HCMS/PBMS teams; Field Spec
Develop transfer and protection policies for spotlight school placement for teachers and administrators	Jan-June 2013	HCMS/PBMS teams; Field Spec
Develop transfer and contract processes for building-level administrators designated as ineffective	Jan-June 2013	HCMS/PBMS teams; Field Spec
Assignment of educator performance classifications (Sep of each year beginning Sep 2013)	Annually	HCMS Admin
Make policy revision recommendations for policies G-5361 GCO-R Evaluation of Professional Staff Members (BESD,	SY 2012-13	HCMS/PBMS teams; Field Spec

MCRSD, MESD, PESD, RESD, WESD) and Policy 2014.01A Performance Appraisal (ADJC) to align to statute		
Develop policy recommendations for equitable distribution of teachers	SY 2013-14	HCMS/PBMS teams; Field Spec
Develop policy revision recommendations for G-3463 © GCF-RC (Professional Staff Hiring) to incorporate strategies related to the transfer of personnel from one school to another.	SY 2013-14	HCMS/PBMS teams; Field Spec
HR begins implementing policies regarding filling of open positions in all high need schools with effective and highly effective teachers and leaders	SY 2013-14	HCMS Admin
Milestone: Governing boards adopt definitions for performance classifications (based on observation, student growth)	July 2013	
Milestone: Governing boards adopt definition of inadequacy of classroom performance	July 2013	
Milestone: Governing Boards adopt revised teacher and building-level administrator evaluation policies effective 2013-14	May-August 2013	
Milestone: LEAs begin using equitable distribution procedures / performance classifications in placement decisions	August 2013	
Develop Guidebooks for Years 2-5 (beginning Apr 2013)	Apr-July of each year	Program Director
Governing boards discuss aggregated performance levels for teachers and building level administrators at a public meeting (Nov of each year beginning 2013)	Annually	Program Director; HCMS Admin
Develop 301 plan for 2014-15 that requires an individual teacher's performance on the evaluation be a portion of the performance pay system required by Proposition 301	SY 2013-14	HCMS Admin; LEA PBCS team
Develop policy revision recommendations for G-3463 © GCF-RC (Professional Staff Hiring) to incorporate strategies related to the transfer of personnel from one school to another.	SY 2012-13	HCMS Admin; LEA PBCS team
LEAs take performance classifications into account during annual assignment of students to teachers to ensure a student does not repeatedly get placed with an ineffective teacher	Year 2-5	HCMS Admin
Issuance of three-year contracts to highly effective teachers taking a position in a spotlight school (Beginning Mar 2014 for 2014-15)	Annually	HCMS Admin
Revise hiring, selection practices to include requests for performance classifications from external candidates; participation in STEP/PATH process; new procedures for selection committees	SY 2012-13 and SY 2013-14	HCMS Admin; LEA HCMS team; HCMS cross-LEA team
Milestone: Revised 301 plan in place	August 2014	
Develop policy recommendations for support and consequences for teachers designated as ineffective	SY 2014-15	HCMS/PBMS teams; Field Spec
Develop policy recommendations for intervention options for teachers designated ineffective that includes the use of a performance improvement plan (The policy shall specify that this intervention option may be used only once for each teacher).	SY 2014-15	HCMS/PBMS teams; Field Spec
Develop policy recommendations for dismissal policies (see section on Absolute Priority 1.2)	SY 2014-15	HCMS/PBMS teams; Field Spec
Develop policy recommendations for transfer policies for a	SY 2014-15	HCMS/PBMS

teacher who continues to be designated as ineffective or developing and shall not to be permitted to transfer to another school		teams; Field Spec
Milestone: Governing Boards adopt revised dismissal and transfer policies to align to statutes 15-537, 15-977	August 2015	
Performance-Based Evaluation System		
Verify analysis of current LEA evaluation systems/policies, administrative procedures, & state statutes.	Oct-Nov 2012	Program Director
Establish membership of Cross-LEA PBE team	Apr 2013	PBE Administrator
PBE LEA-level Transition Teams form	Apr 2013	Field Spec
Facilitation of PBE teams (beginning April 2013)	Quarterly	PBE Admin; Field Spec
Feedback loops incorporated to inform and collect feedback from school staff (beginning April 2013)	Quarterly	PBE Admin; Field Spec
Implement qualified and certified evaluator training as described in: Absolute Priority 2.1 / Selection Criteria B.3	July 2012-Aug 2017	PD Coord; Field Spec
Develop content for Texts for Teachers and Leaders	SY 2012-13	PBE Administrator
Implement Texts for Teachers	Aug 2013	PBE Administrator
Implement Texts for Leaders	Oct 2013	PBE Administrator
Minimum of two observation cycles for all teachers	Year 1	PBE Administrator
Minimum of five observation cycles for all teachers	Years 2-5	PBE Administrator
Milestone: Implementation of Year 1 Learning, Coaching, Leading Observation Process complete *Meets grant requirement to implement LEA-wide evaluation system beginning year 2.	August 2013	
Milestone: Implementation of Peer Evaluator Observation process complete *Meets grant requirement to implement LEA-wide evaluation system beginning year 2.	August 2013-14	
Site observations and tri-annual conferences for all instructional coaches and building-level administrators	Years 1-5	PBE Administrator
Site observations and tri-annual conferences for all Peer evaluators	Years 2-5	PBE Administrator
Site observations and tri-annual conferences for all master educators and turnaround administrators	Years 3-5	PBE Administrator
Modification of observation cycles from five to three for highly effective educators	Year 5	PBE Administrator
Begin implementation of 5-Year Assessment Development Plan (see specific steps in document in other attachments, page 136)	Jan 2013	Assessment Coord
Assessments administered for tested areas	Year 1	Assessment Coord
Validation of assessments in non-tested areas for sub-group of teachers	Year 1	Project Lead for Assessment
Team-level and school-level value-added for all teachers	Year 1	PBE Administrator
Refinements to professional responsibilities rubric	Year 1	PBE Administrator
Generation of REIL Score for all teachers including VAM score for: Group A: individual, team, school; Group B: school, team	Year 1	PBE Administrator
Assessments administered for tested areas and a sub-group of non-tested areas	Years 1-2	Project Lead for Assessment
Validation of assessments in non-tested areas for a sub-group of	Year 2	Project Lead for

teachers		Assessment
Team-level and school-level value-added for all teachers	Year 2	PBE Administrator
Professional Responsibilities rubric: logic model applied to performance classification (have to be proficient in all areas on rubric to receive an effective performance classification)	Year 2	PBE Administrator
Generation of REIL Score for all teachers including VAM score for: Group A (including a sub-group of teachers that were previously classified as group B): individual, team, school; Group B : school, team	Year 2	PBE Administrator
Milestone: Educator evaluation system in place LEA-wide for teachers, instructional coaches, building-level administrators, peer evaluators.	August 2013	
Assessments administered for all tested and non-tested areas	Year 3-5	Assessment Coord
Team-level and school-level value-added for all teachers	Year 3-5	PBE Administrator
Professional Responsibilities rubric applied	Year 3-5	PBE Administrator
Milestone: Generation of full REIL Score for all teachers	September 2015	
Milestone: Educator evaluation system in place at spotlight schools for master educators.	August 2014	
Governing Boards adopt list of qualified evaluators (Jul-Sep of each year beginning Jul2013)	Annually	HCMS Admin
Validation of observation instruments (LdOI, COI, LnOI, PEOI). (Beginning SY 2012-13)	Annually	Program Evaluator
Revisions/refinements to observation instruments based on quantitative and qualitative feedback	Annually	Program Dir; PBE Admin; Field Spec
PBCS / Educator Salary Schedule		
Establish membership of Cross-District PBCS team	Jan 2013	HCMS Admin
PBCS LEA-level Transition Teams form	Feb 2013	Field Specialists
Facilitation of PBCS teams	Jan-July 2013	HCMS Admin; Field Specialists
Salary Schedule Revision / Financial Modeling begins	Mar 2013	Finance Spec
Feedback loops incorporated to inform and collect feedback from school staff	Feb 2013-July 2014	Finance Specialist; Field Spec
Develop policy revision recommendations for Policy G-2200 © GCBA to include language related to performance classifications and placement of the salary schedule in alignment with educator salary structure based on effectiveness	SY 2013-14	HCMS Admin; Field Spec
Develop policy revision recommendations for G-4111 © GCI – R (Professional Growth / Horizontal Movement on Salary Schedule)	SY 2013-14	HCMS Admin; Field Spec
Milestone: Salary enhancements in place for career pathway positions in spotlight schools (in-demand; master educator; turnaround principal/assistant principal)	July 2014	
LEAs place and provide base pay progression on educator salary structure based on effectiveness	SY 2014-15	HCMS Admin
Milestone: PBCS in place via revised educator salary structure (Meets grant requirement to implement PBCS beginning Year 3 and to implement a salary structure based on effectiveness for both teachers and principals no later than Year 5)	August 2014	

Send out REIL-TNG Profiles to teachers and principals explaining REIL Score (Sep of each year beginning Sep 2013)	Annually	Program Director & Finance Admin
LEAs roll over classroom site fund monies for use in Year 6.	SY 2013-14	Finance Admin
LEAs identify and communicate to staff qualifying positions for PBCS	Nov 2012	Program Director
Data Management System		
Establish membership of Cross-District Data Management & Assessment (DMAT) team	Dec 2012	DMS Admin
DMATT LEA-level Transition Teams form	Feb 2013	Field Spec
Facilitation of DMAT/DMATT teams (beginning Feb 2013)	Quarterly	DMS Admin; Field Spec
Establish Student-Teacher-Course connection through State Resource Management program	Apr 2013	DMS Admin; Data Systems Specialist
Feedback loops incorporated to inform and collect feedback from school staff	Beginning Feb 2013	DMS Admin; Field Specialists
Assessment System ready for system user upload and item creation	Jan 2013	DMS Admin; Assessment Coordinator; Data Systems Specialist
Establish training outcomes and scheduling related to RDSS component implementation (Beginning Mar 2013)	Annually	Program Director
Develop dashboard components through Data Management Integration and Reporting in RDSS	Years 1-4	PBE and DMS Admin
Produce REIL Scorecard in DMAR (Data Mgmt and Reporting) system	Apr 2013	DMS Admin; Project Director
Produce course/web-production for REIL Score, Value-Added Model, and Evaluation Series Overview.	Apr 2013	Communications Coordinator Videographer
Educator Goal Plan System in REILize Decision Support System (RDSS) Ready for Implementation	May 2013	PBE and DMS Admin
Implement Educator Goal Plan System in REILize Decision Support System (RDSS)	Year 2-5	PBE and DMS Admin
Implement HCMS talent management component in RDSS	Year 2-5	HCMS Admin
Implement Content Management and Learning Management components in RDSS	Year 2-5	DMS Admin
Develop video bank production schedule to prioritize observation rubric elements for video capture and production	Jan 2013	PD Coordinator
Identify and form teacher and administrator video cadre members upon release of Sep 2013 performance classifications	Sep 2013	PD Coordinator
Begin videotaping observation settings for inclusion in video bank	Oct 2013	PD Coordinator; Videographer
Establish processes and procedures for assessment development and delivery of secure assessments	Mar 2013	Program Dir. & Assessment Coord.
Implement roster verification process	Apr 2013	DMS Admin; Data Systems Specialists
Develop and implement process to enable users to review, modify, or verify information contained in the data management system throughout the year	Jan 2012-July 2012	Program Director; Data Coordinator
Implement audit system for data verification	Aug 2013	Program Director

Milestone: All evaluators entering observation scores into RDSS	May 2013	
Milestone: Educators can access online videos and professional development through Content Management component in RDSS	Aug 2013	
Milestone: Educators able to verify all components of their REIL score	Jan 2014	
Ongoing refinement and maintenance of RDSS	Years 3-5	Program Director
Career Pathways		
Establishment of Career Pathway Academy for aspiring teacher leaders	SY 2013-14	PBE Administrator
Career Pathway Academy begins	Oct 2013	PD Coordinator
Development and implementation of recruitment strategies for spotlight school positions	SY 2013-14	HCMS Admin
HCMS Transition Teams develop recommendations for LEA-specific spotlight school master educator positions emphasizing reach extension of the effective and highly effective teachers	SY 2013-14	HCMS Admin; Field Spec
Implementation of STEP/PATH process to identify candidates with knowledge, skills, and dispositions for career pathway positions	Mar-June 2014	PBE Admin; Field Spec
Hire peer evaluator cadre	Mar-June 2014	HCMS/PBE Admin
Milestone: Placement of turnaround administrators, master educators, in-demand teachers in spotlight schools	August 2014	
Finalize criteria for spotlight school designation	Jan 2014	Program Director
Make any necessary revisions to Career Pathway Core Competencies	Jan 2012	HCMS Admin
LEAs determine funding sources for salaries for establishing master educator positions in spotlight schools	SY 2013-14	Program Director
Professional Development		
Implementation of 5-year PD plan begins (Refer to REIL-TNG 5-Year PD Plan for comprehensive steps)	Jan 2013	PBE Administrator
Milestone: Trainings archived for future professional development opportunities	July 2013	
Milestone: Educator evaluation data is accessible through RDSS to inform professional development	July 2013	
Develop governing board policy recommendations regarding alignment of professional development opportunities to the principal evaluations	Mar-July 2013	HCMS Admin; Field Spec
Develop recommendations for revisions to G-4100 © GCI Professional Staff Development to align with LEA-wide HCMS and revised educator salary structure	SY 2013-14	HCMS Admin; Field Spec
Evaluator assignment of professional development to evaluatees to provide professional development opportunities for the educator to improve performance. Meets grant requirement to implement professional development beginning Year 3	Annually beginning SY 2013-14	PBE Administrator
Alignment of district- and school-level professional development to educator evaluation results, Meets grant requirement to implement PBCS beginning Year 3	Annually beginning SY 2013-14	PBE Administrator
Implement educator goal plans	Sep 2013	PBE Administrator

Overall Program		
Facilitate REIL Advisory Council Meetings. (Obj. 3.2) (Beginning Oct 2012)	Quarterly	Co-PI (Ms. Morris)
Intergovernmental Agreements (IGAs) signed	Jan 2013	Program Director
Finalize Cross LEA-wide Communication Plan	Dec-Jan 2013	Program Director
LEAs finalize differentiated communication plan	Dec-Jan 2013	Field Spec
Monitor communication plan progress and make refinements (Beginning in Mar 2013)	Annually	Program Director; Field Spec
Implement media strategy to explain the REIL-TNG	Nov 2012	Communications Coordinator
Implementation of Program Evaluation plan (see Timeline of Key Evaluation Events in section E.4)	Ongoing beginning Feb 2013	Program Dir. & Program Evaluator
Develop year specific at-a-glance communication document (Beginning Apr-July 2013)	Annually	Communications Coordinator
Milestone: Annual Evaluation Report.	Annually Years 2-4	Program Dir. & Program Evaluator
Milestone: Comprehensive Evaluation Report.	July 2017	Program Dir. & Program Evaluator

(F). SUSTAINABILITY

Project Management Criteria F.1: The extent to which the sustainability plan identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period.

REIL-TNG's HCMS implementation and investment in system infrastructure will ensure that LEAs have sufficient resources to create a sustainable and effective PBCS and educator evaluation system during and beyond the grant period. Each REIL-TNG's LEA has accepted responsibility for using current and future funding sources to ensure sustainability of REIL-TNG's PBCS. During FY-12 REIL-TNG LEAs collectively spent \$63,493,146 in personnel costs for educators paid through traditional salary schedules that reward and recognize years of experience and degrees. Two State funding sources, Maintenance and Operation (M&O) and Classroom Site Fund (CSF), in addition to Federal ESEA Title I and II-A Funds, support and supplement personnel costs (Table 24). The strategic repurposing and use of these funds during and after the grant will be integral to the sustainability of REIL-TNG's PBCS.

Table 24: REIL-TNG LEA Funding Sources

	M & O Personnel	Classroom Site Fund	Title I	Title II	Total
ADJC	\$ 1,740,586	\$ 116,731	\$ 256,220	\$ 170,241	\$ 2,283,778
BESD	\$ 6,198,069	\$ 665,554	\$ 1,719,565	\$ 266,254	\$ 8,849,442
MCRSD	\$ 1,421,617	\$ 132,317	\$ 190,874	\$ 94,876	\$ 1,839,684
MESD	\$ 215,216	\$ 8,819	\$ 16,229	\$ 3,318	\$ 243,582
PESD	\$ 13,574,134	\$ 1,797,475	\$ 10,779,291	\$ 722,416	\$ 26,873,316
RESD	\$ 14,138,207	\$ 2,531,722	\$ 9,220,369	\$ 1,377,551	\$ 27,267,849
WESD	\$ 2,924,205	\$ 299,145	\$ 866,990	\$ 146,599	\$ 4,236,939

Combined FY 13 Revenues to Support Personnel Costs

\$ 71,594,590

Through a strategic phase-in, phase-out plan (See Table 25) REIL-TNG LEAs, through their MOU commitments, will shift from reliance upon TIF grant funds to total reliance upon district M&O, CSF funds, and entitlement ESEA funds to create a feasible sustainability plan for the PBCS beyond the grant period.

Table 25: Phase in / Phase-out approach for Sustainability

	Existing LEA Resources	LEA Efficiencies	TIF Grant Resources
2012-2013	M & O- No Change CSF-No Change		No PBCS
2013-2014	M & O- No Change CSF Fund 11-No Change CSF Fund 12-Carry Over CSF Fund 13-No Change		No PBCS
2014-2015	M & O- Supporting New PBCS CSF Fund 11-Carry Over CSF Fund 12-Carry Over CSF Fund 13-No Change		100% TIF Supplement PBCS
2015-2016	M & O- Supporting PBCS CSF Fund 11-Carry Over CSF Fund 12-Carry Over CSF Fund 13-No Change	<ul style="list-style-type: none"> Strategic assignment of most effective educators. Aligned PD 	100% TIF Supplement PBCS
2016-2017	M & O- Supporting PBCS CSF Fund 11-Carry Over CSF Fund 12-Carry Over CSF Fund 13-No Change	<ul style="list-style-type: none"> Strategic assignment of most effective educators. Aligned PD. 	100% TIF Supplement PBCS
2017-2018	M & O- 100% PBCS CSF Fund 11-100% PBCS CSF Fund 12-100% PBCS	<ul style="list-style-type: none"> Strategic assignment of most effective educators. Aligned PD. 	0%

	CSF Fund 13-100% Aligned to Educator Evaluation System		
2018-2019	M & O- 100% PBCS CSF Fund 11-100% PBCS CSF Fund 12-100% PBCS CSF Fund 13-100% Aligned to Educator Evaluation System	<ul style="list-style-type: none"> • Strategic assignment of most effective educators. • Aligned PD • Dismissal of chronically ineffective educators. 	0%
2019-2020	M & O- 100% PBCS CSF Fund 11-100% PBCS CSF Fund 12-100% PBCS CSF Fund 13-100% Aligned to Educator Evaluation System	<ul style="list-style-type: none"> • Strategic assignment of most effective educators. • Aligned PD • Dismissal of chronically ineffective educators. 	0%

The strategic phase-in begins with the redesign of the existing educator salary schedules, to a PBCS. Over the first two years of the grant, LEAs will continue their traditional compensation strategy while they engage in the process of redesigning and adopting salary schedules that align to the REIL-TNG guiding principles (See Section 5.C.). Beginning in Year 3, educators will be placed on the newly adopted salary schedules according to their effectiveness as measured by their REIL Score. Proposition 301 increased the State sales tax for a period of 20 years (2001-2021) and created the Classroom Site Fund (CSF). This funding source for teacher compensation is made up of three parts (fund 11, fund 12, and fund 13); and can be used for base salary increases (fund 11), performance-based compensation (fund 12) and professional development (fund 13). In 2011, the Legislature amended ARS§15-977 to requiring that a portion of the CSF, fund 12, be linked to individual teacher effectiveness beginning in 2014-2015. Statute also affords districts the ability to carry-over these funds in unlimited amounts and for an unlimited number of years. In preparation for the phase-out of grant funding, each REIL-TNG LEA, as modeled in Table 26, will carry-over all fund 12 CSFs received during FYs 2013-2014 through 2016-2017, collectively banking in escrow a total of \$10,090,558 for FY 18 when grant funds cease. In FYs 2018-2020 funds 11 and 12 shall be used to fund the newly adopted PBCS where placement is determined by the overall effectiveness level of the educator as measured by the

educator evaluation system; and fund 13 will be used to support on-going job-embedded professional development. These conservative and realistic projections, developed in consultation with Arizona Association of School Business Officials (AASBO), demonstrate the long-term revenues available through the CSF for each REIL-TNG LEA to sustain fiscal support of the REIL-TNG PBCS and evaluation system after the grant period. In FY 2018, the newly adopted PBCSs will be embedded with PBC funds provided under the State-funded CSF (ARS§15-977) and LEAs will begin utilizing CSF in accordance to statute.

Table 26: LEA Classroom Site Fund Projections (Funds 11, 12, 13)

FY	Per Pupil	ADJC	BESD	MCRSD	MESD	PESD	RESD	WESD
13	227	\$80,128	\$574,744	\$92,169	\$6,304	\$1,552,224	\$2,186,289	\$258,329
14	250	\$88,909	\$639,308	\$147,758	\$6,995	\$1,735,140	\$2,443,924	\$293,039
15	280	\$100,325	\$723,185	\$166,730	\$7,893	\$1,972,507	\$2,778,253	\$338,050
16	300	\$108,297	\$782,589	\$179,979	\$8,520	\$2,145,102	\$3,021,350	\$373,062
17	320	\$116,383	\$843,110	\$193,418	\$9,156	\$2,322,430	\$3,271,115	\$409,871
18	340	\$124,584	\$904,762	\$207,048	\$9,801	\$2,504,596	\$3,527,693	\$448,552
19	360	\$132,902	\$967,563	\$220,871	\$10,456	\$2,691,704	\$3,791,232	\$489,186
20	380	\$141,338	\$1,031,530	\$234,890	\$11,119	\$2,883,862	\$4,061,884	\$531,854
LEA Total Allocation CSF FY14-17							\$25,226,395	
LEA Fund 12 Carry-over FY 14-17							\$10,091,018	
LEA Fund 11 & 12 Average								
Annual Projected Allocation FYs 18-20							\$4,985,485.24	

Federal ESEA Title I and Title II entitlement resources shown in Table 24 will also provide REIL-TNG LEAs financial support for sustainability of the professional development and career pathway aspects of the program. Title II funding will provide resources for the equitable distribution of effective / highly effective teachers to spotlight schools, and can be used for professional development, and hard-to-staff core academic content area incentives.

Nonfinancial Resources and LEA Efficiencies: REIL-TNG LEAs will also implement and sustain non-financial human capital strategies to attract and retain effective educators across all high-need schools, as well as a special subset of high-need schools identified as spotlight schools. REIL-TNG's HCMS strategies include the following: educator opportunity for direct participation in the development and implementation of a coherent and comprehensive HCMS via membership on a REIL-TNG LEA-level transition team; access to frequent feedback via multiple observation cycles; high-quality professional development aligned to the LEA-wide common vision of instructional improvement articulated through the observation instruments; individualized educator goal plans aligned to evaluation results; multi-year contracts for highly effective educators who accept a position in a high need or spotlight school; protections for teachers who transfer to a school with a state label of D or F; increased opportunities to work in schools led by effective/highly effective principals/assistant principals; and reduction-in-force policies that prohibit the use of seniority as the priority when implementing a reduction-in-force.

REIL-TNG's capacity building approach will ensure LEAs develop a HCMS recruitment team and recruitment strategy; adopt a human resource branding and sourcing strategy focused on their vision for instructional improvement; and conduct an analysis of working conditions to ensure the retention of effective and highly effective educators. Through REIL-TNG's implementation of a comprehensive HCMS, partner LEAs will be able to realize efficiencies gained by the system to ensure sustainability. Hess and Osberg (2010) demonstrate that just three efficiencies (eliminating the master's degree bump, eliminating chronically ineffective educators, and strategically assigning the most effective teachers) can produce a 12% savings, collectively totaling approximately \$10,929,982 that will enable LEAs to sustain their new system.

Project Management Criteria F.2: The extent to which the sustainability plan is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation system after the grant period ends.

Each REIL-TNG LEA partner has accepted responsibility, through a Memorandum of Understanding (MOU), to ensure sustainability of the PBCS and educator evaluation system after the grant period ends. The MOU also aligns with required implementation of recent changes to State Statutes (ARS§15-203 and ARS§15-977) surrounding performance-based evaluation and compensation. Table 27 summarizes key commitments made through the MOU, coupled with required state law and associated activities that will ensure the long-term sustainability of the PBCS and educator evaluation system.

Table 27: MOU Commitments and Associated Activities

MOU Commitment	Activities and Evidence of Feasibility
2.4. Salary schedule embedded with performance-based compensation as a component of an HCMS	<ul style="list-style-type: none"> • All LEAs in Arizona must adopt an educator evaluation system with at least four performance classifications by school year 2013-2014 (ARS 15-203). • Overall performance of the educator must be based upon measures of student academic progress. • Payments from CSF must be based upon an educator’s individual effectiveness as defined in ARS 15-203 by 2014-2015. • Survey results (Section 5C) from REIL-TNG show that educators agree that performance classifications should play a role in overall compensation.
2.5. Collaborative development of capacity building strategies for teachers, principals, and school leaders; and 2.9. Provide sufficient time for on-going, job-embedded professional learning opportunities.	<ul style="list-style-type: none"> • Educators at all levels of the system will directly participate in creation of a coherent and comprehensive HCMS, as demonstrated in Section D. • The Professional Development Series will provide training and support to increase effectiveness and improve student academic growth. • REILize Decision Support System (RDSS) will provide data for individual Educator Goal Plans aligning job-embedded, targeted professional learning opportunities.
2.8. Implement a systemic and fiscally sustainable performance-based compensation and evaluation system for educators.	<ul style="list-style-type: none"> • REIL-TNG LEAs will adopt policy changes now made possible through HB 2823. • Increased opportunities to work in schools led by effective/highly effective principals/assistant principals.

REIL-TNG LEAs have the will, enabling legislation, and sufficient resources to ensure sustainability at the end of the grant. Given these factors, LEAs in REIL-TNG are highly likely to restructure their salary schedules to align with performance levels derived from the performance-based evaluation system, and sustain those models beyond the grant period. Through the strategic alignment of resources REIL-TNG LEAs will attract, retain, place and sustain the highly effective educators in our highest needs schools, ensuring that this next generation of youth is prepared for success in college, career and life.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

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The attached file can be viewed as an individual component using Application Log menu option.

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	Maricopa County Education Service Agency
Applicant's DUNS Name:	1838666800000
Federal Program:	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
CFDA Number:	84.374

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Maricopa County Education Service Agency

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	1,208,596.00	2,727,665.00	7,643,225.00	10,053,869.00	14,290,955.00	35,924,310.00
2. Fringe Benefits	374,665.00	845,576.00	1,768,097.00	2,222,419.00	3,019,475.00	8,230,232.00
3. Travel	62,300.00	45,500.00	45,500.00	45,500.00	28,700.00	227,500.00
4. Equipment		110,000.00				110,000.00
5. Supplies	515,460.00	167,960.00	167,960.00	139,210.00	80,460.00	1,071,050.00
6. Contractual	2,939,796.00	965,896.00	1,286,296.00	788,096.00	833,076.00	6,813,160.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	583,483.00	530,661.00	1,685,449.00	1,067,219.00	1,067,507.00	4,934,319.00
9. Total Direct Costs (lines 1-8)	5,684,300.00	5,393,258.00	12,596,527.00	14,316,313.00	19,320,173.00	57,310,571.00
10. Indirect Costs*	454,744.00	422,661.00	465,267.00	373,743.00	371,359.00	2,087,774.00
11. Training Stipends						
12. Total Costs (lines 9-11)	6,139,044.00	5,815,919.00	13,061,794.00	14,690,056.00	19,691,532.00	59,398,345.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 8.00 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

Name of Institution/Organization Maricopa County Education Service Agency	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

Section 427 of GEPA: Statement of Support

The *Maricopa County Educational Service Agency* is committed to reducing barriers and connecting historically underserved and high-need areas with the services, resources, and tools they need to continuously improve their districts. Representing such a large and diverse county, with rural, urban, and suburban districts, we recognize the various challenges that each student and teacher can face in pursuit of improved academic achievement. We feel honored to be able to provide access for the Maricopa County educational community to programs and services without bias due to gender, race, national origin, color, disability, or age. Our *Rewarding Excellence in Instruction and Leadership- The Next Generation (REIL-TNG)* program will work together with partner districts to eliminate barriers and create pathways that remove obstacles to taking full advantage of the program's potential. Our team understands how important it is to incorporate broadly reaching techniques and technologies that allow participants in distant districts to be fully involved. Many of the activities will be in multiple formats, including some that are accessible via the internet, or through other online-supported mechanisms or applications.

The *Maricopa County Educational Service Agency* will invite candidates from all partner districts, without bias due to gender, race, national origin, color, disability, or age. Partner districts will be offered any and all available accommodations necessary for individuals in need of special services for full participation in the *REIL-TNG* program. The *Maricopa County Educational Service Agency* fosters and encourages professional growth for all educators, providing opportunities for participants to reach their highest potential. The team will work together with each individual to determine the most appropriate methods to overcome any

perceived or actual obstacles in reaching the goal of improving compensation systems to best reward student academic achievement, progress, and growth.

Abstract

<u>Organization Name:</u> Maricopa County Education Service Agency (MCESA)		<u>Organization Address:</u> 4041 North Central Avenue, Suite 1200 Phoenix, AZ 85021	
<u>Project Contact:</u> Mr. Mark Mason	<u>Project Phone Number:</u> 602.506.2900	<u>Project Email:</u> mark.mason@mcesa.maricopa.gov	
TIF General Competition CFDA# 84.374A	Competitive Preference: Priorities 4 & 5	Group application with 2 or more LEAs	

Rewarding Excellence in Instruction and Leadership - The Next Generation (REIL: TNG), an Alliance of eight (8) LEAs, will create a Human Capital Management System (HCMS) that transforms how they attract, place, retain, and support effective teachers and principals for forty-five (45) high-need schools. *REIL: TNG* will accomplish this by: assembling the **Right Team**, consisting of a strategic Alliance of Stakeholders including Public Policy Makers, Educators, and Professional Associations; providing the **Right Tools** to measure and develop educator effectiveness; and placing the **Right Talent** in teaching and leading in the highest need schools on career paths and support roles to ensure that all teachers and principals have the job-embedded professional development to help youth succeed. This unique Alliance of eight (8) LEAs representing forty-five (45) high-needs traditional and juvenile correctional schools in Maricopa County, united with the goals of: (1) ensuring students graduate college- and career-ready by increasing student achievement and growth in state-tested content areas; (2) enhancing careers by implementing an LEA-wide HCMS with a fiscally sustainable PBCS for effective teachers and school leaders; and (3) developing talent in teaching and leading through a sustainable, comprehensive program of performance-based evaluation and support.

Project Objectives Summary

Objective 1.1 - By September 30, 2017, there will be a 10% increase in the percentage of students meeting or exceeding the state standards.

Objective 2.1 - By September 30, 2017, REIL TNG districts will utilize the REIL Score (overall effectiveness rating) to inform human capital management decisions.

Objective 2.2 - By September 30, 2017, REIL TNG districts will incorporate performance classifications as part of the overall educator salary structure.

Objective 3.1 - By September 30, 2017, REIL TNG districts will increase the number of effective and highly effective teachers and leaders as measured by placement on the REIL TNG performance continuum.

Objective 3.2 - By September 30, 2017, data generated from the evaluation process will be used to identify professional development needs.

Applicant Classification and Eligibility

Group Applicant Name	Eligibility Classification	Number of Schools	Number of High Need Schools
Maricopa County Education Service Agency (MCESA)	LEA	Lead & Intermediary Unit	Lead & Intermediary Unit
Arizona Department of Juvenile Corrections (ADJC)	LEA	1	1
Balsz Elementary School District (BESD)	LEA	5	5
Maricopa Regional School District (MCRSD)	LEA	4	4
Mobile Elementary School District (MESD)	LEA	1	1
Phoenix Elementary School District (PESD)	LEA	14	13
Roosevelt Elementary School District (RESD)	LEA	19	19
Wilson Elementary School District (WESD)	LEA	2	2

Building on the work of MCESA's *Rewarding Excellence in Instruction and Leadership (REIL)* prior TIF grant, REIL: TNG will realize its goals by ensuring that the **Right Team** has the **Right Tools** to identify the **Right Talent** resulting in **REIL Change** for students in the highest needs schools throughout Maricopa County.

The Phoenix metropolitan area, a fast growing city of approximately four million people, will be affected by the project. The Phoenix metropolitan area is located within the state of Arizona and Maricopa County. School districts across the county will be impacted by the Rewarding Excellence in Instruction and Leadership – The Next Generation (REIL-TNG) program to increase teacher, principal and leader effectiveness through the implementation of a comprehensive Human Capital Management System tied to effectiveness and supported by a performance based compensation system.

Teacher Incentive Fund (TIF) Budget

REIL-TNG Budget Narrative

Year 1

Personnel - \$(b)(4)	Year 1 (FY13)			
	% FTE	Number	Spur Unit	Total
Program Director	1.00	1.00	\$ 94,628	\$ 94,628
Field Specialist	(b)(4)			
Financial/Business Systems Specialist				
Data Systems Specialist				
Administrative Assistant				
Learning, Leading and Coaching Professional Development Coordinator				
Assessment Coordinator				
Data Management System Administrator				
Videographer				
Data Coordinator/Management Analyst				
Human Capital Management System (HCMS) Administrator				
Performance-Based Evaluation (PBE) Administrator				
Communications Coordinator				
Total Personnel				

Year 1 personnel are budgeted for a 10th month period in order to reflect the hiring process for the majority of the program staff. However, the program manager is for the full year; all other personnel reflect the FTE percentage in the table above.

Program Director

Duties: Responsible for leading program staff and partners to successfully completing all goals, objectives, and activities associated with the Rewarding Excellence in Instruction and Leadership - The Next Generation. (Objective 1.1, 2.1, 2.2, 3.1, 3.2)

Field Specialist

Duties: Responsible for collaboratively building structures to sustain Human Capital Management and Performance-Based Evaluation Systems through LEA-wide collaboration, communication, and professional development support. (Objective 2.1, 2.2, 3.1, 3.2)

Financial/Business Systems Specialist

Duties: Responsible for managing the fiscal sustainability of the Rewarding Excellence in Instruction and Leadership - The Next Generation program through the leading and monitoring of all fiscal planning, transacting, and documenting. (Objective 2.1, 2.2, 3.1, 3.2)

Data Systems Specialist

Duties: Responsible for collecting and analyzing student achievement and educator evaluation

data used to calculate the REIL Score through communication and technical cooperation with partner school LEAs and the Arizona Department of Education (Objective 2.1, 3.2)

Administrative Assistant (Program Director)

Duties: Responsible for assisting in the coordination of duties for the Rewarding Excellence in Instruction and Leadership - The Next Generation (REIL - TNG) Program Director in support of the program's goals, objectives, and activities. Supports the day-to-day operations and maintains effective communication for the Program Director. (Objective 1.1. 2.1, 2.2, 3.1, 3.2)

Administrative Assistant (Assessment)

Duties: Responsible for assisting the Rewarding Excellence in Instruction and Leadership - The Next Generation assessment team in the coordination of developing valid and reliable assessments for secure and non-secure interim assessments through supporting the day-to-day operations and maintaining effective communication. (Objective 1.1)

Learning, Leading and Coaching Professional Development Coordinator

Duties: Responsible for developing talent in teaching and leading through a sustainable, comprehensive program by designing and delivering professional development in content and pedagogy aligned to the Learning, Leading, and Coaching Observation Instruments. (Objective 3.1, 3.2)

Assessment Coordinator

Duties: Responsible for developing valid and reliable assessments for secure and non-secure interim assessments through the facilitation of assessment development committees. (Objective 1.1, 2.1, 2.2)

Data Management System Administrator

Duties: Responsible for developing and implementing a data management system to support all goals, objectives, and activities associated with Rewarding Excellence in Instruction and Leadership - The Next Generation program through collaboration with program partners and the Arizona Department of Education. (Objective 1.1. 2.1, 2.2, 3.1, 3.2)

Videographer

Duties: Responsible for supporting the performance-based evaluation system through the technical production and electronic distribution of video modeling educational settings. (3.1, 3.2)

Data Coordinator/Management Analyst

Duties: Responsible for supporting the implementation of a Human Capital Management System, by collaborating with partner LEAs to collect valid and reliable assessment data.

Human Capital Management Systems Administrator

Duties: Responsible for implementing an LEA-wide Human Capital Management System through collaboration with cross-LEA transition teams to attract, place, retain, and sustain highly effective educators. (Objective 2.1, 2.2, 3.1, 3.2)

Performance-Based Evaluation/Career Pathway Administrator

Duties: Responsible for implementing a Performance-Based Evaluation System that develops talent in teaching and leading through a sustainable, comprehensive program of performance-based evaluation and support. (Objective 2.1, 2.2, 3.1, 3.2)

Communications Coordinator

Duties: Responsible for effectively initiating and nurturing two-way communications with Rewarding Excellence in Instruction and Leadership - The Next Generation (REIL - TNG) stakeholders through electronic and print media. (Objective 1.1, 2.1, 2.2, 3.1, 3.2)

Note: All positions are based on a parity analysis and competitive with market ranges in the Phoenix Metropolitan area.

Fringe Benefits - \$374,665

Fringe benefits are calculated at 31.0% of salary expense which is the current benefit cost for Maricopa County.

Travel

Travel	Unit/Quantity	Amount	Total
TIF annual grant meeting hosted in Washington, D.C. to provide technical assistance for our grant sites Travel expenses include an average airfare of \$700 each, in addition to a hotel room at \$300 per night (2 nights), transportation and per diem of \$300. (Program requirement as noted in the grant specifications).	3	\$ 1,600	\$ 4,800
TIF Topical grant meeting to provide technical assistance for our grant sites Travel expenses include an average airfare of \$700 each, in addition to a hotel room at \$300 per night (2 nights), transportation and per diem of \$300. (Program requirement as noted in the grant specifications).	2	\$ 1,600	\$ 3,200
Cross-District Team(s) Conference registration & travel expenses to engage and inform strategic compensation design and support systems for salary schedule revision. (35 Persons at \$500 per registration). Objective 2.2	35	\$ 500	\$ 17,500
Conference registration and travel expenses for HCMS and PBE Administrator. Travel expenses include an average airfare of \$400 each, in addition to a hotel room at \$200 per night (2 nights), transportation and per diem of \$250, registration of \$200. Objective 2.2	2	\$ 1,250	\$ 2,500
Principal Training, 42 Principals + 42 Secretaries @ \$200 each. Objective 3.1	84	\$ 200	\$ 16,800
Management Information Systems conference registration and travel expenses for Data Management Assessment Team (DMAT). Objective 3.2	35	\$ 500	\$ 17,500
Total Travel			\$ 62,300

Travel expenses are included for required TIF grant responsibilities in the TIF community as well as professional development for informing and engaging key staff and district stakeholders in topics detailed within the project management plan. Principal Training is designed to support principals and office staff in implementing systems to empower office assistants in key tasks or operations to free the principal for increased instructional leadership time.

Equipment

Year 1 has no requirements for equipment.

Supplies

Supplies	Unit/Quantity	Amount	Total
Purchase tablets for check-out and training (6 school sets * 100 tablets)	600	\$ 400	\$ 240,000
General supplies for Data Mgmt. Transition Team (books, tools and supplies)	70	\$ 250	\$ 17,500
Test copies, manuals (per teacher in partnership)	1296	\$ 10	\$ 12,960
MCESA training set of laptops / tablets	40	\$ 2,500	\$ 100,000
Laptop supplies (carts, power supplies, software)	1	\$ 15,000	\$ 15,000
General supplies	30	\$ 333	\$ 10,000
General supplies (office supplies, research material, education materials)	70	\$ 250	\$ 17,500
Technology costs (annual wireless/connectivity access)	20.5	\$ 5,000	\$ 102,500
Total Supplies			\$ 515,460

Supplies will assist in achieving program and grant goals by providing the necessary materials and supplies to achieve desired results. Laptops will be used for professional development delivery with slides and video content for Career Pathways Academy, Learning, Coaching, Leading, and Evaluating Series (Objective 3.1). Tablets will be used on a checkout basis for schools with limited access to computer labs for administering student assessments. The cost estimates for the supplies are based on our current annual budget amount per employee for general supplies. (Objective 1.1, 2.1, 2.2, 3.1, 3.2)

Year one is the investment in the technological supplies that deliver throughout the program.

Contractual

Contractual	Unit/Quantity	Amount	Total
Program Evaluation	1	\$ 60,000	\$ 60,000
Ongoing Support for VAM Implementation	1	\$ 60,000	\$ 60,000
Arts/Music/PE Performance Post-Assessment (22)	1	\$ 34,400	\$ 34,400
Social Studies Pre-Assessment (7)	1	\$ 349,300	\$ 349,300
Social Studies Post-Assessment (7)	1	\$ 408,800	\$ 408,800
Purchased Tests: Adaptable Special Education	1	\$ 36,556	\$ 36,556
Purchased Tests: Computer and Spanish	1	\$ 14,040	\$ 14,040
Science Post-Assessment (7)	1	\$ 349,300	\$ 349,300
Science Pre-Assessment (7)	1	\$ 349,300	\$ 349,300
Stipends for Career Pathways Academy PD facilitators (outside of instructional day) (\$135/hour X 60 facilitators)	60	\$ 135	\$ 8,100
Stipends for Career Pathways Academy PD	1200	\$ 30	\$ 36,000
Educator Goal Plan (\$30/educator)	1	\$ 300,000	\$ 300,000
Content Management & Learning Management (\$150/educator)	1296	\$ 150	\$ 194,400
Data Management/Integration (\$150/educator)	1296	\$ 10	\$ 12,960
Data Management/Integration & Dashboards Set-up	1	\$ 350,640	\$ 350,640
Assessment System (\$8/student to start)	22000	\$ 8	\$ 176,000
HCMS (\$25/educator) (Step & path process / talent mgmt.)	1	\$ 200,000	\$ 200,000
Total Contractual			\$ 2,939,796

Cost estimates for the contractual services listed are based on the current market rates for obtaining the services described above. All costs listed above will be charged to the grant. The listed contractual services will facilitate the grant program's success in the implementation and development of creating sustainable performance-based compensation systems, increasing student achievement and additional goals as stated in the program narrative.

Assessments for non-state-tested content areas will be developed with vendor support for identified tasks in the assessment development process. Tests will be purchased for subject areas that are available in the market to ensure that each teacher's evaluation reflects classroom-level data. Stipends will be used to pay teachers for after-hours work to participate in Career Pathways Academy professional development.

Program Evaluation includes Instrument and protocol design, Site visits, interviews, surveys, Inter-rater agreement / reliability analysis, Educator Goal Plan Analysis, Human Capital

Management System data analysis, Formative evaluation reports, Annual evaluation reports and Feasibility study.

Value Added implementation and development ongoing support includes revisions to guidebooks, refinements to VAM/REIL score, calculation support, technical assistance, and support for transition and cross-LEA teams.

Purchase of **Content & Learning Management System** support; **Data Management System Integration and Dashboard Set-up Services** to produce a REIL Score; **Assessment Delivery Platform** for non-tested subject areas; and an **Educator Goal Plan System** to ensure each educator has a plan for on-going instructional improvement each of these systems will be part of the REILize Decision Support System (RDSS). Costs are for Year 1 set-up and service for all REIL-TNG LEAs.

Construction

None required

Other Costs

Other	Unit/Quantity	Amount	Total
Stipends or Substitute Pay for Assessments (10 teachers per course * \$125/day * 1/9.2 days)	1	\$ 224,000	\$ 224,000
PD - Learning Series: Total workshop cost	1	\$ 185,592	\$ 185,592
PD -- Coaching Series: Total workshop cost	1	\$ 36,300	\$ 36,300
PD -- Leading Series: Total workshop cost	1	\$ 22,275	\$ 22,275
PD -- Evaluating Series: Total workshop cost	1	\$ 5,775	\$ 5,775
PD -- Career Pathways Academy: Total workshop cost	1	\$ 33,000	\$ 33,000
PD Career Pathways Academy: Content Development	1	\$ 20,000	\$ 20,000
PD -- Spotlight Schools Pre-Career Pathways Academy	1	\$ 18,000	\$ 18,000
PD - REIL Decision making Series: Total workshop cost	1	\$ 28,540	\$ 28,540
Substitute Pay for Career Pathways Academy (40 Teachers for 2 days @ \$125/day)	40	\$ 250	\$ 10,000
Total Other			\$ 583,482

Professional Development: *The Learning Series Workshop* (11 workshops) for 1,406 participants (1,296 teachers and 110 school leaders) per workshop at \$12 per participant. *The Coaching Series Workshop* (11 workshops) for 132 coaches per workshop at \$25 per participant. *The Leading Series Workshop* (11 workshops) for 60 principals at \$25 per participant. *The Evaluating Series Workshop* (11 workshops) for 21 evaluators per workshop at \$25 per participant. *Career Pathway and Spotlight Schools Pre-Career Academies and Workshop* will include 120 participants and 40 participants, respectively, at \$25 per participant for the workshop series. Workshop costs include participant notebook, hand-outs, and reference books. All professional development workshops provide participants with notebooks of aligned hand-outs,

notes pages, resource materials, and professional books to aid in the application of professional learning. (Objective 3.1)

Stipend and Substitute Pay: Substitute pay will allow 40 *Career Pathways Academy* teachers to participate in two days of Common Core Standards training for English Language Arts or Mathematics. (Objective 3.1)

Year 1 Direct Costs - \$5,684,299

Year 1 Indirect Costs – \$454,744

Provide Administrative, Fiscal, Technological management and support for the program including financial reporting, procurement efforts, and Human Resources. 8% is the approved restricted indirect cost plan, approved by USDOE via The Arizona Department of Education.

Year 1 Total Costs - \$6,139,043

Teacher Incentive Fund (TIF) Budget

REIL-TNG Budget Narrative

Year 2

Personnel - \$2,727,665	Year 2 (FY14)			
	FTE	Number	Spur Unit	Total
Program Director	1.00	1.00	\$ 94,628	\$ 94,628
Field Specialist	1.00	7.00	\$ 85,165	\$ 596,157
Peer Evaluator	1.00	15.00	\$ 73,834	\$1,107,507
Financial/Business Systems Specialist	1.00	1.00	\$ 67,914	\$ 67,914
Data Systems Specialist	1.00	1.00	\$ 56,771	\$ 56,771
Administrative Assistant	1.00	2.00	\$ 35,592	\$ 71,184
Learning, Leading and Coaching Professional Development Coordinator	1.00	1.00	\$ 85,165	\$ 85,165
Cross-LEA Field Specialist (Principal Coaches)	1.00	2.00	\$ 85,165	\$ 170,331
Assessment Coordinator	1.00	1.00	\$ 73,834	\$ 73,834
Data Management System Administrator	1.00	0.50	\$ 82,038	\$ 41,019
Videographer	1.00	1.00	\$ 53,125	\$ 53,125
Data Coordinator/Management Analyst	1.00	1.00	\$ 65,866	\$ 65,866
Human Capital Management System (HCMS) Administrator	1.00	1.00	\$ 85,165	\$ 85,165
Performance-based Evaluation (PBE) Administrator	1.00	1.00	\$ 85,165	\$ 85,165
Communications Coordinator	1.00	1.00	\$ 73,834	\$ 73,834
Total Personnel		37.50		\$2,727,665

Program Director

Duties: Responsible for leading program staff and partners to successfully completing all goals, objectives, and activities associated with the Rewarding Excellence in Instruction and Leadership - The Next Generation. (Objective 1.1, 2.1, 2.2, 3.1, 3.2)

Field Specialist

Duties: Responsible for collaboratively building structures to sustain Human Capital Management and Performance-Based Evaluation Systems through LEA-wide collaboration, communication, and professional development support. (Objective 2.1, 2.2, 3.1, 3.2)

Peer Evaluator

Duties: Responsible for increasing and retaining the number of effective and highly effective teachers across partner LEAs through professional development, observation, and evaluation aligned to the Learning Observation Instrument. (Objective 2.1, 3.1, 3.2)

Financial/Business Systems Specialist

Duties: Responsible for managing the fiscal sustainability of the Rewarding Excellence in Instruction and Leadership - The Next Generation program through the leading and monitoring of all fiscal planning, transacting, and documenting. (Objective 2.1, 2.2, 3.1, 3.2)

Data Systems Specialist

Duties: Responsible for collecting and analyzing student achievement and educator evaluation data used to calculate the REIL Score through communication and technical cooperation with partner school LEAs and the Arizona Department of Education (Objective 2.1, 3.2)

Administrative Assistant (Program Director)

Duties: Responsible for assisting in the coordination of duties for the Rewarding Excellence in Instruction and Leadership - The Next Generation (REIL - TNG) Program Director in support of the program's goals, objectives, and activities. Supports the day-to-day operations and maintains effective communication for the Program Director. (Objective 1.1, 2.1, 2.2, 3.1, 3.2)

Administrative Assistant (Assessment)

Duties: Responsible for assisting the Rewarding Excellence in Instruction and Leadership - The Next Generation assessment team in the coordination of developing valid and reliable assessments for secure and non-secure interim assessments through supporting the day-to-day operations and maintaining effective communication. (Objective 1.1)

Learning, Leading and Coaching Professional Development Coordinator

Duties: Responsible for developing talent in teaching and leading through a sustainable, comprehensive program by designing and delivering professional development in content and pedagogy aligned to the Learning, Leading, and Coaching Observation Instruments. (Objective 3.1, 3.2)

Field Specialist (Principal Coach)

Duties: Responsible for increasing and retaining the number of highly effective building-level administrators through professional development, observation, and evaluation aligned to the Leading Observation Instrument. (Objective 2.1, 3.1, 3.2)

Assessment Coordinator

Duties: Responsible for developing valid and reliable assessments for secure and non-secure interim assessments through the facilitation of assessment development committees. (Objective

1.1, 2.1, 2.2)

Data Management System Administrator

Duties: Responsible for developing and implementing a data management system to support all goals, objectives, and activities associated with Rewarding Excellence in Instruction and Leadership - The Next Generation program through collaboration with program partners and the Arizona Department of Education. (Objective 1.1, 2.1, 2.2, 3.1, 3.2)

Videographer

Duties: Responsible for supporting the performance-based evaluation system through the technical production and electronic distribution of video modeling educational settings. (Objective 3.1, 3.2)

Assessment Data Coordinator

Duties: Responsible for supporting the implementation of a Human Capital Management System, by collaborating with partner LEAs to collect valid and reliable assessment data. (Objective 3.1, 3.2)

Human Capital Management Systems Administrator

Duties: Responsible for implementing an LEA-wide Human Capital Management System through collaboration with cross-LEA transition teams to attract, place, retain, and sustain highly effective educators. (Objective 2.1, 2.2, 3.1, 3.2)

Performance-Based Evaluation Administrator

Duties: Responsible for implementing a Performance-Based Evaluation System that develops talent in teaching and leading through a sustainable, comprehensive program of performance-based evaluation and support. (Objective 2.1, 2.2, 3.1, 3.2)

Communications Coordinator

Duties: Responsible for effectively initiating and nurturing two-way communications with Rewarding Excellence in Instruction and Leadership - The Next Generation (REIL - TNG) stakeholders through electronic and print media. (Objective 1.1, 2.1, 2.2, 3.1, 3.2)

Fringe Benefits - \$845,576

Fringe benefits are calculated at 31.0% of salary expense which is the current benefit cost for Maricopa County.

Travel

Travel	Unit/Quantity	Amount	Total
TIF annual grant meeting hosted in Washington, D.C. to provide technical assistance for our grant sites Travel expenses include an average airfare of \$700 each, in addition to a hotel room at \$300 per night (2 nights), transportation and per diem of \$300. (Program requirement as noted in the grant specifications).	3	\$ 1,600	\$ 4,800
TIF Topical grant meeting to provide technical assistance for our grant sites Travel expenses include an average airfare of \$700 each, in addition to a hotel room at \$300 per night (2 nights), transportation and per diem of \$300. (Program requirement as noted in the grant specifications).	2	\$ 1,600	\$ 3,200
Cross-District Team(s) Conference registration & travel expenses to engage and inform strategic compensation design and support systems for salary schedule revision. (35 Persons at \$500 per registration). Objective 2.2	35	\$ 500	\$ 17,500
Conference registration and travel expenses for HCMS and PBE Administrator. Travel expenses include an average airfare of \$400 each, in addition to a hotel room at \$200 per night (2 nights), transportation and per diem of \$250, registration of \$200. Objective 2.2	5	\$ 500	\$ 2,500
Management Information Systems conference registration and travel expenses (Objective 3.1)	35	\$ 500	\$ 17,500
Total Travel			\$ 45,500

Travel expenses are included for required TIF grant responsibilities in the TIF community as well as professional development for informing and engaging key staff and district stakeholders in topics detailed within the project management plan.

Equipment

Equipment	Unit/Quantity	Amount	Total
Storage Array for production of Video supporting Professional Development	1	\$ 110,000	\$ 110,000
Total Other			\$ 110,000

Planned professional development modules will include a significant number of produced videos custom to REIL observation instruments that demonstrate each level of proficiency in the observation instruments and content within the Learning, Coaching, and Leading Series. The video bank will be accessible online for individuals, as well as in professional development settings. The storage array is needed to provide ample space in which to keep this repository of recorded videos (Objectives 2.1, 3.2).

Supplies

Supplies	Unit/Quantity	Amount	Total
General supplies for Data Mgmt. Transition Team (books, tools and supplies)	70	\$ 250	\$ 17,500
Test copies, manuals (per teacher in partnership)	1296	\$ 10	\$ 12,960
Video production supplies (camera, lighting, computers)	1	\$ 25,000	\$ 25,000
General Office supplies (computers, office supplies)	30	\$ 333	\$ 10,000
General supplies (office supplies, research material, education materials)	70	\$ 250	\$ 17,500
Technology costs (annual wireless/connectivity access)	17	\$ 5,000	\$ 85,000
Total Supplies			\$ 167,960

Supplies will assist in achieving program and grant goals by providing the necessary materials and supplies to achieve desired results. The cost estimates for the supplies is based on our current annual budget amount per employee for general supplies. (Objective 1.1. 2.1, 2.2, 3.1, 3.2)

Field Specialists are equipped with laptops with wireless cards, smart phones and other employee desktop supplies (phone, calculator etc.) There is \$25,000 for video production supplies, as well as a per-teacher dollar amount that provides copies and manuals to each of them throughout the year. (Objective 1.1. 2.1, 2.2, 3.1, 3.2)

Contractual

Contractual	Unit/Quantity	Amount	Total
Program Evaluation	1	\$ 60,000	\$ 60,000
Ongoing Support for VAM Implementation	1	\$ 100,000	\$ 100,000
Social Studies Pre-Assessment (7)	1	\$ 6,000	\$ 6,000
Social Studies Post-Assessment (7)	1	\$ 6,300	\$ 6,300
Purchased Tests: Adaptable Special Education	1	\$ 36,556	\$ 36,556
Purchased Tests: Computer and Spanish	1	\$ 14,040	\$ 14,040
Science Post-Assessment (7)	1	\$ 6,660	\$ 6,660
Science Pre-Assessment (7)	1	\$ 6,660	\$ 6,660
Educator Goal Plan (\$30/educator)	1296	\$ 30	\$ 38,880
Content Management & Learning Management (\$150/educator)	1296	\$ 150	\$ 194,400
Data Management/Integration (DMAR) (\$150/educator)	1296	\$ 150	\$ 194,400
Assessment System (\$8/student)	22000	\$ 8	\$ 176,000
HCMS (\$25/educator) (Step & path process / talent mgmt.)	1	\$ 60,000	\$ 60,000
Student-teacher link (\$3/student)	22000	\$ 3	\$ 66,000
Total Contractual			\$ 965,896

Cost estimates for the contractual services listed are based on the current market rates for obtaining the services described above. All costs listed above will be charged to the grant. The listed contractual services will facilitate the grant program's success in the implementation and development of creating a sustainable Human Capital Management System, increasing student achievement and additional goals as stated in the program narrative.

Assessments include preparation of field test forms, field testing, item writing, editing, PD for receiving LEAs, psychometric analysis of field testing, preparation and publication of operations forms, edit and review rubrics, as well as facilitator training. Also included in the services above is the development and implementation of modules related to formative assessments and using assessment data.

Many assessments are accessible with existing valid and reliable assessments through in-kind expenses incurred by the districts. Based on the gap analysis for teachers lacking assessments for classroom-level data for evaluation purposes, assessments will be developed or purchased. Assessment development includes the following key steps in the process: facilitator training, instructional priorities, assessment blueprints, item specifications, item writing, item editing, bias/review, rubrics, testing professional development, field testing, and operational tests. Some steps will be provided using staffing within the grant, and some steps will be provided with consultant services. Also included in the services above is the development and implementation of professional development modules related to formative assessments and the use of assessment data.

Program Evaluation includes site visits, interviews, surveys, Inter-rater agreement / reliability analysis, Educator Goal Plan Analysis, Human Capital Management System data analysis, and Annual evaluation reports.

Value Added implementation and development ongoing support includes revisions to guidebooks, refinements to VAM/REIL score, calculation support, technical assistance, and support for transition and cross-LEA teams.

Maintenance costs for **Content & Learning Management System** support; **Data Management System Integration and Dashboard Set-up Services** to produce a REIL Score; **Assessment Delivery Platform** for non-tested subject areas; and an **Educator Goal Plan System** to ensure each educator has a plan for on-going instructional improvement each of these systems will be part of the REILize Decision Support System (RDSS). Additionally, this year services for making **Student-Teacher Link** will need to be purchase.

Construction

None required

Other Costs

Other	Unit/Quantity	Amount	Total
Stipends or Substitute Pay for Assessments (10 teachers per course * \$125/day * 44.4 days)	1	\$ 55,500	\$ 55,500
PD -- Learning Series: Total workshop cost	1	\$ 222,710	\$ 222,710
PD -- Coaching Series: Total workshop cost	1	\$ 39,930	\$ 39,930
PD -- Leading Series: Total workshop cost	1	\$ 24,503	\$ 24,503
PD -- Evaluating Series: Total workshop cost	1	\$ 6,064	\$ 6,064
PD -- Career Pathways Academy: Total workshop cost	1	\$ 33,000	\$ 33,000
PD -- Career Pathways Academy: Content Development	1	\$ 20,000	\$ 20,000
PD -- Spotlight Schools Pre-Career Pathways Academy	1	\$ 18,000	\$ 18,000
PD -- REIL Decision-making Series: Total workshop cost	1	\$ 2,854.00	\$ 2,854
Stipends for Career Pathways Academy PD attendees (outside of instructional day) (\$30/hour)	1800	\$ 30	\$ 54,000
Stipends for Career Pathways Academy PD facilitators (outside of instructional day) (\$135/hour)	60	\$ 135	\$ 8,100
Stipends for Career Pathways Academy PD	1200	\$ 30	\$ 36,000
Substitute Pay for Career Pathways Academy (40 Teachers for 2 days @ \$125/day)	40	\$ 250	\$ 10,000
Total Other			\$ 530,661

Professional Development: *The Learning Series Workshop* (11 workshops) for 1,406 participants (1,296 teachers and 110 school leaders) per workshop at \$12 per participant. *The Coaching Series Workshop* (11 workshops) for 132 coaches per workshop at \$25 per participant. *The Leading Series Workshop* (11 workshops) for 60 principals at \$25 per participant. *The Evaluating Series Workshop* (11 workshops) for 21 evaluators per workshop at \$25 per participant. *Career Pathway and Spotlight Schools Pre-Career Academies and Workshop* will include 120 and 40 participants, respectively, participants at \$25 per participant for the workshop series. Workshop costs include participant notebook, hand-outs, and reference books. All professional development workshops provide participants with notebooks of aligned hand-outs, notes pages, resource materials, and professional books to aid in the application of professional learning. Workshop costs for each series include the cost of repeating the year-one professional development series for educators new to REIL-TNG as a result of turnover. (Objective 3.1)

Stipend and Substitute Pay: Substitute pay will allow 40 *Career Pathways Academy* teachers to participate in two days of Common Core Standards training for English Language Arts or Mathematics. Stipends will allow 120 *Career Pathways Academy* teachers to attend five workshops, each three hours in length, outside of the instructional day at a rate of \$30 per hour. Stipends will also allow for the *Career Pathways Academy* workshops to be facilitated by four professional development specialists, each of whom will be working outside of the instructional day. Additionally, stipends will allow for 40 teachers, who demonstrate the potential to advance to *Career Pathways* positions, to attend 10 workshops outside of the instructional day. (Objective 3.1)

Year 2 Direct Costs - \$5,393,258

Year 2 Indirect Costs – \$422,661

Provide Administrative, Fiscal, Technological management and support for the program including financial reporting, procurement efforts, and Human Resources. Figure is based on 8% approved restricted indirect cost plan approved by USDOE via The Arizona Department of Education.

Year 2 Total Costs - \$5,815,919

Teacher Incentive Fund (TIF) Budget

REIL-TNG Budget Narrative

Year 3

Personnel - \$7,634,225	Year 3 (FY15)			
	FTE	Number	Per Unit	Total
Program Director	1.00	1.00	\$ 94,628	\$ 94,628
Field Specialist	1.00	7.00	\$ 85,165	\$ 596,157
Peer Evaluator	1.00	15.00	\$ 73,834	\$1,107,507
Financial/Business Systems Specialist	1.00	1.00	\$ 67,914	\$ 67,914
Data Systems Specialist	1.00	1.00	\$ 56,771	\$ 56,771
Administrative Assistant	1.00	2.00	\$ 35,592	\$ 71,184
Learning, Leading and Coaching Professional Development Coordinator	1.00	1.00	\$ 85,165	\$ 85,165
Cross-LEA Field Specialist (Principal Coaches)	1.00	2.00	\$ 85,165	\$ 170,331
Assessment Coordinator	1.00	1.00	\$ 73,834	\$ 73,834
Data Management System Administrator	1.00	0.50	\$ 82,038	\$ 41,019
Videographer	1.00	1.00	\$ 53,125	\$ 53,125
Data Coordinator/Management Analyst	1.00	1.00	\$ 65,866	\$ 65,866
Human Capital Management System (HCMS) Administrator	1.00	1.00	\$ 85,165	\$ 85,165
Performance-based Evaluation (PBE) Administrator	1.00	1.00	\$ 85,165	\$ 85,165
Communications Coordinator	1.00	1.00	\$ 73,834	\$ 73,834
Performance Based Compensation				\$4,915,560
Total Personnel		37.50		\$7,643,225

Program Director

Duties: Responsible for leading program staff and partners to successfully completing all goals, objectives, and activities associated with the Rewarding Excellence in Instruction and Leadership - The Next Generation. (Objective 1.1, 2.1, 2.2, 3.1, 3.2)

Field Specialist

Duties: Responsible for collaboratively building structures to sustain Human Capital Management and Performance-Based Evaluation Systems through LEA-wide collaboration, communication, and professional development support. (Objective 2.1, 2.2, 3.1, 3.2)

Peer Evaluator

Duties: Responsible for increasing and retaining the number of effective and highly effective teachers across partner LEAs through professional development, observation, and evaluation aligned to the Learning Observation Instrument. (Objective 2.1, 3.1, 3.2)

Financial/Business Systems Specialist

Duties: Responsible for managing the fiscal sustainability of the Rewarding Excellence in Instruction and Leadership - The Next Generation program through the leading and monitoring of all fiscal planning, transacting, and documenting. (Objective 2.1, 2.2, 3.1, 3.2)

Data Systems Specialist

Duties: Responsible for collecting and analyzing student achievement and educator evaluation data used to calculate the REIL Score through communication and technical cooperation with partner school LEAs and the Arizona Department of Education (Objective 2.1, 3.2)

Administrative Assistant (Program Director)

Duties: Responsible for assisting in the coordination of duties for the Rewarding Excellence in Instruction and Leadership - The Next Generation (REIL - TNG) Program Director in support of the program's goals, objectives, and activities. Supports the day-to-day operations and maintains effective communication for the Program Director. (Objective 1.1, 2.1, 2.2, 3.1, 3.2)

Administrative Assistant (Assessment)

Duties: Responsible for assisting the Rewarding Excellence in Instruction and Leadership - The Next Generation assessment team in the coordination of developing valid and reliable assessments for secure and non-secure interim assessments through supporting the day-to-day operations and maintaining effective communication. (Objective 1.1)

Field Specialist (Principal Coach)

Duties: Responsible for increasing and retaining the number of highly effective building-level administrators through professional development, observation, and evaluation aligned to the Leading Observation Instrument. (Objective 2.1, 3.1, 3.2)

Learning, Leading and Coaching Professional Development Coordinator

Duties: Responsible for developing talent in teaching and leading through a sustainable, comprehensive program by designing and delivering professional development in content and pedagogy aligned to the Learning, Leading, and Coaching Observation Instruments. (Objective 3.1, 3.2)

Assessment Coordinator

Duties: Responsible for developing valid and reliable assessments for secure and non-secure interim assessments through the facilitation of assessment development committees. (Objective

1.1, 2.1, 2.2)

Data Management System Administrator

Duties: Responsible for developing and implementing a data management system to support all goals, objectives, and activities associated with Rewarding Excellence in Instruction and Leadership - The Next Generation program through collaboration with program partners and the Arizona Department of Education. (Objective 1.1. 2.1, 2.2, 3.1, 3.2)

Videographer

Duties: Responsible for supporting the performance-based evaluation system through the technical production and electronic distribution of video modeling educational settings. (Objective 3.1, 3.2)

Assessment Data Coordinator

Duties: Responsible for supporting the implementation of a Human Capital Management System, by collaborating with partner LEAs to collect valid and reliable assessment data. (Objective 3.1, 3.2)

Human Capital Management Systems Administrator

Duties: Responsible for implementing an LEA-wide Human Capital Management System through collaboration with cross-LEA transition teams to attract, place, retain, and sustain highly effective educators. (Objective 2.1, 2.2, 3.1, 3.2)

Performance-Based Evaluation Administrator

Duties: Responsible for implementing a Performance-Based Evaluation System that develops talent in teaching and leading through a sustainable, comprehensive program of performance-based evaluation and support. (Objective 2.1, 2.2, 3.1, 3.2)

Communications Coordinator

Duties: Responsible for effectively initiating and nurturing two-way communications with Rewarding Excellence in Instruction and Leadership - The Next Generation (REIL - TNG) stakeholders through electronic and print media. (Objective 1.1. 2.1, 2.2, 3.1, 3.2)

Performance-Based Compensation Costs: In Year 3, the Performance-Based Compensation costs begin. These costs are captured in the Personnel section and the Benefits of 18.8% reside in the Benefit category below per the program instructions.

Transition to Performance-Based Compensation Schedule: In FY 2015 (program Year 3), \$4,915,560 will be distributed among teachers, principals, assistant principals, and master educators in two ways. First is the transition to the Performance-Based Compensation schedule. The second is an increase in Base Starting Salary for Teachers to at least \$38,000, Principals to at least \$74,000 and Assistant Principals to at least \$60,000 for each LEA.

Average Performance-Based Compensation			
	FTE	Total Award	Average
Teacher*	1296	\$ 4,684,590	\$ 3,615
Principals	41	\$ 95,461	\$ 2,328
Assistant Principals	10	\$ 6,803	\$ 680
Master Educators	37	\$ 128,705	\$ 3,479

* All Teachers are in high-need schools with the exception of Faith North, Phoenix Elementary District which has 16 teachers.

Spotlight Schools Career Pathways: An amount of \$941,000 will provide the establishment of a *Spotlight Schools Career Pathways* program in 13 schools. Stipends will be awarded to Highly Effective and Effective Educators who transfer to a Spotlight School as well as those Highly Effective and Effective Educators who are currently assigned to a Spotlight School.

There are 3 *Spotlight School Career Pathway* positions:

- Turn-around Principal (13 FTE) - \$10,000 stipend per \$130,000
 - Turn-around Assistant Principal (13 FTE) - \$7,000 stipend per \$91,000
 - In-Demand Teachers (240 FTE) - \$3,000 stipend per \$720,000
- \$941,000

Fringe Benefits - \$1,768,097

\$845,576 Fringe benefits for Maricopa County staff calculated at 31.0% of salary expense which is the current benefit cost for Maricopa County.

\$922,521 Fringe benefits for Performance-Based Compensation variable benefit rate calculated at 18.8% of salary expense, based on ASRS, Social Security and Medicare percentages.

Travel

Travel	Unit/Quantity	Amount	Total
TIF annual grant meeting hosted in Washington, D.C. to provide technical assistance for our grant sites Travel expenses include an average airfare of \$700 each, in addition to a hotel room at \$300 per night (2 nights), transportation and per diem of \$300. (Program requirement as noted in the grant specifications).	3	\$ 1,600	\$ 4,800
TIF Topical grant meeting to provide technical assistance for our grant sites Travel expenses include an average airfare of \$700 each, in addition to a hotel room at \$300 per night (2 nights), transportation and per diem of \$300. (Program requirement as noted in the grant specifications).	2	\$ 1,600	\$ 3,200
Cross-District Team(s) Conference registration & travel expenses to engage and inform strategic compensation design and support systems for salary schedule revision. (35 Persons at \$500 per registration). Objective 2.2	35	\$ 500	\$ 17,500
Conference registration and travel expenses for HCMS and PBE Administrator. Travel expenses include an average airfare of \$400 each, in addition to a hotel room at \$200 per night (2 nights), transportation and per diem of \$250, registration of \$200. Objective 2.2	5	\$ 500	\$ 2,500
Management Information Systems conference registration and travel expenses (Objective 3.1)	35	\$ 500	\$ 17,500
Total Travel			\$ 45,500

Travel expenses are included for required TIF grant responsibilities in the TIF community as well as professional development for informing and engaging key staff and district stakeholders in topics detailed within the project management plan.

Equipment

Year 3 has no requirements for equipment.

Supplies

Supplies	Unit/Quantity	Amount	Total
General supplies for Data Mgmt. Transition Team (books, tools and supplies)	70	\$ 250	\$ 17,500
Test copies, manuals (per teacher in partnership)	1296	\$ 10	\$ 12,960
Video production supplies (storage, tools, software, hardware, disks)	1	\$ 25,000	\$ 25,000
General Office supplies	30	\$ 333	\$ 10,000
General supplies (office supplies, research material, education materials)	70	\$ 250	\$ 17,500
Technology costs (annual wireless/connectivity access)	17	\$ 5,000	\$ 85,000
Total Supplies			\$ 167,960

Supplies will assist in achieving program and grant goals by providing the necessary materials and supplies to achieve desired results. Manuals and education materials contribute to accessibility, communication, and understanding of the REIL-ING program. Video production requires temporary and long-term storage capacity for large video files and the transfer of files

for storage. The cost estimates for the supplies are based on our current annual budget amount per employee for general supplies. (Objective 1.1. 2.1, 2.2, 3.1, 3.2)

Contractual

Contractual	Unit/Quantity	Amount	Total
Program Evaluation	1	\$ 60,000	\$ 60,000
Ongoing Support for VAM Implementation	1	\$ 100,000	\$ 100,000
Validation of Observation Instruments	1	\$ 50,000	\$ 50,000
Purchased Tests: Adaptable Special Education	1	\$ 36,556	\$ 36,556
Purchased Tests: Computer and Spanish	1	\$ 14,040	\$ 14,040
Group B Pre- and Post-Assessments (5 each)	1	\$ 370,820	\$ 370,820
Educator Goal Plan (\$30/educator)	1296	\$ 30	\$ 38,880
Content Management & Learning Management (\$150/educator)	1296	\$ 100	\$ 129,600
Data Management/Integration (DMAR) (\$150/educator)	1296	\$ 150	\$ 194,400
Assessment System (\$8/student)	22000	\$ 8	\$ 176,000
HCMS (\$25/educator) (Step & path process / talent mgmt.)	1	\$ 50,000	\$ 50,000
Student-teacher link (\$3/student)	22000	\$ 3	\$ 66,000
Total Contractual			\$ 1,286,296

Cost estimates for the contractual services listed are based on the current market rates for obtaining the services described above. All costs listed above will be charged to the grant. The listed contractual services will facilitate the grant program's success in the implementation and development of creating sustainable Human Capital Management System, increasing student achievement and additional goals as stated in the program narrative.

External vendor support is included for program evaluation, value-added implementation, and validation of all evaluation observation instruments.

Assessments include continued work on field test forms, field testing, item writing, editing, PD for receiving LEAs, psychometric analysis of field testing, preparation and publication of operations forms, edit and review rubrics, and facilitator training. There will be purchases of adaptable tests used by Special Ed students (approximately 2,812) and purchased tests for Computer and Spanish electives. Group B refers to the list of assessments to be developed for the non-core content subjects. For example, social studies and science assessments were developed in prior years. Group B refers to unique courses taught by teachers who require an assessment for at least one course in their schedule for classroom-level data for evaluation of effectiveness.

Program Evaluation includes site visits, interviews, surveys, Inter-rater agreement / reliability analysis, Educator Goal Plan Analysis, Human Capital Management System data analysis, Formative evaluation reports, Annual evaluation reports and Feasibility study.

Value Added implementation and development ongoing support includes revisions to guidebooks, refinements to VAM/REIL score, calculation support, technical assistance, and support for transition and cross-LEA teams.

Maintenance costs for **Student-Teacher Link; Content & Learning Management System** support; **Data Management System Integration and Dashboard Set-up Services** to produce a REIL Score; **Assessment Delivery Platform** for non-tested subject areas; and an **Educator Goal Plan System** to ensure each educator has a plan for on-going instructional improvement each of these systems will be part of the REILize Decision Support System (RDSS).

Construction

None required

Other Costs

Other	Unit/Quantity	Amount	Total
Stipends or Substitute Pay for Assessments (10 teachers per course * \$125/day * # of days)	1	\$ 302,000	\$ 302,000
PD -- Learning Series: Total workshop cost	1	\$ 222,710	\$ 222,710
PD -- Coaching Series: Total workshop cost	1	\$ 39,930	\$ 39,930
PD -- Leading Series: Total workshop cost	1	\$ 24,503	\$ 24,503
PD -- Evaluating Series: Total workshop cost	1	\$ 6,353	\$ 6,353
PD -- Career Pathways Academy: Content Development	1	\$ 20,000	\$ 20,000
PD -- Spotlight Schools Pre-Career Pathways Academy	1	\$ 18,000	\$ 18,000
PD -- REIL Decision-making Series: Total workshop cost	1	\$ 2,854	\$ 2,854
Substitute Pay for Career Pathways Academy (40 Teachers for 2 days @ \$125/day)	40	\$ 250	\$ 10,000
Stipends for Turn-around Principals, Turn-around Assistant Principals, In-Demand Educators			\$ 941,000
Stipends for Career Pathways Academy PD attendees (outside of instructional day) (\$30/hour)	1800	\$ 30	\$ 54,000
Stipends for Career Pathways Academy PD facilitators (outside of instructional day) (\$135/hour)	60	\$ 135	\$ 8,100
Stipends for Career Pathways Academy PD	1200	\$ 30	\$ 36,000
Total Other			\$ 1,685,449

Professional Development: *The Learning Series Workshop* (11 workshops) for 1,406 participants (1,296 teachers and 110 school leaders) per workshop at \$12 per participant. *The Coaching Series Workshop* (11 workshops) for 132 coaches per workshop at \$25 per participant. *The Leading Series Workshop* (11 workshops) for 60 principals at \$25 per participant. *The Evaluating Series Workshop* (11 workshops) for 21 evaluators per workshop at \$25 per participant. *Career Pathway and Spotlight Schools Pre-Career Academies and Workshop* will include 120 participants and 40 participants, respectively, at \$25 per participant for the workshop series. Workshop costs include participant notebook, hand-outs, and reference books. All professional development workshops provide participants with notebooks of aligned hand-outs,

notes pages, resource materials, and professional books to aid in the application of professional learning. Workshop costs for each series include the cost of repeating the year-two professional development series for educators new to REIL-TNG as a result of turnover. (Objective 3.1)

Stipend and Substitute Pay: Substitute pay will allow 40 *Career Pathways Academy* teachers to participate in two days of Common Core Standards training for English Language Arts or Mathematics. Stipends will allow 120 *Career Pathways Academy* teachers to attend five workshops, each three hours in length, outside of the instructional day at a rate of \$30 per hour. Stipends will also allow for the *Career Pathways Academy* workshops to be facilitated by four professional development specialists, each of whom will be working outside of the instructional day. Additionally, stipends will allow for 40 teachers, who demonstrate the potential to advance to *Career Pathways* positions, to attend 10 workshops outside of the instructional day. (Objective 3.1)

Year 3 Direct Costs - \$12,596,528

Year 3 Indirect Costs – \$465,267

Provide Administrative, Fiscal, Technological management and support for the program including financial reporting, procurement efforts, and Human Resources. 8% is the approved restricted indirect cost plan, approved by USDOE via The Arizona Department of Education.

Year 3 Costs - \$13,061,795

Teacher Incentive Fund (TIF) Budget

REIL-TNG Budget Narrative

Year 4

Personnel - 10,053,869	Year 4 (FY16)			
	FTE	Number	Spur Unit	Total
Program Director	1.00	1.00	\$ 94,628	\$ 94,628
Field Specialist	1.00	7.00	\$ 85,165	\$ 596,157
Peer Evaluator	1.00	15.00	\$ 73,834	\$ 1,107,507
Financial/Business Systems Specialist	1.00	1.00	\$ 67,914	\$ 67,914
Data Systems Specialist	1.00	1.00	\$ 56,771	\$ 56,771
Administrative Assistant	1.00	2.00	\$ 35,592	\$ 71,184
Learning, Leading and Coaching Professional Development Coordinator	1.00	1.00	\$ 85,165	\$ 85,165
Cross-LEA Field Specialist (Principal Coaches)	1.00	2.00	\$ 85,165	\$ 170,331
Assessment Coordinator	1.00	1.00	\$ 73,834	\$ 73,834
Data Management System Administrator	1.00	0.50	\$ 82,038	\$ 41,019
Videographer	1.00	1.00	\$ 53,125	\$ 53,125
Data Coordinator/Management Analyst	1.00	1.00	\$ 65,866	\$ 65,866
Human Capital Management System (HCMS) Administrator	1.00	1.00	\$ 85,165	\$ 85,165
Performance-based Evaluation (PBE) Administrator	1.00	1.00	\$ 85,165	\$ 85,165
Communications Coordinator	1.00	1.00	\$ 73,834	\$ 73,834
Performance Based Compensation				\$ 7,326,204
Total Personnel		37.50		\$ 10,053,869

In Year 4, the Performance-Based Compensation costs continue. These costs are captured in the Personnel section and the Benefits of 18.8% reside in the Benefit category below per the program instructions.

Program Director

Duties: Responsible for leading program staff and partners to successfully completing all goals, objectives, and activities associated with the Rewarding Excellence in Instruction and Leadership - The Next Generation. (Objective 1.1, 2.1, 2.2, 3.1, 3.2)

Field Specialist

Duties: Responsible for collaboratively building structures to sustain Human Capital Management and Performance-Based Evaluation Systems through LEA-wide collaboration, communication, and professional development support. (Objective 2.1, 2.2, 3.1, 3.2)

Peer Evaluator

Duties: Responsible for increasing and retaining the number of effective and highly effective teachers across partner LEAs through professional development, observation, and evaluation aligned to the Learning Observation Instrument. (Objective 2.1, 3.1, 3.2)

Financial/Business Systems Specialist

Duties: Responsible for managing the fiscal sustainability of the Rewarding Excellence in Instruction and Leadership - The Next Generation program through the leading and monitoring of all fiscal planning, transacting, and documenting. (Objective 2.1, 2.2, 3.1, 3.2)

Data Systems Specialist

Duties: Responsible for collecting and analyzing student achievement and educator evaluation data used to calculate the REIL Score through communication and technical cooperation with partner school LEAs and the Arizona Department of Education (Objective 2.1, 3.2)

Administrative Assistant (Program Director)

Duties: Responsible for assisting in the coordination of duties for the Rewarding Excellence in Instruction and Leadership - The Next Generation (REIL - TNG) Program Director in support of the program's goals, objectives, and activities. Supports the day-to-day operations and maintains effective communication for the Program Director. (Objective 1.1, 2.1, 2.2, 3.1, 3.2)

Administrative Assistant (Assessment)

Duties: Responsible for assisting the Rewarding Excellence in Instruction and Leadership - The Next Generation assessment team in the coordination of developing valid and reliable assessments for secure and non-secure interim assessments through supporting the day-to-day operations and maintaining effective communication. (Objective 1.1)

Field Specialist (Principal Coach)

Duties: Responsible for increasing and retaining the number of highly effective building-level administrators through professional development, observation, and evaluation aligned to the Leading Observation Instrument. (Objective 2.1, 3.1, 3.2)

Learning, Leading and Coaching Professional Development Coordinator

Duties: Responsible for developing talent in teaching and leading through a sustainable, comprehensive program by designing and delivering professional development in content and pedagogy aligned to the Learning, Leading, and Coaching Observation Instruments. (Objective 3.1, 3.2)

Assessment Coordinator

Duties: Responsible for developing valid and reliable assessments for secure and non-secure interim assessments through the facilitation of assessment development committees. (Objective

1.1, 2.1, 2.2)

Data Management System Administrator

Duties: Responsible for developing and implementing a data management system to support all goals, objectives, and activities associated with Rewarding Excellence in Instruction and Leadership - The Next Generation program through collaboration with program partners and the Arizona Department of Education. (Objective 1.1. 2.1, 2.2, 3.1, 3.2)

Videographer

Duties: Responsible for supporting the performance-based evaluation system through the technical production and electronic distribution of video modeling educational settings. (Objective 3.1, 3.2)

Assessment Data Coordinator

Duties: Responsible for supporting the implementation of a Human Capital Management System, by collaborating with partner LEAs to collect valid and reliable assessment data. (Objective 3.1, 3.2)

Human Capital Management Systems Administrator

Duties: Responsible for implementing an LEA-wide Human Capital Management System through collaboration with cross-LEA transition teams to attract, place, retain, and sustain highly effective educators. (Objective 2.1, 2.2, 3.1, 3.2)

Performance-Based Evaluation Administrator

Duties: Responsible for implementing a Performance-Based Evaluation System that develops talent in teaching and leading through a sustainable, comprehensive program of performance-based evaluation and support. (Objective 2.1, 2.2, 3.1, 3.2)

Communications Coordinator

Duties: Responsible for effectively initiating and nurturing two-way communications with Rewarding Excellence in Instruction and Leadership - The Next Generation (REIL - TNG) stakeholders through electronic and print media. (Objective 1.1. 2.1, 2.2, 3.1, 3.2)

Performance-Based Compensation Costs: In Year 4, the Performance-Based Compensation costs continue. These costs are captured in the Personnel section, and the Benefits of 18.8% reside in the Benefit category below per the program instructions.

Transition to Performance-Based Compensation Schedule: In FY 2016 (program Year 4), \$7,326,204 will be distributed among teachers, principals, assistant principals, and master

educators in two ways. First is the transition to the Performance-Based Compensation schedule. The second is an increase in Base Starting Salary for Teachers to at least \$38,000, Principals to at least \$74,000 and Assistant Principals to at least \$60,000 for each LEA.

Average Performance-Based Compensation			
	FTE	Total Award	Average
Teacher*	1296	\$ 6,905,072	\$ 5,328
Principals	41	\$ 101,101	\$ 2,466
Assistant Principals	10	\$ 9,581	\$ 958
Master Educators	37	\$ 310,450	\$ 8,391

* All Teachers are in high-need schools with the exception of Faith North, Phoenix Elementary District which has 16 teachers.

Spotlight Schools Career Pathways: An amount of \$941,000 will provide the establishment of a *Spotlight Schools Career Pathways* program in 13 schools. Stipends will be awarded to Highly Effective and Effective Educators who transfer to a Spotlight School as well as those Highly Effective and Effective Educators who are currently assigned to a Spotlight School.

There are 3 *Spotlight School Career Pathway* positions:

- Turn-around Principal (13 FTE) - \$10,000 stipend per \$130,000
 - Turn-around Assistant Principal (13 FTE) - \$7,000 stipend per \$91,000
 - In-Demand Teachers (240 FTE) - \$3,000 stipend per \$720,000
- \$941,000

Fringe Benefits - \$2,222,419

\$845,576 Fringe benefits for Maricopa County staff calculated at 31.0% of salary expense which is the current benefit cost for Maricopa County.

\$1,376,843 Fringe benefits for Performance Based Compensation variable benefit rate calculated at 18.8% of salary expense, based on ASRS, Social Security and Medicare percentages.

Travel

Travel	Unit/Quantity	Amount	Total
TIF annual grant meeting hosted in Washington, D.C. to provide technical assistance for our grant sites Travel expenses include an average airfare of \$700 each, in addition to a hotel room at \$300 per night (2 nights), transportation and per diem of \$300. (Program requirement as noted in the grant specifications).	3	\$ 1,600	\$ 4,800
TIF Topical grant meeting to provide technical assistance for our grant sites Travel expenses include an average airfare of \$700 each, in addition to a hotel room at \$300 per night (2 nights), transportation and per diem of \$300. (Program requirement as noted in the grant specifications).	2	\$ 1,600	\$ 3,200
Cross-District Team(s) Conference registration & travel expenses to engage and inform strategic compensation design and support systems for salary schedule revision. (35 Persons at \$500 per registration). Objective 2.2	35	\$ 500	\$ 17,500
Conference registration and travel expenses for HCMS and PBE Administrator. Travel expenses include an average airfare of \$400 each, in addition to a hotel room at \$200 per night (2 nights), transportation and per diem of \$250, registration of \$200. Objective 2.2	5	\$ 500	\$ 2,500
Management Information Systems conference registration and travel expenses (Objective 3.1)	35	\$ 500	\$ 17,500
Total Travel			\$ 45,500

Travel expenses are included for required TIF grant responsibilities in the TIF community as well as professional development for informing and engaging key staff and district stakeholders in topics detailed within the project management plan.

Equipment

Year 4 has no requirements for equipment.

Supplies

Supplies	Unit/Quantity	Amount	Total
General supplies for Data Mgmt. Transition Team (books, tools and supplies)	70	\$ 250	\$ 17,500
Test copies, manuals (per teacher in partnership)	1296	\$ 10	\$ 12,960
Video production supplies (storage, tools, software, hardware, disks)	1	\$ 5,000	\$ 5,000
General Office supplies	30	\$ 333	\$ 10,000
General supplies (office supplies, research material, education materials)	70	\$ 125	\$ 8,750
Technology costs (annual wireless/connectivity access)	17	\$ 5,000	\$ 85,000
Total Supplies			\$ 139,210

Supplies will assist in achieving program and grant goals by providing the necessary materials and supplies to achieve desired results. Manuals and education materials contribute to accessibility, communication, and understanding of the REIL-TNG program. Video production requires temporary and long-term storage capacity for large video files and the transfer of files

for storage. The cost estimates for the supplies are based on our current annual budget amount per employee for general supplies. (Objective 1.1, 2.1, 2.2, 3.1, 3.2)

Contractual

Contractual	Unit/Quantity	Amount	Total
Program Evaluation	1	\$ 60,000	\$ 60,000
Ongoing Support for VAM Implementation	1	\$ 100,000	\$ 100,000
Validation of Observation Instruments	1	\$ 50,000	\$ 50,000
Elementary & HS Art/Music/PE Pre- and Post-Assessment	1	\$ 4,000	\$ 4,000
Social Studies Pre-Assessment (7)	1	\$ 4,000	\$ 4,000
Social Studies Post-Assessment (7)	1	\$ 4,000	\$ 4,000
Purchased Tests: Adaptable Special Education	1	\$ 36,556	\$ 36,556
Purchased Tests: Computer and Spanish	1	\$ 15,060	\$ 15,060
Educator Goal Plan (\$30/educator)	1296	\$ 30	\$ 38,880
Content Management & Learning Management (\$150/educator)	1296	\$ 75	\$ 97,200
Data Management/Integration (DMAR) (\$150/educator)	1296	\$ 150	\$ 194,400
Assessment System (\$8/student to start)	22000	\$ 4	\$ 88,000
HCMS (\$25/educator) (Step & path process / talent mgmt.)	1	\$ 30,000	\$ 30,000
Student-teacher link (\$3/student)	22000	\$ 3	\$ 66,000
Total Contractual			\$ 788,096

Cost estimates for the contractual services listed are based on the current market rates for obtaining the services described above. All costs listed above will be charged to the grant. The listed contractual services will facilitate the grant program’s success in the implementation and development of creating sustainable Human Capital Management System, increasing student achievement and additional goals as stated in the program narrative.

Assessments that were previously-developed and operationalized will be revised to improve reliability and refreshed with approximately 20% new items for continued high stakes test security. The assessment development process also provides quality professional development to teachers and leaders in assessment design and content alignment applicable for design of classroom common formative assessments. Purchased assessments will continue to be used on an annual basis as key to the strategic assessment solution to ensure that every teacher has available classroom level student achievement data for evaluating educator effectiveness. Continued Development and Implementation of Assessment Modules related to formative assessments, assessment development, using assessment data, etc.

Program Evaluation includes site visits, interviews, surveys, Inter-rater agreement / reliability analysis, Educator Goal Plan Analysis, Human Capital Management System /Educator salary structure data analysis, analysis of the STEP/PATH process, and annual evaluation reports.

Value Added implementation and development ongoing support includes revisions to guidebooks, refinements to VAM/REIL score, calculation support, technical assistance, and support for transition and cross-LEA teams.

Maintenance costs for **Student-Teacher Link; Content & Learning Management System** support; **Data Management System Integration and Dashboard Set-up Services** to produce a REIL Score; **Assessment Delivery Platform** for non-tested subject areas; and an **Educator Goal Plan System** to ensure each educator has a plan for on-going instructional improvement each of these systems will be part of the REILize Decision Support System (RDSS).

Construction

None required

Other Costs

Other	Unit/Quantity	Amount	Total
PD -- Learning Series: Total workshop cost	1	\$ 37,118	\$ 37,118
PD -- Coaching Series: Total workshop cost	1	\$ 3,630	\$ 3,630
PD -- Leading Series: Total workshop cost	1	\$ 2,228	\$ 2,228
PD -- Evaluating Series: Total workshop cost	1	\$ 289	\$ 289
PD -- Spotlight Schools Pre-Career Pathways Academy	1	\$ 18,000	\$ 18,000
PD -- REIL Decision-making Series: Total workshop cost	1	\$ 2,854	\$ 2,854
Stipends for Turn-around Principals, Turn-around Assistant Principals, In-Demand Educators			\$ 941,000
Stipends for Career Pathways Academy PD attendees (outside of instructional day) (\$30/hour)	1800	\$ 30	\$ 54,000
Stipends for Career Pathways Academy PD facilitators (outside of instructional day) (\$135/hour)	60	\$ 135	\$ 8,100
Total Other			\$ 1,067,219

Professional Development: Workshop costs for each series include the cost of repeating the year-three professional development series for educators new to REIL-TNG as a result of turnover. *The Learning Series Workshop* (11 workshops) for 20% of total REIL-TNG educators per workshop at \$12 per participant. *The Coaching Series Workshop* (11 workshops) for 10% of total REIL-TNG coaches per workshop at \$25 per participant. *The Leading Series Workshop* (11 workshops) for 10% of total REIL-TNG principals at \$25 per participant. *The Evaluating Series Workshop* (11 workshops) for 5% of total REIL-TNG evaluators per workshop at \$25 per participant. *Career Pathway and Spotlight Schools Pre-Career Academies and Workshop* will include 120 participants and 40 participants, respectively, at \$25 per participant for the workshop series. Workshop costs include participant notebook, hand-outs, and reference books. All professional development workshops provide participants with notebooks of aligned hand-outs, notes pages, resource materials, and professional books to aid in the application of professional learning. (Objective 3.1)

Stipend and Substitute Pay: Stipends will allow 120 *Career Pathways Academy* teachers to attend five workshops, each three hours in length, outside of the instructional day at a rate of \$30 per hour. Stipends will also allow for the *Career Pathways Academy* workshops to be facilitated by four professional development specialists, each of whom will be working outside of the instructional day. (Objective 3.1)

Year 4 Direct Costs - \$14,316,313

Year 4 Indirect Costs – \$373,743

Provide Administrative, Fiscal, Technological management and support for the program including financial reporting, procurement efforts, and Human Resources. 8% is the approved restricted indirect cost plan, approved by USDOE via The Arizona Department of Education.

Year 4 Total Costs - \$14,690,056

Teacher Incentive Fund (TIF) Budget

REIL-TNG Budget Narrative

Year 5

Personnel - \$14,290,955	Year 5 (FY17)			
	FTE	Number	Spcr Unit	Total
Program Director	1.00	1.00	\$ 94,628	\$ 94,628
Field Specialist	1.00	7.00	\$ 85,165	\$ 596,157
Peer Evaluator	1.00	15.00	\$ 73,834	\$ 1,107,507
Financial/Business Systems Specialist	1.00	1.00	\$ 67,914	\$ 67,914
Data Systems Specialist	1.00	1.00	\$ 56,771	\$ 56,771
Administrative Assistant	1.00	2.00	\$ 35,592	\$ 71,184
Learning, Leading and Coaching Professional Development Coordinator	1.00	1.00	\$ 85,165	\$ 85,165
Cross-LEA Field Specialist (Principal Coaches)	1.00	2.00	\$ 85,165	\$ 170,331
Assessment Coordinator	1.00	1.00	\$ 73,834	\$ 73,834
Data Management System Administrator	1.00	0.50	\$ 82,038	\$ 41,019
Videographer	1.00	1.00	\$ 53,125	\$ 53,125
Data Coordinator/Management Analyst	1.00	1.00	\$ 65,866	\$ 65,866
Human Capital Management System (HCMS) Administrator	1.00	1.00	\$ 85,165	\$ 85,165
Performance-based Evaluation (PBE) Administrator	1.00	1.00	\$ 85,165	\$ 85,165
Communications Coordinator	1.00	1.00	\$ 73,834	\$ 73,834
Performance Based Compensation				\$ 11,563,290
Total Personnel		37.50		\$ 14,290,955

In Year 5, the Performance-Based Compensation costs continue. These costs are captured in the Personnel section and the Benefits of 18.8% reside in the Benefit category below per the program instructions.

Program Director

Duties: Responsible for leading program staff and partners to successfully completing all goals, objectives, and activities associated with the Rewarding Excellence in Instruction and Leadership - The Next Generation. (Objective 1.1, 2.1, 2.2, 3.1, 3.2)

Field Specialist

Duties: Responsible for collaboratively building structures to sustain Human Capital Management and Performance Based Evaluation Systems through LEA-wide collaboration, communication, and professional development support. (Objective 2.1, 2.2, 3.1, 3.2)

Peer Evaluator

Duties: Responsible for increasing and retaining the number of effective and highly effective teachers across partner LEAs through professional development, observation, and evaluation aligned to the Learning Observation Instrument. (Objective 2.1, 3.1, 3.2)

Financial/Business Systems Specialist

Duties: Responsible for managing the fiscal sustainability of the Rewarding Excellence in Instruction and Leadership - The Next Generation program through the leading and monitoring of all fiscal planning, transacting, and documenting. (Objective 2.1, 2.2, 3.1, 3.2)

Data Systems Specialist

Duties: Responsible for collecting and analyzing student achievement and educator evaluation data used to calculate the REIL Score through communication and technical cooperation with partner school LEAs and the Arizona Department of Education (Objective 2.1, 3.2)

Administrative Assistant (Program Director)

Duties: Responsible for assisting in the coordination of duties for the Rewarding Excellence in Instruction and Leadership - The Next Generation (REIL- TNG) Program Director in support of the program's goals, objectives, and activities. Supports the day-to-day operations and maintains effective communication for the Program Director. (Objective 1.1, 2.1, 2.2, 3.1, 3.2)

Administrative Assistant (Assessment)

Duties: Responsible for assisting the Rewarding Excellence in Instruction and Leadership - The Next Generation assessment team in the coordination of developing valid and reliable assessments for secure and non-secure interim assessments through supporting the day-to-day operations and maintaining effective communication. (Objective 1.1)

Field Specialist (Principal Coach)

Duties: Responsible for increasing and retaining the number of highly effective site-level administrators through professional development, observation, and evaluation aligned to the Learning Observation Instrument. (Objective 2.1, 3.1, 3.2)

Learning, Leading and Coaching Professional Development Coordinator

Duties: Responsible for developing talent in teaching and leading through a sustainable, comprehensive program by designing and delivering professional development in content and

pedagogy aligned to the Learning, Leading, and Coaching Observation Instruments. (Objective 3.1, 3.2)

Assessment Coordinator

Duties: Responsible for developing valid and reliable assessments for secure and non-secure interim assessments through the facilitation of assessment development committees. (Objective 1.1, 2.1, 2.2)

Data Management System Administrator

Duties: Responsible for developing and implementing a data management system to support all goals, objectives, and activities associated with Rewarding Excellence in Instruction and Leadership - The Next Generation program through collaboration with program partners and the Arizona Department of Education. (Objective 1.1, 2.1, 2.2, 3.1, 3.2)

Videographer

Duties: Responsible for supporting the performance-based evaluation system through the technical production and electronic distribution of video modeling educational settings. (Objective 3.1, 3.2)

Assessment Data Coordinator

Duties: Responsible for supporting the implementation of a Human Capital Management System by collaborating with partner LEAs to collect valid and reliable assessment data. (Objective 3.1, 3.2)

Human Capital Management Systems Administrator

Duties: Responsible for implementing an LEA-wide Human Capital Management System through collaboration with cross-LEA transition teams to attract, place, retain, and sustain highly effective educators. (Objective 2.1, 2.2, 3.1, 3.2)

Performance-Based Evaluation Administrator

Duties: Responsible for implementing a Performance-Based Evaluation System that develops talent in teaching and leading through a sustainable, comprehensive program of performance-based evaluation and support. (Objective 2.1, 2.2, 3.1, 3.2)

Communications Coordinator

Duties: Responsible for effectively initiating and nurturing two-way communications with Rewarding Excellence in Instruction and Leadership - The Next Generation (REIL - TNG) stakeholders through electronic and print media. (Objective 1.1. 2.1, 2.2, 3.1, 3.2)

Performance-Based Compensation Costs: In Year 5, the Performance-Based Compensation costs continue. These costs are captured in the Personnel section, and the Benefits of 18.8% reside in the Benefit category below per the program instructions.

Transition to Performance-Based Compensation Schedule: In FY 2017 (program Year 5), \$11,563,290 will be distributed among teachers, principals, assistant principals, and master educators in two ways. First is the transition to the Performance-Based Compensation schedule. The second is an increase in Base Starting Salary for Teachers to at least \$38,000, Principals to at least \$74,000 and Assistant Principals to at least \$60,000 for each LEA.

Average Performance-Based Compensation			
	FTE	Total Award	Average
Teacher*	1296	\$ 10,918,543.39	\$ 8,425
Principals	41	\$ 115,478.11	\$ 2,817
Assistant Principals	10	\$ 14,781.99	\$ 1,478
Master Educators	37	\$ 514,486.51	\$ 13,905

* All Teachers are in high-need schools with the exception of Faith North, Phoenix Elementary District which has 16 teachers.

Spotlight Schools Career Pathways: An amount of \$941,000 will provide the establishment of a *Spotlight Schools Career Pathways* program in 13 schools. Stipends will be awarded to Highly Effective and Effective Educators who transfer to a Spotlight School as well as those Highly Effective and Effective Educators who are currently assigned to a Spotlight School.

There are 3 *Spotlight School Career Pathway* positions:

- Turn-around Principal (13 FTE) - \$10,000 stipend per \$130,000
 - Turn-around Assistant Principal (13 FTE) - \$7,000 stipend per \$91,000
 - In-Demand Teachers (240 FTE) - \$3,000 stipend per \$720,000
- \$941,000

Fringe Benefits - \$3,019,475

\$845,576 Fringe benefits for Maricopa County staff calculated at 31.0% of salary expense which is the current benefit cost for Maricopa County.

\$2,173,899 Fringe benefits for Performance Based Compensation variable benefit rate calculated at 18.8% of salary expense, based on ASRS, Social Security and Medicare percentages.

Travel

Travel	Unit/Quantity	Amount	Total
TIF annual grant meeting hosted in Washington, D.C. to provide technical assistance for our grant sites Travel expenses include an average airfare of \$700 each, in addition to a hotel room at \$300 per night (2 nights), transportation and per diem of \$300. (Program requirement as noted in the grant specifications).	3	\$ 1,600	\$ 4,800
TIF Topical grant meeting to provide technical assistance for our grant sites Travel expenses include an average airfare of \$700 each, in addition to a hotel room at \$300 per night (2 nights), transportation and per diem of \$300. (Program requirement as noted in the grant specifications).	2	\$ 1,600	\$ 3,200
Cross-District Team(s) Conference registration & travel expenses to engage and inform strategic compensation design and support systems for salary schedule revision. (35 Persons at \$500 per registration). Objective 2.2	35	\$ 250	\$ 8,750
Conference registration and travel expenses for HCMS and PBE Administrator. Travel expenses include an average airfare of \$400 each, in addition to a hotel room at \$200 per night (2 nights), transportation and per diem of \$250, registration of \$200. Objective 2.2	2	\$ 1,600	\$ 3,200
Management Information Systems conference registration and travel expenses (Objective 3.1)	35	\$ 250	\$ 8,750
Total Travel			\$ 28,700

Travel expenses are included for required TIF grant responsibilities in the TIF community as well as professional development for informing and engaging key staff and district stakeholders in topics detailed within the project management plan.

Equipment

Year 5 has no requirements for equipment.

Supplies

Supplies	Unit/Quantity	Amount	Total
General supplies for Data Mgmt. Transition Team (books, tools and supplies)	70	\$ 250	\$ 17,500
Test copies, manuals (per teacher in partnership)	1296	\$ 10	\$ 12,960
General supplies (office supplies, research material, education materials)	30	\$ 250	\$ 7,500
Technology costs (annual wireless/connectivity access)	17	\$ 2,500	\$ 42,500
Total Supplies			\$ 80,460

Supplies will assist in achieving program and grant goals by providing the necessary materials and supplies to achieve desired results. Manuals and education materials contribute to accessibility, communication, and understanding of the REE-ING program. The cost estimates for the supplies are based on our current annual budget amount per employee for general supplies (Objectives 2.2, 3.1).

Contractual

Contractual	Unit/Quantity	Amount	Total
Program Evaluation	1	\$ 60,000	\$ 60,000
Ongoing Support for VAM Implementation	1	\$ 100,000	\$ 100,000
Validation of Observation Instruments	1	\$ 50,000	\$ 50,000
Purchased Tests: Adaptable Special Education	1	\$ 36,556	\$ 36,556
Purchased Tests: Computer and Spanish	1	\$ 14,040	\$ 14,040
Educator Goal Plan (\$30/educator)	1,296	\$ 30	\$ 38,880
Content Management & Learning Management (\$150/educator)	1,296	\$ 50	\$ 64,800
Data Management/Integration (DMAR) (\$150/educator)	1,296	\$ 150	\$ 194,400
Assessment System (\$8/student)	22,000	\$ 8	\$ 176,000
HCMS (\$25/educator)	1,296	\$ 25	\$ 32,400
Student-teacher link (\$3/student)	22,000	\$ 3	\$ 66,000
Total Contractual			\$ 833,076

Cost estimates for the contractual services listed are based on the current market rates for obtaining the services described above. All costs listed above support the Human Capital Management System. The listed contractual services will enable the program's success in the implementation and development of creating a sustainable Human Capital Management System, increasing student achievement and goals as stated in the program narrative.

Assessments: All observation instruments will be validated through an external researcher to inform the revision process and ensure fair, valid, and reliable observation instruments. Contractual services will also continue the implementation and revision of art, music, and physical education assessments to provide non-state-tested content area student achievement data for value-added measures of educator effectiveness.

Contractual services will also continue the development and implementation of assessment modules related to formative assessments, assessment development, use of assessment data, including a refresh and revised tests for Elementary and High School Arts, Music and Physical Education.

Program Evaluation includes site visits, interviews, surveys, Inter-rater agreement / reliability analysis, Educator Goal Plan Analysis, Human Capital Management System /Educator salary structure data analysis, analysis of the STEP/PATH process, and annual evaluation reports.

Value Added implementation and development ongoing support includes revisions to guidebooks, refinements to VAM/REIL score, calculation support, technical assistance, and support for transition and cross-LEA teams.

Maintenance costs for **Student-Teacher Link; Content & Learning Management System** support; **Data Management System Integration and Dashboard Set-up Services** to produce a REIL Score; **Assessment Delivery Platform** for non-tested subject areas; and an **Educator Goal Plan System** to ensure each educator has a plan for on-going instructional improvement each of these systems will be part of the REILize Decision Support System (RDSS).

Construction

Year 5 has no requirements for construction.

Other Costs

Other	Unit/Quantity	Amount	Total
PD -- Learning Series: Total workshop cost	1	\$ 37,118	\$ 37,118
PD -- Coaching Series: Total workshop cost	1	\$ 3,630	\$ 3,630
PD -- Leading Series: Total workshop cost	1	\$ 2,228	\$ 2,228
PD -- Evaluating Series: Total workshop cost	1	\$ 578	\$ 578
PD -- Spotlight Schools Pre-Career Pathways Academy	1	\$ 18,000	\$ 18,000
PD -- REIL Decision-making Series: Total workshop cost	1	\$ 2,854	\$ 2,854
Stipends for Career Pathways Academy PD facilitators (outside of instructional day) (\$135/hour)	60	\$ 135	\$ 8,100
Stipends for Career Pathways Academy PD attendees (outside of instructional day) (\$30/hour)	1,800	\$ 30	\$ 54,000
Stipends are for Turn-around Principals, Turn-around Assistant Principals, In-Demand Educators			\$ 941,000
Total Other			\$ 1,067,507

Professional Development: Workshop costs for each series include the cost of repeating the year-four professional development series for educators new to REIL-TNG as a result of turnover. *The Learning Series Workshop* (11 workshops) for 20% of total REIL-TNG educators per workshop at \$12 per participant. *The Coaching Series Workshop* (11 workshops) for 10% of REIL-TNG coaches per workshop at \$25 per participant. *The Leading Series Workshop* (11

workshops) for 10% of REIL-TNG principals at \$25 per participant. *The Evaluating Series Workshop* (11 workshops) for 5% of REIL-TNG evaluators per workshop at \$25 per participant. *Spotlight Schools Pre-Career Academy and Workshop* will include 40 participants at \$25 per participant for the workshop series. Workshop costs include participant notebook, hand-outs, and reference books. All professional development workshops provide participants with notebooks of aligned hand-outs, notes pages, resource materials, and professional books to aid in the application of professional learning. (Objective 3.1)

Stipend Pay: Stipends will allow 120 *Career Pathways Academy* teachers to attend five workshops, each three hours in length, outside of the instructional day at a rate of \$30 per hour. Stipends will also allow for the *Career Pathways Academy* workshops to be facilitated by four professional development specialists, each of whom will be working outside of the instructional day. (Objective 3.1)

Year 5 Direct Cost - \$19,320,174

Year 5 Indirect Cost - \$371,359

Provide Administrative, Fiscal, Technological management and support for the program including financial reporting, procurement efforts, and Human Resources. 8% is the approved restricted indirect cost plan, approved by USDOE via The Arizona Department of Education.

Year 5 Total Cost - \$19,691,532

TOTAL PROJECT COST - \$59,398,345

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PEER EVALUATOR	
FINANCIAL/BUSINESS SYSTEMS SPECIALIST	
HCMS ADMINISTRATOR	
PBE/CAREER PATHWAY ADMINISTRATOR	
DMS ADMINISTRATOR	
ASSESSMENT COORDINATOR	
COMMUNICATIONS COORDINATOR	
DATA COORDINATOR/MANAGEMENT ANALYST	
DATA MANAGEMENT SYSTEMS SPECIALIST	
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Staffing Structure

Proposed Staffing Structure for REIL: The Next Generation

Co-Principal Investigator:
Dr. Lori Renfro

Assistant Supt. for Performance-Based Management Systems

Co-Principal Investigator:
Kristine Morris

Chief Deputy Superintendent

Program Director (1.0 FTE)
Admin Assistant (1.0 FTE)

Field Specialists: District-Specific (7 positions 1.0 FTE) & Field Specialist: Principal Coach (2 positions 1.0 FTE)

Project Lead	Project Lead	Project Lead	Project Lead	Project Lead	Project Lead	Project Lead	Project Lead
[HCIMS]	[Performance-Based Evaluation]	[Professional Development]	[Finance/Sustainability/Budget]	[DMS System / Dashboard Development]	[Assessment Development & Implementation]	[Program Evaluation]	[Communications]
REIL TNG Grant-funded position: HCIMS Administrator	REIL TNG Grant-funded position: PBE Administrator	Current MCESA positions: Dir. of Innovative Practices / Leadership Administrator	REIL TNG Grant-funded position: Financial / Business Systems Specialist	REIL TNG Grant-funded position: DMS Administrator	Current MCESA position: Standards and Assessment Administrator	Current MCESA position: Research & Evaluation Susan Haag	Current MCESA position: Director of Communication Aprille Slutsky
REIL TNG Grant-funded position: Peer Evaluators (15 positions)	REIL TNG Grant-funded position: Learning, Leading & Coaching PD Coordinator	Current MCESA position: Finance Analyst Asst Supt Econ. Mgmt. Fiscal Compliance and Innovation	REIL TNG Grant-funded position: Data Systems Specialist	REIL TNG Grant-funded position: Assessment Coordinator Data Coordinator /Management Analyst	Contracted Services: Program Evaluation	REIL TNG Grant-funded position: Communications Coordinator	

REIL TNG Grant-funded position:
Videographer (1.0)

Contracted Services: Arizona Department of Education

REIL TNG Grant-funded position:
Admin Assistant
Contracted Services: WestEd

Job Descriptions



MARICOPA COUNTY JOB DESCRIPTION

REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP: THE NEXT GENERATION (REIL: TNG)

PROGRAM DIRECTOR

MARKET RANGE TITLE: EDUCATION SVCS PROGRAM MANAGER
DEPARTMENT: EDUCATION SERVICE AGENCY
DIVISION/SECTION/UNIT: TEACHING AND LEARNING (LOW ORG 3750)
FLSA STATUS: EXEMPT
CLASSIFIED/UNCLASSIFIED: UNCLASSIFIED
POSITION NUMBER: 68182

PURPOSE STATEMENT:

Responsible for **leading program staff and partners to successfully completing all goals, objectives, and activities** associated with the Rewarding Excellence in Instruction and Leadership: The Next Generation (REIL: TNG). Leads program staff and partners to:

- Facilitate communication and stakeholder involvement across partner districts.
- Recruit and retain effective teachers.
- Establish a comprehensive assessment system.
- Establish a human capital management system.
- Identify and secure a comprehensive data management system.
- Establish system-wide job-embedded professional development.
- Establish a performance-based evaluation and compensation system.
- Identify and secure a comprehensive data management system.

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

1. **Facilitate Communication and Stakeholder Involvement Across Partner Districts.**
 - 1.1. Facilitates REIL: TNG Advisory Council Meetings.
 - 1.2. Establishes and facilitates Cross-District Leadership and Communication Teams.
 - 1.3. Identifies structure for project webpage and other electronic communication systems in order to ensure that teachers and principals in their districts understand the specific measures of effectiveness included in the Human Capital Management System.
 - 1.4. Facilitates the creation of District Transition Teams for human capital management and performance-based compensation systems, finance, implementation leads, management and assessment, and performance-based evaluation.
 - 1.5. Conducts focus group interviews to collect feedback from stakeholder groups.

- 1.6. Develops format of teacher and principal REIL: TNG Guide Books as a document designed to inform each teacher and principal on the calculation of their performance award.
- 2. Recruit and Retain Effective Teachers and Principals**
 - 2.1. Collaborates with REIL: TNG Advisory Council to establish criteria for selecting Spotlight Schools.
 - 2.2. Facilitates District Professional Development Transition Teams to establish Spotlight School list for local Governing Board approval.
 - 2.3. Collaboratively works with REIL: TNG districts to identify Spotlight Schools.
 - 2.4. Collaboratively works with REIL: TNG districts to identify highly effective principal candidates to place in designated Spotlight Schools.
 - 2.5. Determines effectiveness of potential Spotlight School career pathway candidates.
- 3. Establish a Comprehensive Assessment System**
 - 3.1. Conducts analysis of existing interim assessment systems.
 - 3.2. Identifies valid and reliable measures to use to assess performance of all teachers and others to be included in the program.
 - 3.3. Creates/procures common assessments for grade level subject areas that do not have assessments in place.
 - 3.4. Implements assessment system for activity listed above.
 - 3.5. Provides training and support for all teachers and principals on use of data to inform practice.
- 4. Establish a Human Capital Management System**
 - 4.1. Oversees development of evaluation framework (e.g., essential elements, required components, and process functions, model/rubric).
 - 4.2. Oversees analysis of current district systems/policies and state statutes.
 - 4.3. Identifies aligned evaluation tool(s) for teachers, principals, and career pathways.
 - 4.4. Informs teachers and principals of new evaluation instrument.
 - 4.5. Conducts qualified evaluator training for all supervisors of teachers and principals.
 - 4.6. Oversees the ongoing inter-rater reliability training, evaluation, and certification for all evaluators.
 - 4.7. Creates modules for training and communication on teacher and principal evaluation instruments.
 - 4.8. Conducts training on evaluation system for all teachers.
 - 4.9. Refines evaluation instruments as implementation feedback is collected.
 - 4.10. Oversees ongoing validation of adopted instruments and processes.
- 5. Identify and Secure a Comprehensive Data Management System**
 - 5.1. Oversees assessment of current data management systems in REIL: TNG districts based on criteria established by Program Management Team, REIL: TNG Advisory Council, and Cross-District Teams.
 - 5.2. Facilitates procurement of data management system based on gap analysis.
 - 5.3. Collaborates with REIL: TNG Advisory Council, Cross-District Teams, and the Arizona Department of Education to develop criteria for value-added model.
 - 5.4. Facilitates development of implementation plan for value-added model.
 - 5.5. Facilitates pilot test of data management system.

6. Establish System-Wide Job-Embedded Professional Development

- 6.1. Provides professional development to ensure that teachers and principals will understand the specific measures of teacher and principal effectiveness included in the performance based compensation system.
- 6.2. Facilitates creation of online/distance learning lab math and science PLC modules for middle and high school teachers.
- 6.3. Implements professional development for REIL: TNG Field Specialists, teachers, and administrators on value-added model.
- 6.4. Implements professional development for REIL: TNG Field Specialists, teachers, and administrators on how to use data to inform and improve instruction.
- 6.5. Coordinates the creation or purchase of a video bank of teaching and leading in action for training REIL: TNG district evaluation team members throughout the evaluation creation process.
- 6.6. Coordinates job-embedded professional development options to support growth plans provided by Mater Educators, Principals, and Central Office.

7. Create a Sustainable Performance-Based Evaluation and Compensation System

- 7.1. Facilitates the process determining how the performance of those who teach non-tested subjects and grades will be appraised.
- 7.2. Supervises analysis of current salary index w/ goal of moving toward *step-less* salary schedule
- 7.3. Supervises 5-year analysis using financial modeling taking into consideration retirements, attrition, etc.
- 7.4. Coordinates the delivery of performance-based awards for teachers, master educators, peer evaluators, and administrators.

REPORTING STRUCTURE

A. Supervision Received:

- Administrator for Performance-Based Compensation and Incentive Programs

B. Supervision Exercised:

- REIL: TNG Field Specialist
- REIL: TNG Financial/ Business Systems Analyst
- REIL: TNG Administrative Assistant (Program Director)
- REIL: TNG Data Management System Administrator (.5)
- REIL: TNG Human Capital Management Systems Administrator
- REIL: TNG Performance-Based Evaluation/ Career Pathway Administrator

QUALIFICATIONS*

A. Minimum education and/or experience:

- Arizona administrative certification.
- Masters degree in Education.
- Minimum of five (5) years administrative experience in teaching and learning.

B. Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:

C. Preferred education and/or experience:

- Experience as school and/or district administrator.
- Extensive knowledge of English Language Development.
- Experience with implementation of teacher evaluation systems or performance-based incentives.
- Doctorate degree in Educational Leadership or related field.

D. Knowledge, Skills, and Abilities:

- Knowledge of research methods and techniques used in studying educational programs, including project planning, methodology, reporting, and processes.
- Strong practical and theoretical knowledge of school improvement, performance based compensation systems, curriculum, and professional development.
- Ability to plan, organize and facilitate the application, management, and administration of federal and state entitlements, grants, and other funds.
- Excellent interpersonal, leadership, and communication skills.
- Effective planning, organizational, and time management skills.
- The ability to work well under pressure in a multi-task environment.
- Ability to apply professional knowledge and administrative ability to the specific education project.
- Ability to reason logically and think independently and creatively on educational projects.
- Computer Literate: Microsoft Word, Excel, PowerPoint, Access, Outlook, Project and Internet Research.
- Knowledge of statutory law, case law, federal regulations and state regulations governing the operations of education service agencies in Arizona.

E. Specialized training, certifications, or other special requirements:

- Fingerprint Clearance
- Driver's License

F. Preferred special requirements:

G. Special working conditions:

***Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)**



MARICOPA COUNTY JOB DESCRIPTION

REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP: THE NEXT GENERATION (REIL: TNG)

FIELD SPECIALIST

MARKET RANGE TITLE: EDUCATION SERVICE PROGRAM MANAGER
DEPARTMENT: EDUCATION SERVICE AGENCY
DIVISION/SECTION/UNIT: TEACHING AND LEARNING (LOW ORG 3750)
FLSA STATUS: EXEMPT
CLASSIFIED/UNCLASSIFIED: CONTRACT/UNCLASSIFIED
POSITION NUMBER: 68324, 68325, 68359

PURPOSE STATEMENT:

Responsible for collaboratively **building structures to sustain Human Capital Management and Performance Based Evaluation Systems** through district-wide collaboration, communication, and professional development support. Builds structures to sustain Human Capital Management and Performance Based Evaluation Systems by:

- Facilitating communication and stakeholder involvement.
- Ensuring rigorous, fair and transparent educator evaluations.
- Designing and deliver job-embedded professional development.
- Managing and supporting career pathway options.

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

1. **Facilitating Communication and Stakeholder Involvement**
 - 1.1. Facilitates Cross-District Leadership and Communication Teams (Human Capital Management System, Finance, Implementation Leads, Data Management and Assessment, and Performance-Based Evaluation).
 - 1.2. Facilitates the creation of District Transition Teams for data management, teacher and principal evaluation, performance-based management, and professional development.
 - 1.3. Facilitates feedback loop between District Leadership & Communication Teams, District Transition Teams, and Program Management Team.

- 1.4. Conducts regular meetings with teachers and principals so that they can ask questions and raise concerns about Performance-Based Management System.
2. **Ensuring Rigorous, Fair and Transparent Educator Evaluations**
 - 2.1. Facilitates district level Teacher & Principal Evaluation Transition Teams in crosswalk/comparison of existing district evaluation tools(s).
 - 2.2. Informs teachers of updates to evaluation instrument.
 - 2.3. Creates modules for training and communication on new teacher and principal evaluation instruments.
 - 2.4. Conducts training on evaluation system for all teachers.
3. **Designing and Delivering Job-Embedded Professional Development**
 - 3.1. Provides professional development to ensure that teachers and principals will understand the specific measures of teacher and principal effectiveness included in the Performance-Based Compensation System.
 - 3.2. Uses data from educator growth plans to collaboratively analyze and design Rewarding Excellence in Instruction and Leadership: The Next Generation (REIL: TNG) District professional development and support systems to improve instructional and leadership effectiveness.
4. **Managing and Supporting Career Pathway Options**
 - 4.1. Coordinates with REIL: TNG Program Management Team and Advisory Council to finalize career pathway models/options.
 - 4.2. Facilitates and advises school districts on which career pathways they will offer.

REPORTING STRUCTURE

A. Supervision Received:

- REIL: TNG Program Director

B. Supervision Exercised:

- REIL: TNG Peer Evaluators

QUALIFICATIONS*

A. Minimum education and/or experience:

- Arizona Principal or Supervisor Certification.
- Master's degree in Education.
- Minimum of five (5) years administrative experience in teaching and learning.
- Extensive experience in staff development, teacher evaluation, and school improvement.
- Extensive experience in supervision of personnel in a variety of capacities.

B. Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:

C. Preferred education and/or experience:

- Experience as school or district administrator.
- Extensive knowledge of English Language Development.
- Experience implementing teacher evaluation systems and/or performance-based incentives.
- Doctorate degree in Educational Leadership or related field.

D. Knowledge, Skills, and Abilities:

- Knowledge of research methods and techniques used in studying educational programs,

including project planning, methodology, reporting, and processes.

- Strong practical and theoretical knowledge of school improvement, performance based compensation systems, curriculum, teacher and professional development.
- Ability to plan, organize and facilitate the application, management, and administration of federal and state entitlements, grants, and other funds.
- Excellent interpersonal, leadership, and communication skills.
- Effective planning, organizational, and time management skills.
- The ability to work well under pressure in a multi-task environment.
- Ability to apply professional knowledge and administrative ability to the specific education project.
- Ability to reason logically and think independently and creatively.
- Computer Literate: Microsoft Word, Excel, PowerPoint, Access, Outlook, Project and Internet Research.
- Knowledge of statutory law, case law, federal regulations and state regulations governing operations of education service agencies in Arizona.

E. Specialized training, certifications, or other special requirements:

- Fingerprint Clearance
- Driver's License

F. Preferred special requirements:

G. Special working conditions:

***Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)**



MARICOPA COUNTY JOB DESCRIPTION

**REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP: THE NEXT
GENERATION (REIL: TNG)**

FIELD SPECIALIST (PRINCIPAL COACH)

MARKET RANGE TITLE: EDUCATION SERVICE PROGRAM MANAGER
DEPARTMENT: EDUCATION SERVICE AGENCY
DIVISION/SECTION/UNIT: TEACHING AND LEARNING (LOW ORG 3750)
FLSA STATUS: EXEMPT
CLASSIFIED/UNCLASSIFIED: CONTRACT/UNCLASSIFIED
POSITION NUMBER: 68324, 68325, 68359

PURPOSE STATEMENT:

Responsible for **increasing and retaining the number of highly effective building-level administrators** through professional development, observation, and evaluation aligned to the Leading Observation Instrument. Increases the number of highly effective building-level administrators by:

- Enhancing culture.
- Designing support.
- Implementing professional learning.

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

1. Enhancing Culture

- 1.1. Establishes and maintains trusting relationships to promote learning and risk taking through partnership with teacher and sharing responsibility for challenges.
- 1.2. Actively listens and analyzes the causes, beliefs, and/or understandings of dissonance; and reframes negatives into positives.
- 1.3. Develops ideas and products by using the norms of collaboration most appropriate for the group or context.

2. Designing Support

- 2.1. Develops capacity to ask questions of the data linked to specific patterns and relationships, conceptions and misconceptions, root causes about specific needs of teachers.
- 2.2. Interprets data from Qualified Evaluator and Certified Evaluator Assessments to address high priority areas for refinement.
- 2.3. Conducts co-observations with building-level administrators to ensure inter-rater reliability on the Learning Observation Instrument.

3. Implementing Professional Learning

- 3.1. Coordinates with the Performance-Based Evaluation Administrator to provide professional development to ensure that building-level administrators will understand the specific measures of principal effectiveness included in the Performance-Based Evaluation System.
- 3.2. Coordinates with the Data Management Systems Administrator to analyze observation data in order to design educator growth plans to improve leadership effectiveness.
- 3.3. Designs interventions for building-level administrators around inter-rater reliability.

REPORTING STRUCTURE

A. Supervision Received:

- REIL: TNG Program Director

B. Supervision Exercised:

QUALIFICATIONS*

A. Minimum education and/or experience:

- Arizona Principal or Supervisor Certification.
- Master's degree in Education.
- Minimum of five (5) years administrative experience as a school principal.
- Extensive experience in staff development, teacher evaluation, and school improvement.
- Extensive experience in supervision of personnel in a variety of capacities.

B. Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:

C. Preferred education and/or experience:

- Experience as school or district administrator.
- Extensive knowledge of English Language Development.
- Experience implementing teacher evaluation systems and/or performance-based incentives.
- Doctorate degree in Educational Leadership or related field.

D. Knowledge, Skills, and Abilities:

- Knowledge of research methods and techniques used in studying educational programs, including project planning, methodology, reporting, and processes.
- Strong practical and theoretical knowledge of school improvement, performance based compensation systems, curriculum, teacher and professional development.
- Ability to plan, organize and facilitate the application, management, and

- administration of federal and state entitlements, grants, and other funds.
- Excellent interpersonal, leadership, and communication skills.
- Effective planning, organizational, and time management skills.
- The ability to work well under pressure in a multi-task environment.
- Ability to apply professional knowledge and administrative ability to the specific education project.
- Ability to reason logically and think independently and creatively.
- Computer Literate: Microsoft Word, Excel, PowerPoint, Access, Outlook, Project and Internet Research.
- Knowledge of statutory law, case law, federal regulations and state regulations governing operations of education service agencies in Arizona.

E. Specialized training, certifications, or other special requirements:

- Fingerprint Clearance
- Driver's License

F. Preferred special requirements:

G. Special working conditions:

*Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)



MARICOPA COUNTY JOB DESCRIPTION

REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP: THE NEXT GENERATION (REIL: TNG)

PEER EVALUATOR

MARKET RANGE TITLE: EDUCATION SERVICE PEER EVALUATOR

DEPARTMENT: EDUCATION SERVICE AGENCY

DIVISION/SECTION/UNIT: REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP (LOW ORG 3750)

FLSA STATUS: EXEMPT

CLASSIFIED/UNCLASSIFIED: CONTRACT/UNCLASSIFIED

POSITION NUMBER: 68675 – 68680, 68681 – 68686, 68687 – 68692, 68693 – 68698, 68699 – 68704, 68705 – 68708

PURPOSE STATEMENT:

Responsible for **increasing and retaining the number of effective and highly effective teachers** across partner districts through professional development, observation, and evaluation aligned to the Learning Observation Instrument. Increases and retains the number of effective and highly effective teachers by:

- Enhancing Culture
- Assessing Performance
- Implementing Professional Learning
- Designing Support

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

1.0 Enhancing Culture

- 1.1 Ensures that the REIL: TNG vision and mission is regularly communicated, shared and understood by stakeholders.
- 1.2 Demonstrates a commitment to the objectives of the REIL: TNG program.

- 1.3 Makes data-driven decisions and provides teachers /schools the assistance and appropriate tools they need for increasing student academic progress.
- 1.4 Regularly utilizes continuous improvement process based on data to plan and refine job-embedded professional development.
- 1.5 Exhibits personal accountability and integrity, including the maintenance of confidentiality regarding teacher evaluations and evaluation-related information.
- 1.6 Develops knowledge and skills, that will result in increased student academic progress and achievement, through ongoing professional learning and feedback from REIL team members.

2.0 Assessing Performance

- 2.1 Collaborates with building-level administrators on establishment of Educator Goal Plans for assigned teachers.
- 2.2 Holds teachers to high standards in delivering high-quality learning experiences for students that result in increased student academic progress and achievement.
- 2.3 Collaborates with building level administrator(s) to assess assigned group of *master educators*.
- 2.4 Collaborates with REIL: TNG Field Specialist(s) and building-level administrators to conduct informal data sweeps to maintain the norming process for conducting high quality evaluations.
- 2.5 Maintains accuracy of scoring and demonstrates inter-rater reliability in order to remain in the peer evaluator cadre.
- 2.6 Meets all statutory, policy, and program deadlines concerning performance evaluation.
- 2.7 Assists teachers, master educators, and administrators in interpreting all aspects of the REIL Score.

3.0 Implementing Professional Learning

- 3.1 Supports teachers with job-embedded content- and pedagogy-based coaching in alignment with established educator goal plans.
- 3.2 Uses data from educator goal plans to collaboratively design professional development and support systems to improve instructional effectiveness resulting with increased student academic progress and achievement.
- 3.3 Provides specific feedback to teachers and *master educators* using REIL Observation instruments.

4.0 Designing Support

- 4.1 Communicates frequently and effectively with all stakeholders.
- 4.2 Utilizes appropriate instruments, tools, and other resources to support teachers in the continuous improvement process.

- 4.3 Gathers feedback from teachers to self-evaluate and improve performance that will result with increased student academic progress and achievement.
- 4.4 Collaborates with REIL field specialists, fellow peer evaluators and building-level administrators to provide specific support to help teachers to improve and succeed as evidenced by increased student academic progress and achievement.
- 4.5 Prepares quality written feedback to assigned teachers and master educators that will result in increased student academic progress and achievement.

REPORTING STRUCTURE

A. Supervision Received:

- REIL: TNG Field Specialists

B. Supervision Exercised:

- None

QUALIFICATIONS*

A. Minimum education and/or experience:

- Passing score on STEP (Selecting Teachers to Enter Pathways) screening
- Arizona Teacher Certification
- A Master's degree in Education or equivalent experience/coursework
- Minimum of five (5) years teaching experience as an effective classroom teacher
- Content-specific and/or grade-level band specific teaching experience (e.g., high school mathematics, K-3 literacy)
- Experience in developing and implementing professional development programs

B. Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:

- 60 or more credit hours (in an appropriate coursework pertinent to the position) beyond a Bachelor's degree
- Bachelor's degree and at least 3 years of experience in a peer evaluator or instructional coach role

C. Preferred education and/or experience:

- Arizona Principal or Supervisor Certification
- Master's degree in content area
- Minimum of five (5) years administrative experience in teaching and learning
- Minimum 3.0 GPA in content-area course-work
- Experience providing feedback to teachers via a performance-based evaluation system

D. Knowledge, Skills, and Abilities:

- Developed expertise in a content area and/or grade level.
- Evidence of exhibiting highly effective instruction that leads to student academic progress.

- Strong pedagogical content knowledge
- Strong practical and theoretical knowledge of performance-based evaluation and compensation systems, curriculum and assessment, and teacher professional development.
- Effective planning, organizational, and time-management skills.
- Excellent interpersonal, leadership, and communication skills.
- Computer Literate: Microsoft Word, Excel, PowerPoint, Access, Email, and Internet Research.
- The ability to work well under pressure in a multi-task environment.
- Ability to reason logically and think independently and creatively on educational projects.

E. Specialized training, certifications, or other special requirements:

- Arizona Fingerprint Clearance Card
- Valid Arizona Teacher Certificate in area of interest
- Arizona Driver's License
- Highly Qualified in Content Area

F. Preferred special requirements:

G. Special working conditions:

***Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)**



MARICOPA COUNTY JOB DESCRIPTION

REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP: THE NEXT GENERATION (REIL: TNG)

FINANCIAL / BUSINESS SYSTEMS SPECIALIST

MARKET RANGE TITLE: FINANCE / BUSINESS ANALYST

DEPARTMENT: EDUCATION SERVICE AGENCY

DIVISION/SECTION/UNIT: ECONOMIC MANAGEMENT (LOW ORG 3720)

FLSA STATUS: EXEMPT

CLASSIFIED/UNCLASSIFIED: CONTRACT/UNCLASSIFIED

POSITION NUMBER: 68837

PURPOSE STATEMENT:

Responsible for **managing the fiscal sustainability** of the Rewarding Excellence in Instruction and Leadership: The Next Generation (REIL: TNG) program through the leading and monitoring of all fiscal planning, transacting, and documenting. Manages the fiscal sustainability by:

- Ensuring all program activities are aligned to the program's goals and objectives.
- Ensuring fiscal responsibility and program compliance.
- Monitoring, documenting, and communicating fiscal activities.
- Supporting partner districts with fiscal management.
- Evaluating and developing fiscal plans for program success.

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

- 1.0 Ensuring all Program Activities are Aligned to the Program's Goals and Objectives**
 - 1.1 Supports REIL: TNG personnel in implementation of strategic plans aligned with the program's goals and objectives.
 - 1.2 Ensures all interactions, both written and verbal, are aligned to the program's vision.
 - 1.3 Assists program personnel and partner school districts in creating structures and processes to ensure effective financial management.
 - 1.4 Establish performance objectives to ensure effective delivery of services.
- 2.0 Ensuring Fiscal Responsibility and Program Compliance**
 - 2.1 Supervise staff that provides business service support and financial management to schools districts.
 - 2.2 Monitor the grants management system for changes and updates to respond to reporting requirements.
 - 2.3 Collaborate with partner school districts as applicable in order to provide comprehensive support relating to Grant activities.

- 2.4 Organize and process purchase requisitions per County procurement code. Maintain a financial database developing and maintaining financial reports as required.
- 2.5 Compile necessary statistical data for the preparation of the fiscal budget and compliance.
- 2.6 Assume responsibility for grant completion reports and other financial documents.
- 2.7 In conjunction with program managers, prepare intergovernmental agreements and memorandums of understanding with various public entities.
- 2.8 Liaison with county procurement managers to prepare Requests For Proposals and otherwise insure that REIL: TNG adheres to county procurement policies and state procurement laws.

3.0 Monitoring, Documenting, and Communicating Fiscal Activities

- 3.1 Attends meetings as assigned for the purpose of conveying and/or gathering information required to perform functions.
- 3.2 Researches and compiles background information from districts and other sources for the preparation and submission of grant documentation.
- 3.3 Develops and maintains appropriate documentation of policies and progress; collaborates in the development of project reports, updates, and presentations to stakeholder audiences as required.
- 3.4 Assists in the review and preparation of appropriate content updates for the REIL: TNG website.
- 3.5 Produces written communication that is clear, correct, and appropriate to the audience.

4.0 Supporting Partner Districts with Fiscal Management

- 4.1 Audit and certify all federal and state grant required reports from the school districts, supported to ensure accuracy of records and compliance with Arizona Department of Education (ADE) requests and regulations as well as all Uniform Systems of Financial Records (USFR).
- 4.2 Design and deliver training and support to department and school personnel related to grant management and procurement procedures.
- 4.3 Liaison with districts concerning grant management, voucher processing, needed documents, fund status, and warrant status.
- 4.4 Communicate with school district and internal personnel to resolve outstanding issues.

5.0 Evaluating and Developing Fiscal Plans for Program Success

- 5.1 In collaboration with partners, develop a strategic and tactical plan for ensuring the effective, efficient and successful service delivery.
- 5.2 Develop plan(s) for measuring program success, goal attainment, and areas for continued growth based on research and best practice.
- 5.3 Provide monthly process reports, including expenditures to Executive Leadership.
- 5.4 Keeps abreast of changes to financial systems and USFR through frequent communication with ADE and Arizona Association of School Business Officials (AASBO).
- 5.5 Uses public information and research-based knowledge of issues and trends to collaboratively work with all stakeholders.

REPORTING STRUCTURE

A. Supervision Received:

- REIL: TNG Program Director

B. Supervision Exercised:

QUALIFICATIONS*

A. Minimum education and/or experience:

- Bachelor's Degree and a minimum of 2 years work experience in Business Services required.
- A minimum of one year experience in grants management and/or procurement required.
- A minimum of one year experience with the principles and practices of finance, budgeting and accounting required.
- Working experience with Microsoft Office products required.

B. Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:

- Associates degree in Business/Finance related field and 4 years experience in grants management and/or materials management.
- Three years experience in grant management and three years experience in governmental procurement.

C. Preferred education and/or experience:

- Experience in various facets of school finance including Federal and State grant management and accounts payable/receivable preferred.
- Preferred Accounting Degree or equivalent work experience with knowledge of the Arizona USFR accounting procedures, ADE grant reporting procedures, Visions and CIMS AS/400 computers.
- Procurement experience preferred.
- Experience in governmental budgeting/finance preferred.
- Experience of at least 2 years of accounting/bookkeeping/budget experience in a high volume schools finance environment.

D. Knowledge, Skills, and Abilities:

- Strong interpersonal skills.
- Excellent verbal and written communication skills.
- The ability to work well under pressure in a multi-task environment.
- The ability to deliver trainings to individuals, small and large audiences.
- Effective planning, organization, and customer service skills.
- Knowledge in the principles and practices of school finance, governmental budgeting and accounting.
- Ability to gather and analyze data, reason logically, follow written and oral instructions, draw valid conclusions and make appropriate recommendations.
- Knowledge of the USFR, Arizona Revised Statutes (ARS), and ADE requirements in relationship with federal and state grant projects.
- Proficiency with accounting, Infinite Visions Enterprise Edition (IVEE) software application, AS/400 software application, and a working knowledge of the ADE Grants Management Enterprise System.
- Proficiency with Microsoft Office products (Word, Excel, Access, PowerPoint).

E. Specialized training, certifications, or other special requirements:

F. Preferred special requirements:

- Grants management specialized training preferred.

- CAPA certification preferred
- AASBO School Finance training

G. Special working conditions:

- N/A

*Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)



MARICOPA COUNTY JOB DESCRIPTION

REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP: THE NEXT GENERATION (REIL: TNG)

HUMAN CAPITAL MANAGEMENT SYSTEMS ADMINISTRATOR

MARKET RANGE TITLE: EDUCATION SERVICE PROGRAM MANAGER
DEPARTMENT: EDUCATION SERVICE AGENCY
DIVISION/SECTION/UNIT: TEACHING AND LEARNING (LOW ORG 3750)
FLSA STATUS: EXEMPT
CLASSIFIED/UNCLASSIFIED: CONTRACT/UNCLASSIFIED
POSITION NUMBER: 68324, 68325, 68359

PURPOSE STATEMENT:

Responsible for **implementing an LEA-wide Human Capital Management System** through collaboration with cross-district transition teams to attract, place, retain, and sustain highly effective educators. Implements an LEA-wide Human Capital Management System to:

- Attract- Create an environment that will attract effective educators to work in high-need schools
- Place- initiating strategic staffing efforts.
- Retain- Retaining the best teachers at high rates and exiting those who are persistently ineffective
- Sustain- Maintaining and nourishing an effective educator workforce

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

- 1.0 Sustain- Maintaining and Nourishing an Effective Educator Workforce**
 - 1.01 Facilitates Cross-District Leadership and Communication Teams (Human Capital Management System, Finance, Implementation Leads, Data Management and Assessment, and Performance-Based Evaluation) in order to make ongoing refinements to the REIL Score.

- 1.02 Collaborates with Performance Based Compensation Administrator on the creation of District Transition Teams for data management, teacher and principal evaluation, performance-based management, and professional development.
- 1.03 Collaborates with Performance Based Evaluation Administrator with facilitating the feedback loop between District Leadership & Communication Teams, District transition Teams, and Program Management Team.
- 1.04 Conducts regular meetings with teachers and principals so that they can ask questions and raise concerns about Performance-Based Management System.

2.0 Attract- Create an Environment that will Attract Effective Educators to Work in High-Need Schools

- 2.01 Revises recruitment practices across partner school districts through HR branding, Sourcing, and developing recruitment strategies.
- 2.02 Creates induction programs to support and train new hires.
- 2.03 Collects and analyzed student achievement data to inform recruitment decisions.
- 2.04 Develops recruitment strategy communication plans across partner districts.

3.0 Place- Initiate Strategic Staffing Efforts

- 3.01 Revises hiring practices across partner school districts by including bonuses for starting or staying in hard-to-staff positions
- 3.02 Uses multiple data points to select candidates including educator evaluation data and the STEP/PATH process.
- 3.03 Places the most effective educators in Spotlight Schools and provide additional compensation.
- 3.04 Collaborates with the Data Management Systems Administrator to ensure equitable distribution of teachers across systems.
- 3.05 Implements transfer and protection policies.
- 3.06 Collaborates with Performance-Based Evaluation Administrator to provide Career Pathway opportunities for educators.

4.0 Retain- Increase the Retention of Teachers

- 4.01 Collaborates with MCEA Professional Development staff to design and develop professional development opportunities aligned to the REIL Learning Observation Instrument.
- 4.02 Uses educator evaluation and student achievement data to provide individualized and targeted professional development.
- 4.03 Uses educator evaluation data to inform retention decisions.
- 4.04 Collaborates with the Data Management Systems Administrator to determine ineffective teachers.
- 4.05 Creates an exit strategy for ineffective teachers.

REPORTING STRUCTURE

A. Supervision Received:

- REIL: TNG Program Director

B. Supervision Exercised:

- None

QUALIFICATIONS*

A. Minimum education and/or experience:

- Arizona Principal or Supervisor Certification.
- Master's degree in Education.
- Minimum of five (5) years administrative experience in teaching and learning.
- Extensive experience in human resources, professional development, and data analysis.
- Extensive experience in supervision of personnel in a variety of capacities.

B. Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:

C. Preferred education and/or experience:

- Experience as school or district administrator.
- Experience implementing teacher evaluation systems and/or performance-based incentives.

D. Knowledge, Skills, and Abilities:

- Knowledge of research methods and techniques used in studying educational programs, including project planning, methodology, reporting, and processes.
- Strong practical and theoretical knowledge of school improvement, performance based compensation systems, curriculum, teacher and professional development.
- Ability to plan, organize and facilitate the application, management, and administration of federal and state entitlements, grants, and other funds.
- Excellent interpersonal, leadership, and communication skills.
- Effective planning, organizational, and time management skills.
- The ability to work well under pressure in a multi-task environment.
- Ability to apply professional knowledge and administrative ability to the specific education project.
- Ability to reason logically and think independently and creatively.
- Computer Literate: Microsoft Word, Excel, PowerPoint, Access, Outlook, Project and Internet Research.
- Knowledge of statutory law, case law, federal regulations and state regulations governing operations of education service agencies in Arizona.

E. Specialized training, certifications, or other special requirements:

- Fingerprint Clearance
- Driver's License

F. Preferred special requirements:

G. Special working conditions:

*Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)



MARICOPA COUNTY JOB DESCRIPTION

REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP: THE NEXT GENERATION (REIL: TNG)

PERFORMANCE BASED EVALUATION ADMINISTRATOR

MARKET RANGE TITLE: EDUCATION SERVICE PROGRAM MANAGER
DEPARTMENT: EDUCATION SERVICE AGENCY
DIVISION/SECTION/UNIT: TEACHING AND LEARNING (LOW ORG 3750)
FLSA STATUS: EXEMPT
CLASSIFIED/UNCLASSIFIED: CONTRACT/UNCLASSIFIED
POSITION NUMBER: 68324, 68325, 68359

PURPOSE STATEMENT:

Responsible for **implementing a Performance Based Evaluation System that develops talent in teaching and leading** through a sustainable, comprehensive program of performance-based evaluation and support. Creates a Performance Based Evaluation System to:

- Validate and refine the observation instruments.
- Communicate all components of the Performance Based Evaluation System.
- Develop professional development opportunities based on the professional needs of educators.
- Ensure inner rater reliability among evaluators.

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

1. Validate and Refine the Observation Instruments

- 1.1. Facilitates Cross-District Performance-Based Evaluation Transition Team.
- 1.2. Collaborates with Human Capital Management Administrator on the creation of District Transition Teams for data management, teacher and principal evaluation, performance-based management, and professional development.

- 1.3. Collaborates with Human Capital Management Administrator with facilitating the feedback loop between District Leadership & Communication Teams, District transition Teams, and Program Management Team.
- 2. Communicate all Components of the Performance Based Evaluation System**
 - 2.1. Conducts regular meetings with teachers and principals.
 - 2.2. Creates ancillary materials associated with observations instruments.
- 3. Develop Professional Development Opportunities Based on the Professional Needs of Educators**
 - 3.1. Collaborates with the Professional Development Coordinators to design pedagogy professional development based on educator evaluation data.
 - 3.2. Collaborates with Professional Development Coordinators and content experts to design content professional development based on student achievement data.
 - 3.3. Collaborates with Professional Development Coordinators to design and develop ongoing professional learning for Career Pathway educators.
- 4. Ensure Inner Rater Reliability Among Evaluators**
 - 4.1. Collaborates with Professional Development Coordinators to design Qualified and Certified Evaluation courses.
 - 4.2. Collaborates with Human Capital Management System Administrator to establish reliable Qualified and Certified Assessments for evaluators.

REPORTING STRUCTURE

A. Supervision Received:

- REIL: TNG Program Director

B. Supervision Exercised:

- None

QUALIFICATIONS*

A. Minimum education and/or experience:

- Arizona Principal or Supervisor Certification.
- Master's degree in Education.
- Minimum of five (5) years administrative experience in teaching and learning.
- Extensive experience in human resources, professional development, and data analysis.
- Extensive experience in supervision of personnel in a variety of capacities.

B. Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:

C. Preferred education and/or experience:

- Experience as school or district administrator.
- Experience implementing teacher evaluation systems and/or performance-based incentives.

D. Knowledge, Skills, and Abilities:

- Knowledge of research methods and techniques used in studying educational programs, including project planning, methodology, reporting, and processes.
- Strong practical and theoretical knowledge of school improvement, performance based compensation systems, curriculum, teacher and professional development.
- Ability to plan, organize and facilitate the application, management, and administration of federal and state entitlements, grants, and other funds.
- Excellent interpersonal, leadership, and communication skills.
- Effective planning, organizational, and time management skills.
- The ability to work well under pressure in a multi-task environment.
- Ability to apply professional knowledge and administrative ability to the specific education project.
- Ability to reason logically and think independently and creatively.
- Computer Literate: Microsoft Word, Excel, PowerPoint, Access, Outlook, Project and Internet Research.
- Knowledge of statutory law, case law, federal regulations and state regulations governing operations of education service agencies in Arizona.

E. Specialized training, certifications, or other special requirements:

- Fingerprint Clearance
- Driver's License

F. Preferred special requirements:

G. Special working conditions:

***Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)**



MARICOPA COUNTY JOB DESCRIPTION

REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP: THE NEXT GENERATION
(REIL: TNG)

DATA MANAGEMENT SYSTEM ADMINISTRATOR

MARKET RANGE TITLE: MANAGEMENT ASSISTANT
DEPARTMENT: EDUCATION SERVICE AGENCY
DIVISION/SECTION/UNIT: REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP (LOW ORG 3750)
FLSA STATUS: NON - EXEMPT
CLASSIFIED/UNCLASSIFIED: CONTRACT/UNCLASSIFIED
POSITION NUMBER: 68817

PURPOSE STATEMENT:

Responsible for **developing and implementing a data management system** to support all goals, objectives, and activities associated with Rewarding Excellence in Instruction and Leadership: The Next Generation (REIL: TNG) program through collaboration with program partners and the Arizona Department of Education. Develops and implements a data management system by:

- Articulating a vision and implementation strategy for a data management system.
- Collaborating with program partners to create a data collection, analysis, and dissemination plan.
- Communicating across partner districts the requirements and specifications needed to populate the data management system.

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

- 1.0 **Articulating a Vision and Implementation Strategy for a Data Management System**
- 1.1 Supports the program with implementing strategic plans aligned with program goals, objectives, and activities.
 - 1.2 Ensures all interactions, both written and verbal, are aligned to the REIL: TNG program.
 - 1.3 Designs a project management plan that outlines the completion of the data management system within the program constraints.
 - 1.4 Represents the interests of the program when engaging with local, state, national, and government groups and agencies, including consultation with school district personnel, Maricopa County Education Service Agency (MCESA) staff, and Arizona Department of Education (ADE) staff to refine ongoing data collection processes and data visualization

reporting, interpretation, and utilization needs relative to the REILize Decision Support System (RDSS).

- 1.5 Ensures that the procedures comply with local, state, and federal regulation and policies, including FERPA (Family Educational Rights and Privacy Acts).

2.0 Collaborating with Program Partners to Create a Data Collection, Analysis, and Dissemination Plan

- 2.1 Participates in cross-district transition teams to understand the needs of the districts.
- 2.2 Creates plans to meet both the needs of the school districts and the program requirements.
- 2.3 Collaborates with the Communications Coordinator to create communications documents in relation to data collection and dissemination.

3.0 Communicating Across Partner Districts the Requirements and Specification Needed to Populate the Data Management System

- 3.1 Works with REIL Data Management System Project Director to support analysis, collection, storage, creation, and validation of project data needed for inclusion in the data management system.
- 3.2 Collaborates with program staff in the design, development, management, and maintenance of the data visualization environment and reports for the data management system.
- 3.3 Provides technical support and training to other program personnel and partnering school districts for the purpose of completing projects and requests efficiently.
- 3.4 Provides training and support to school district personnel and MCESA staff on the use of the RDSS through a variety of media choices and delivery options.

REPORTING STRUCTURE

A. Supervision Received:

- REIL Program Director

B. Supervision Exercised:

- Data Systems Specialist

QUALIFICATIONS*

A. Minimum education and/or experience:

- Undergraduate degree (business, education, social sciences) in a field related to the collection, coordination, and use of qualitative and quantitative data in the implementation of a performance-based management system.

B. Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:

- Three years of experience related to at least one of the following:
 - School district student information/management systems
 - School district human resource systems
 - School district assessment systems
 - Other school district data systems
- 2 or more years' experience in the development of a Learning Management System, Content Management/Delivery System, and/or data management system.
- Demonstrated proficiency in the extraction of data from school district systems.

- Experience facilitating or participating in course-mapping processes/procedures to assist in the verification of student-teacher linkages that result in performance-based incentives.
 - Some college level coursework related to job duties.
- C. Preferred education and/or experience:**
- Arizona Teacher Certification
 - Experience working with statistical analysis programs (e.g., SPSS, Excel)
 - Working knowledge of database systems (e.g. MS SQL).
 - Experience working in an Arizona school district technology and/or curriculum/assessment department or at a state education agency (e.g., Arizona Department of Education).
- D. Knowledge, Skills, and Abilities:**
- Ability to collect, compile, and verify the integrity of large volumes of qualitative and quantitative data.
 - Proficient in the use of Microsoft Outlook, Word, Excel, PowerPoint, Access, SQL scripts, & Internet.
 - Strong working knowledge and ability to collect, manage, report, and coordinate student information within school districts following FERPA requirements.
 - Strong working knowledge of ways to legally disseminate student information with officially sanctioned partners and entities following FERPA requirements.
 - Strong working knowledge of data articulation between Student Information Systems.
 - Demonstrated ability to provide technical data guidance and support to school district personnel and other stakeholders.
 - Demonstrated ability to effectively prioritize multiple tasks and projects under the constraints of strict deadlines and time pressures.
 - Ability to determine the source of problems and provide immediate and long-term resolution to problems.
 - Ability to travel to MCEA school districts, both local and remote.
 - Strong interpersonal, customer service, communication, and telephone skills.
 - Evidence of collaborative skills.
 - Excellent communication skills (written and oral).
 - Evidence of problem solving ability.
 - Resourceful and adaptable.
 - Willingness to perform up to the highest measure of competence.
 - Respected professionally.
- E. Specialized training, certifications, or other special requirements:**
- Fingerprint Clearance
 - Background Clearance
 - Driver's License
- F. Preferred special requirements:**
- G. Special working conditions:**

***Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)**



MARICOPA COUNTY JOB DESCRIPTION

REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP: THE NEXT
GENERATION (REIL: TNG)

ASSESSMENT COORDINATOR

MARKET RANGE TITLE: EDUCATION SERVICE PROGRAM COORDINATOR
DEPARTMENT: EDUCATION SERVICE AGENCY
DIVISION/SECTION/UNIT: EDUCATION INNOVATION (3750)
FLSA STATUS: EXEMPT
CLASSIFIED/UNCLASSIFIED: UNCLASSIFIED/CONTRACT
Position Number: 68403

PURPOSE STATEMENT:

Responsible for **developing valid and reliable assessments for secure and non-secure interim assessments** through the facilitation of assessment development committees. Develops valid and reliable assessments for secure and non-secure interim assessments by:

- Facilitating assessment development and procurement.
- Developing district capacity to design valid and reliable assessments.
- Evaluating assessment items for validity and reliability.

PRIMARY INDICATORS DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

1.0 Facilitating Assessment Development and Procurement

- 1.1 Facilitates the development assessment items for use in secure non-state-tested subject area assessments; and non-secure items in all subject areas for the development of local school common assessments or district interim assessments.
- 1.2 Procures and evaluates vendor services to develop assessments.
- 1.3 Develops and maintains systems documents outlining the persons responsible, the tasks and the time lines associated with core assessment department project management. Continually revises these documents as necessary to accurately reflect the processes currently in operation or development.
- 1.4 Collects artifacts for use as anchor assessment responses.
- 1.5 Plans the use of assessment instruments that use technology to assist in the reporting and analysis of results, including disaggregation of subgroup achievement data.

2.0 Developing District Capacity to Design Valid and Reliable Assessments

- 2.1 Collaborates with principals and teacher leaders to design performance rubrics aligned with curriculum.

- 2.2 Evaluates district assessments for alignment of content and rigor to Arizona State Content Standards.
- 2.3 Develops internal capacity of schools and districts to design test blueprints to monitor the academic progress and learning needs of students.
- 3.0 **Evaluating Assessment Items for Validity and Reliability**
 - 3.1 Acts as the County liaison with the Arizona Department of Education to ensure compliance with assessment provisions of federal and state legislation.
 - 3.2 Develops and maintains liaisons and active participation with educational leaders in assessment and school improvement at state, regional, and national levels.
 - 3.3 Collects and analyzes data to ensure development of assessment items meets strict guidelines for validity and reliability.

REPORTING STRUCTURE

- A. **Supervision Received:**
 - Standards and Assessment Administrator
- B. **Supervision Exercised:**
 - N/A

QUALIFICATIONS*

- A. **Minimum education and/or experience:**
 - Bachelor's degree in education or psychology; three years experience as a test-item writer in a K-12 organization.
- B. **Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:**
 - Knowledge of writing performance-based assessment items and rubrics, especially selected-response items with multiple levels of feedback.
- C. **Preferred education and/or experience:**
 - Master's degree, preferred concentrations: educational psychology, educational assessment, measurement and testing, curriculum and instruction, instructional design.
- D. **Knowledge, Skills, and Abilities:**
 - Core Standard knowledge in multiple content areas; ability to evaluate alignment of assessment items to Core Standard; experience writing and reviewing a high volume and high variety of robust assessment items; Group facilitation skills to generate assessment products; Knowledge of creating training and documentation around writing performance-based assessment items and rubrics, especially selected-response items with multiple levels of feedback.
- E. **Specialized training, certifications, or other special requirements:**
 - Remains knowledgeable of all State accountability initiatives for the purpose of participating in state and local accountability workshops and committees.
*****Candidate may be asked to provide writing samples and test-item samples.*****
 - Fingerprint clearance card

F. Preferred special requirements:

- Ability to articulate a solid understanding of measurement and psychometrics related to norm and criterion referenced testing; alternate assessment item development; and alignment to grade-level standards; innovative computer-based item development.

G. Special working conditions:

- Works with the Director of Research and Evaluation and staff for the purpose of designing and validating assessment items and for the purpose of creating and delivering reports and analysis of testing results.

*Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)



MARICOPA COUNTY JOB DESCRIPTION

REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP: THE NEXT GENERATION

COMMUNICATIONS COORDINATOR

MARKET RANGE TITLE: COMMUNICATION OFFICER/GOVERNMENT LIAISON
DEPARTMENT: EDUCATION SERVICE AGENCY
DIVISION/SECTION/UNIT: EXECUTIVE LEADERSHIP (LOW ORG 3710)
FLSA STATUS: EXEMPT
CLASSIFIED/UNCLASSIFIED: UNCLASSIFIED/REGULAR
POSITION NUMBER: 67622

PURPOSE STATEMENT

Responsible for effectively **initiating and nurturing two-way communications** with Rewarding Excellence in Instruction and Leadership: The Next Generation (REIL: TNG) stakeholders through electronic and print media. Initiates and nurtures two-way communication by:

- Developing a communication and marketing plan.
- Managing an online presence.
- Developing publications.

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

- 1.0 Developing a Communication and Marketing Plan**
 - 1.1 Establish marketing and communications goals, strategies and tactics to engage and inform program stakeholder groups.
 - 1.2 Develop measures of effectiveness for marketing and communications strategies and tactics, monitor results and evaluate success; create related reports.
 - 1.3 Regularly consult with project leaders to determine communication needs.
 - 1.4** Attend essential project meetings and provide input on marketing and communications planning.
- 2.0 Managing an Online Presence**
 - 2.1 Manage content and design of REIL: TNG website.
 - 2.2 Assist the technology division in exploring and implementing solutions that support effective marketing and communications.
 - 2.3 Lead the development and implementation of communication policies regarding web-based communication tools, including the Maricopa County Education Service Agency (MCESA) website and social media platforms.

- 2.4 Develop social media standards for REIL:TNG staff and members of the public who interact with REIL:TNG through social media.
- 3.0 **Developing Publications**
 - 3.1 Print and electronic promotional materials
 - 3.2 Print and electronic newsletters
 - 3.3 Print and electronic invitations
 - 3.4 Presentation materials
 - 3.5 Promotional and informational broadcasts, videos and webinars
 - 3.6 Articles and editorials for external publications

REPORTING STRUCTURE

- A. **Supervision Received:** Director of Communication
- B. **Supervision Exercised:** None

QUALIFICATIONS*

- A. **Minimum education and/or experience:**
 - Bachelor's degree in Journalism, Communications, Marketing, Media Production or related field.
 - Three to five years of public or private sector experience with ascending responsibility in marketing, communications, public relations and/or media relations, with demonstrated successes in raising the public profile(s) of organization(s) served.
- B. **Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:**
 - Experience or training that may be considered substitution for the minimum requirements.
- C. **Preferred education and/or experience:**
 - Knowledge of or experience in public education processes, issues and school systems.
 - Experience in marketing and communications related to education and student achievement.
 - Background in positions such as print/broadcast journalism, public relations, and marketing.
 - Extensive local, regional and statewide media contacts.
- D. **Knowledge, Skills, and Abilities:**
 - Knowledge of various journalistic styles, current principles, techniques and objectives of public information and public relations.
 - Knowledge of marketing principles, techniques and objectives.
 - Knowledge of graphic design principles, techniques and objectives.
 - Knowledge of professional application of research and writing skills.
 - Knowledge of local and regional public affairs.
 - Skill and experience in effective oral and written communication.
 - Skill and experience in developing marketing and communication goals, and strategic messages.

- Skill and experience in presenting information clearly and in a relevant and engaging manner to various audiences.
- Skill and experience in development and management of websites.
- Skill and experience in design and production of print materials.
- Skill and experience in the design and production of electronic communications.
- Skill and experience in oral presentations and organizing public programs or events.
- Skill and experience in planning and organizing projects and work tasks.
- Skill and experience in exercising sound judgment in the performance of all job tasks.
- Ability to work independently with minimal supervision.
- Experience in the design and production of videos.

E. Specialized training, certifications, or other special requirements:

F. Preferred special requirements:

G. Special working conditions:

**Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)*



MARICOPA COUNTY JOB DESCRIPTION

REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP: THE NEXT GENERATION (REIL: TNG)

DATA COORDINATOR/MANAGEMENT ANALYST

MARKET RANGE TITLE: MANAGEMENT ASSISTANT

DEPARTMENT: EDUCATION SERVICE AGENCY

DIVISION/SECTION/UNIT: REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP (LOW ORG 3750)

FLSA STATUS: NON - EXEMPT

CLASSIFIED/UNCLASSIFIED: CONTRACT/UNCLASSIFIED

POSITION NUMBER: 68817

PURPOSE STATEMENT:

Responsible for **supporting the implementation of a Human Capital Management System**, by collaborating with partner districts to collect valid and reliable assessment data. Supports the implementation of a Human Capital Management System by:

- Working collaboratively with the Rewarding Excellence in Instruction and Leadership: The Next Generation (REIL: TNG) Management Team, Arizona Department of Education (ADE), and partner school districts.
- Providing administrative support functions related to data collection, data integrity, software/application development, and program communication.
- Creating structures for communication and collaboration across partner school districts, Maricopa County Education Service Agency (MCESA), and ADE.
- Providing psychometric services to support assessment development and assessment outcomes.

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

1.0 Working Collaboratively with the REIL: TNG Management Team, ADE, and Partner School Districts

- 1.1 Gather data from disparate school district data systems into an integrated data management system.

- 1.2 Manages quantitative and qualitative data collection activities in collaboration with REIL: TNG personnel in order to support REIL: TNG program implementation.

2.0 Providing Administrative Support Functions Related to Data Collection, Data Integrity, Software/Application Development, and Program Communication

- 2.1 Works with program personnel to support analysis, collection, storage, creation, and validation of project data needed for inclusion in the REILize Decision Support System (RDSS).
- 2.2 Collaborates with program personnel in the design, development, management, and maintenance of the data visualization environment and reports for the RDSS.
- 2.3 Keeps abreast of updates and changes to district data system changes through frequent communication with district staff responsible for providing district data needed for the RDSS.
- 2.4 Works collaboratively to develop and implement processes to enable users to review, modify, or verify information contained in the RDSS throughout the year.
- 2.5 Employs aggregate reporting and cell suppression methodology to protect the identity and privacy of individuals.
- 2.6 Uses public information and research-based knowledge of issues and trends to collaboratively work with all stakeholders.
- 2.7 Categorizes and extracts appropriate information from meeting minutes to assist with REIL: TNG program goals, objectives, and performance measures.
- 2.8 Provides backup to other service areas as needed, and other duties as assigned by the REIL: TNG Program Director.
- 2.9 Attends meetings as assigned for the purpose of conveying and/or gathering information required to perform functions.

3.0 Creating Structures for Communication and Collaboration Across Partner School Districts, MCESA, and ADE

- 3.1 Produces written communication that is clear, correct, and appropriate to the audience.
- 3.2 Supports REIL staff in the coordination of REIL: TNG program activities as they relate to data use and data management systems.
- 3.3 Provides technical support to school district personnel, REIL: TNG staff, and ADE staff to access and use project data in a safe, secure, and appropriate manner as dictated by district, county, state, and federal data requirements and agreements (e.g. FERPA).
- 3.4 Responds to and contributes to the resolution of data collection, validation, and reporting challenges encountered by school district personnel.
- 3.5 Researches and compiles background information from REIL: TNG districts and other sources for the preparation and submission of grant requirements.
- 3.6 Researches and compiles formative and summative data from REIL: TNG districts and other sources for communication and monitoring of program progress.
- 3.7 Maintains confidentiality as required to effectively support implementation of the REIL: TNG program.
- 3.8 Establishes and maintains procedures to protect the rights of students and staff and adhere to policies and laws.

- 3.9 Demonstrates sensitivity and cultural proficiency when interacting with all stakeholders.
- 3.10 Actively participates in REIL: TNG team professional development opportunities, reads current research and literature, and attends key meetings to ensure expertise relative to scope of work.
- 3.11 Serves as back-up Help Desk support for the RDSS.
- 3.12 Researches and compiles background information from districts and other sources for the preparation and submission of grant documentation.
- 3.13 Develops and maintains appropriate documentation of REIL: TNG activities, policies, and progress; collaborates in the development of project reports, updates, and presentations to stakeholder audiences as required.
- 3.14 Assists in the review and preparation of appropriate content updates for the REIL: TNG website.

4.0 Providing Psychometric Services to Support Assessment Development and Assessment Outcomes

- 4.1 Collaborate with MCESA Research/Assessment staff to establish scope of project and determine best course of action for assessment item development, field-testing, and validation.
- 4.2 Advise on psychometric principles and assessment methods.
- 4.3 Provide technical assistance with psychometric analysis.
- 4.4 Provide technical assistance with psychometrics (from student outcomes/assessments) such as scoring, reporting, and documentation.

REPORTING STRUCTURE

A. Supervision Received:

- Standards and Assessment Administrator

B. Supervision Exercised:

- None

QUALIFICATIONS*

A. Minimum education and/or experience:

- Undergraduate degree (business, education, social sciences) in a field related to the collection, coordination, and use of qualitative and quantitative data in the implementation of a performance-based management system.

B. Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:

- Three years of experience related to at least one of the following:
 - School district student information/management systems
 - School district human resource systems
 - School district assessment systems
 - Other school district data systems
- 2 or more years' experience in the development of a Learning Management System, Content Management/Delivery System, and/or data management system.

- Demonstrated proficiency in the extraction of data from school district systems
- Experience facilitating or participating in course-mapping processes/procedures to assist in the verification of student-teacher linkages that result in performance-based incentives
- Some college level coursework related to job duties

C. Preferred education and/or experience:

- Arizona Teacher Certification
- Experience working with statistical analysis programs (e.g., SPSS, Excel)
- Working knowledge of database systems (e.g. MS SQL)
- Experience working in an Arizona school district technology and/or curriculum/assessment department or at a state education agency (e.g., Arizona Department of Education)

D. Knowledge, Skills, and Abilities:

- Ability to collect, compile, and verify the integrity of large volumes of qualitative and quantitative data.
- Proficient in the use of Microsoft Outlook, Word, Excel, PowerPoint, Access, SQL scripts, & Internet.
- Strong working knowledge and ability to collect, manage, report, and coordinate student information within school districts following FERPA requirements.
- Strong working knowledge of ways to legally disseminate student information with officially sanctioned partners, and entities following FERPA requirements.
- Strong working knowledge of data articulation between Student Information Systems.
- Demonstrated ability to provide technical data guidance and support to school district personnel and other stakeholders.
- Demonstrated ability to effectively prioritize multiple tasks and projects under the constraints of strict deadlines and time pressures.
- Ability to determine the source of problems and provide immediate and long-term resolution to problems.
- Ability to travel to MCESA school districts, both local and remote.
- Strong interpersonal, customer service, communication, and telephone skills.
- Evidence of collaborative skills.
- Excellent communication skills (written and oral).
- Evidence of problem solving ability.
- Resourceful and adaptable.
- Willingness to perform up to the highest measure of competence.
- Respected professionally.

E. Specialized training, certifications, or other special requirements:

- Fingerprint Clearance
- Background Clearance
- Driver's License

F. Preferred special requirements:

G. Special working conditions:

***Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)**



MARICOPA COUNTY JOB DESCRIPTION

REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP: THE NEXT GENERATION
(REIL: TNG)

DATA SYSTEMS SPECIALIST

MARKET RANGE TITLE:

DEPARTMENT: EDUCATION SERVICE AGENCY

DIVISION/SECTION/UNIT: REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP (LOW ORG 3750)

FLSA STATUS: NON - EXEMPT

CLASSIFIED/UNCLASSIFIED: CONTRACT/UNCLASSIFIED

POSITION NUMBER: 68817

PURPOSE STATEMENT:

Responsible for **collecting and analyzing student achievement and educator evaluation data used to calculate the REIL Score** through communication and technical cooperation with partner school districts and the Arizona Department of Education (ADE). Collects and analyzes student achievement and educator evaluation data used to calculate the REIL Score by:

- Collaborating with partner school districts and ADE to collect and ensure data integrity.
- Supporting the design and implementation of a data management system.
- Providing administrative support functions related to data collection and integrity.

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

- 1.0 **Collaborating with Partner School Districts and the Arizona Department of Education to Collect and Ensure Data integrity**
 - 1.1 Preparing and maintaining program documentation to meet reporting requirements to the U.S. Department of Education.
 - 1.2 Collaborates with Human Capital Management Administrator, Performance Based Evaluation Administrator, and the Data Management Systems Project Director to collect quantitative and qualitative data.
 - 1.3 Collaborates with the Data Management Systems Project Director to support analysis, collection, storage, creation, and validation of project data needed for inclusion in the data management system.
 - 1.4 Provides technical support to school district personnel, program staff, and ADE staff to access and use project data in a safe, secure, and appropriate manner as dictated by district, county, state, and federal data requirements and agreements (e.g. FERPA).

- 1.5 Maintains confidentiality as required to effectively support implementation of the program.
- 1.6 Responds to and contributes to the resolution of data collection, validation, and reporting challenges encountered by school district personnel.

2.0 Supporting the Design and Implementation of a Data Management System

- 2.1 Collaborates with program staff in the design, development, management, and maintenance of the data visualization environment and reports for the REILize Decision Support System (RDSS).
- 2.2 Works collaboratively to develop and implement processes to enable users to review, modify, or verify information contained in the data management system throughout the year.
- 2.3 Employs aggregate reporting and cell suppression methodology to protect the identity and privacy of individuals.
- 2.4 Uses public information and research-based knowledge of issues and trends to collaboratively work with all stakeholders.

3.0 Providing Administrative Support Functions Related to Data Collection and Integrity

- 3.1 Supports program staff in the coordination of program activities as they relate to data use and data management systems.
- 3.2 Researches and compiles background information from partner districts and other sources for the preparation and submission of grant requirements.
- 3.3 Serves as back-up Help Desk support for the data management system.
- 3.4 Researches and compiles background information from districts and other sources for the preparation and submission of grant documentation.
- 3.5 Categorizes and extracts appropriate information from meeting minutes to assist with program goals, objectives, and performance measures.
- 3.6 Summarizes and prepares analysis of grant activities.

REPORTING STRUCTURE

A. Supervision Received:

- Data Management System Administrator

B. Supervision Exercised:

- None

QUALIFICATIONS*

A. Minimum education and/or experience:

- Undergraduate degree (business, education, social sciences) in a field related to the collection, coordination, and use of qualitative and quantitative data in the implementation of a performance-based management system.

B. Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:

- Three years of experience related to at least one of the following:
 - School district student information/management systems
 - School district human resource systems
 - School district assessment systems
 - Other school district data systems

- 2 or more years' experience in the development of a Learning Management System, Content Management/Delivery System, and/or data management system.
- Demonstrated proficiency in the extraction of data from school district systems .
- Experience facilitating or participating in course-mapping processes/procedures to assist in the verification of student-teacher linkages that result in performance-based incentives.
- Some college level coursework related to job duties.

C. Preferred education and/or experience:

- Arizona Teacher Certification
- Experience working with statistical analysis programs (e.g., SPSS, Excel)
- Working knowledge of database systems (e.g. MS SQL)
- Experience working in an Arizona school district technology and/or curriculum/assessment department or at a state education agency (e.g., Arizona Department of Education)

D. Knowledge, Skills, and Abilities:

- Ability to collect, compile, and verify the integrity of large volumes of qualitative and quantitative data.
- Proficient in the use of Microsoft Outlook, Word, Excel, PowerPoint, Access, SQL scripts, & Internet.
- Strong working knowledge and ability to collect, manage, report, and coordinate student information within school districts following FERPA requirements.
- Strong working knowledge of ways to legally disseminate student information with officially sanctioned partners, and entities following FERPA requirements.
- Strong working knowledge of data articulation between Student Information Systems.
- Demonstrated ability to provide technical data guidance and support to school district personnel and other stakeholders.
- Demonstrated ability to effectively prioritize multiple tasks and projects under the constraints of strict deadlines and time pressures.
- Ability to determine the source of problems and provide immediate and long-term resolution to problems.
- Ability to travel to MCESA school districts, both local and remote.
- Strong interpersonal, customer service, communication, and telephone skills.
- Evidence of collaborative skills.
- Excellent communication skills (written and oral).
- Evidence of problem solving ability.
- Resourceful and adaptable.
- Willingness to perform up to the highest measure of competence.
- Respected professionally.

E. Specialized training, certifications, or other special requirements:

- Fingerprint Clearance
- Background Clearance
- Driver's License

F. Preferred special requirements:

G. Special working conditions:

***Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)**



MARICOPA COUNTY JOB DESCRIPTION

REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP: THE NEXT
GENERATION (REIL: TNG)

LEARNING, LEADING, AND COACHING PROFESSIONAL DEVELOPMENT COORDINATOR

MARKET RANGE TITLE: EDUCATION SERVICE PROGRAM COORDINATOR
DEPARTMENT: EDUCATION SERVICE AGENCY
DIVISION/SECTION/UNIT: TEACHING AND LEARNING (LOW ORG 3750)
FLSA STATUS: EXEMPT
CLASSIFIED/UNCLASSIFIED: UNCLASSIFIED/CONTRACT
POSITION NUMBER: 68838

PURPOSE STATEMENT

Responsible for **developing talent in teaching and leading through a sustainable, comprehensive program** by designing and delivering professional development in content and pedagogy aligned to the Learning, Leading, and Coaching Observation Instruments. Develops talent in leading through a sustainable, comprehensive program by:

- Designing and developing quality professional development.
- Ensuring job-embedded professional development in partner school districts.

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

1.0 Designing and Developing Quality Professional Development

- 1.1 Analyze needs assessments to identify prioritized, targeted areas of support aligned to LEA and school improvement plans.
- 1.2 Analyze SAI professional development survey data by school, district, REIL alliance, and County.
- 1.3 Develop professional development priority schedule for module and workshop development in collaboration with REIL and Education Innovations.
- 1.4 Develop high quality professional development trainer-of-trainer modules including scripts, slides, handouts, videos, and other materials for REIL Learning, Coaching, and Peer Evaluator Series.
- 1.5 Collaborate with Standards and Assessment Administrator to design training for the development of common formative assessments, analysis of multiple data sources, interpretation of data, and adjustments to

instructional planning aligned to elements on REIL observation instruments.

- 1.6 Collaborate with REIL Resource Professional Development Coordinator to select, score, and annotate videos for professional development.
- 1.7 Evaluate the effectiveness of REIL professional development.

2.0 Ensuring Job-Embedded Professional Development in Partner School Districts

- 2.1 Design professional development to ensure that teachers and principals will understand the specific measures of teacher and principal effectiveness included in performance-based management systems.
- 2.2 Collaboratively design partner district and/or school professional development plans in alignment to district strategic plans or school improvement plans with identified support systems to improve instructional and leadership effectiveness.
- 2.3 Provide coaching and feedback to schools and districts in analyzing the effectiveness of professional development plans based on student achievement data and educator evaluation data evidence.
- 2.4 Provide training to coaches, mentors, and/or peer evaluators to improve educator effectiveness aligned to REIL observation instruments including best practices for coaching teachers including building relationships, setting coaching objectives, establishing and scheduling coaching cycles and monitoring, instructional analysis, reliable evaluation scoring, coaching conferences, individual growth plans, PLC facilitation, and site leadership team participation.
- 2.5 Provide follow-up coaching support to field specialists and district trainer of trainers on implementation of REIL professional development workshops and job-embedded coaching support and monitoring systems.
- 2.6 Design on-going professional development modules to meet the needs of teachers and leaders based upon results of Learning, Leading and Coaching Evaluation Instruments.

REPORTING STRUCTURE

A. Supervision Received:

- REIL: TNG Program Director

B. Supervision Exercised: None

QUALIFICATIONS*

- **Minimum education and/or experience:**
 - Bachelor's degree in Education
 - At least 2 years instructional coaching experience
 - At least 5 years successful teaching and/or administrative experience
- **Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:**
 - Experience presenting and facilitating professional development for adult participants

- **Preferred education and/or experience:**
 - Master's degree
- **Knowledge, Skills, and Abilities:**
 - Must possess exemplary knowledge of content and pedagogy with flexibility to apply in multiple grades K-12
 - An understanding of Learning Forward standards for professional development
 - Must be a team player with a willingness to meet school and department goals and requests.
 - Must be willing to take direction and follow through in a timely and professional manner.
 - Must be able to manage time and independently initiate tasks in a sometimes ambiguous environment
 - Must be highly organized and professional in demeanor at all times.
 - Must possess a working knowledge of Microsoft Office products including: Outlook, Word, PowerPoint or Keynote, Excel, Pages or InDesign, and Internet Explorer.
 - Professional development creation and implementation
 - Data analysis and communication
 - Must be able to interface and collaborate a variety of multiple school district personnel on a variety of levels
 - Must be able to express complex ideas clearly and concisely in writing and verbal discourse
- **Specialized training, certifications, or other special requirements:**
 - Arizona Class 1 Fingerprint clearance
 - Valid Arizona Teaching Certification
 - Valid AZ Driver's License
- **Preferred special requirements:**
- **Special working conditions:**

*Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)



MARICOPA COUNTY JOB DESCRIPTION

REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP: THE NEXT GENERATION (REIL: TNG)

ADMINISTRATIVE ASSISTANT (PROGRAM DIRECTOR)

MARKET RANGE TITLE: OFFICE ASSISTANT SPECIALIZED
DEPARTMENT: EDUCATION SERVICE AGENCY
DIVISION/SECTION/UNIT: EDUCATION INNOVATION (LOW ORG 3750)
FLSA STATUS: NON - EXEMPT
CLASSIFIED/UNCLASSIFIED: UNCLASSIFIED/CONTRACT
POSITION NUMBER: 68807

PURPOSE STATEMENT

Responsible for assisting in the coordination of duties for the Rewarding Excellence in Instruction and Leadership: The Next Generation (REIL: TNG) Program Director in support of the program's goals, objectives, and activities. Supports the day-to-day operations and maintains effective communication for the Program Director.

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

1. Vision & Strategic Leadership

- 1.1. Supports the REIL: TNG program with implementing strategic plans aligned with program requirements and Maricopa County Education Service Agency's (MCESA) vision, mission, and goals.
- 1.2. Ensures all interactions both written and verbal are aligned to the REIL: TNG program and the agency's vision.

2. Management

- 2.1. Participates and assists in the administration of program functions and activities.
- 2.2. Prepares and processes purchase requisitions per county procurement.
- 2.3. Assists in budget preparation and monitoring.
- 2.4. Makes travel arrangements for the REIL: TNG program team, including hotel accommodations, airline tickets, conference registrations, car rentals, itineraries and maps.
- 2.5. Establishes, organizes and maintains paper and computerized filing systems.
- 2.6. Creates and maintains records, files, and associated correspondence in accordance with records retention requirements.
- 2.7. Supports the Program Director in the preparation of REIL: TNG Grant reporting requirements to the U.S. Department of Education.
- 2.8. Arranges meetings for REIL: TNG Grant and MCESA staff, including facility scheduling and preparation of calendars, notices, agendas, and materials.

2.9. Maintains electronic calendar for Program Director including the scheduling of appointments, meetings, and other special events.

3. Relationships, Collaboration, & Communication

- 3.1. Responds to telephone inquiries and directs inquiries to the appropriate staff member.
- 3.2. Coordinates activities with other County departments, the general public, and outside agencies.
- 3.3. Arranges meetings, conferences and civic functions as requested.
- 3.4. Maintains meeting minutes of REIL: TNG Program and MCESA meetings.
- 3.5. Maintains staff calendar with REIL: TNG program staff events.
- 3.6. Reviews, prepares, and recommends content updates for the REIL: TNG website.
- 3.7. Promotes shared responsibility, teamwork, and continuous improvement.
- 3.8. Provides backup to other service areas as needed, and other duties as assigned by the Program Director.

4. Competence & Integrity

- 4.1. Supports the Program Director in the coordination of the REIL: TNG program activities. Visually verifies and reviews REIL: TNG program materials for accuracy and completeness.
- 4.2. Composes routine correspondence; answers, researches, and responds to questions and inquiries pertaining to the REIL: TNG program and MCESA (e.g., to/from Superintendents, other district/school personnel, other agencies, consultants, and vendors).
- 4.3. Researches and compiles background information from districts and other sources for the preparation and submission of grant applications.
- 4.4. Maintains confidentiality as required to effectively support the Program Director.

5. Political & Social Context

- 5.1. Supports policies and procedures of MCESA in alignment with the vision, mission, and goals.

6. Professional Growth

- 6.1. Demonstrates personal responsibility for professional learning in support of agency vision, mission, and goals.
- 6.2. Actively participates in formative and summative evaluation of performance and solicits feedback from others.

7. Attention to Results

- 7.1. Follows up on REIL: TNG program and MCESA assignments to determine progress or the extent of completion.
- 7.2. Summarizes and prepares analysis of grant activities.

REPORTING STRUCTURE

A. Supervision Received:

- REIL: TNG Program Director

B. Supervision Exercised:

- None

QUALIFICATIONS*

A. Minimum education and/or experience:

- High School Diploma or GED and two years of advanced clerical or administrative experience.

B. Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:

- An equivalent combination of education and job-related experience may be substituted for requirements.

C. Preferred education and/or experience:

- Bachelor's degree.
- Experience with Federal and State grant programs.

D. Knowledge, Skills, and Abilities:

- Strong interpersonal, customer service, written and verbal communication, and telephone skills.
- Ability to create professional written communications for a wide variety of purposes and audiences.
- Ability to coordinate programs and work well under pressure in a multi-task environment.
- Advanced clerical and organizational skills.
- Computer Literate: Microsoft Word, Excel, Outlook, PowerPoint, Publisher, Access & Internet.
- Knowledge of web-based research methods and techniques.
- Knowledge of basic governmental procurement practices.
- Ability to collect and compile qualitative and quantitative data.

E. Specialized training, certifications, or other special requirements:

- Arizona Driver's License

F. Preferred special requirements:

G. Special working conditions:

*Degrees/credits must be from an academically accredited college or university as recognized by

The U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)



MARICOPA COUNTY JOB DESCRIPTION

REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP: THE NEXT GENERATION (REIL: TNG)

ADMINISTRATIVE ASSISTANT (ASSESSMENT)

MARKET RANGE TITLE: OFFICE ASSISTANT SPECIALIZED
DEPARTMENT: EDUCATION SERVICE AGENCY
DIVISION/SECTION/UNIT: EDUCATION INNOVATION (LOW ORG 3750)
FLSA STATUS: NON - EXEMPT
CLASSIFIED/UNCLASSIFIED: UNCLASSIFIED/CONTRACT
POSITION NUMBER: 68807

PURPOSE STATEMENT

Responsible for assisting the Rewarding Excellence in Instruction and Leadership: The Next Generation (REIL: TNG) assessment team in the coordination of developing valid and reliable assessments for secure and non-secure interim assessments through supporting the day-to-day operations and maintaining effective communication.

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

1. Vision & Strategic Leadership

- 1.1. Supports the REIL: TNG program with implementing strategic plans aligned with program requirements.
- 1.2. Ensures all interactions both written and verbal are aligned to the REIL: TNG program and the agency's vision.

2. Management

- 2.1. Participates and assists in the administration of program functions and activities.
- 2.2. Prepares and processes purchase requisitions per county procurement.
- 2.3. Assists in budget preparation and monitoring.
- 2.4. Establishes, organizes and maintains paper and computerized filing systems.
- 2.5. Creates and maintains records, files, and associated correspondence in accordance with records retention requirements.
- 2.6. Arranges meetings for REIL: TNG Grant and Maricopa County Education Service Agency (MCESA) staff, including facility scheduling and preparation of calendars, notices, agendas, and materials.
- 2.7. Maintains electronic assessment calendar.

3. Relationships, Collaboration, & Communication

- 3.1. Responds to telephone inquiries and directs inquiries to the appropriate staff member.

- 3.2. Coordinates activities with other County departments, the general public, and outside agencies.
- 3.3. Arranges meetings, conferences and workshops/training.
- 3.4. Maintains staff calendar with REIL: TNG program staff events.
- 3.5. Reviews, prepares, and recommends content updates for the REIL: TNG website.
- 3.6. Promotes shared responsibility, teamwork, and continuous improvement.

4. Competence & Integrity

- 4.1. Supports the assessment team in the coordination of the assessment creation, dissemination, and collection activities. Visually verifies and reviews materials for accuracy and completeness.
- 4.2. Composes routine correspondence; answers, researches, and responds to questions and inquiries pertaining to the REIL: TNG program.
- 4.3. Researches and compiles background information from districts and other sources.
- 4.4. Maintains confidentiality as required to effectively support assessment creation, dissemination, and collection.

5. Political & Social Context

- 5.1. Supports policies and procedures of MCESA in alignment with the vision, mission, and goals.

6. Professional Growth

- 6.1. Demonstrates personal responsibility for professional learning in support of agency vision, mission, and goals.
- 6.2. Actively participates in formative and summative evaluation of performance and solicits feedback from others.

7. Attention to Results

- 7.1. Follows up on REIL: TNG program and MCESA assignments to determine progress or the extent of completion.
- 7.2. Summarizes and prepares analysis of grant activities.

REPORTING STRUCTURE

A. Supervision Received:

- Standards and Assessment Administrator

B. Supervision Exercised:

- None

QUALIFICATIONS*

A. Minimum education and/or experience:

- High School Diploma or GED and two years of advanced clerical or administrative experience.

B. Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:

- An equivalent combination of education and job-related experience may be substituted for requirements.

C. Preferred education and/or experience:

- Bachelor's degree.

- Experience with Federal and State grant programs.

D. Knowledge, Skills, and Abilities:

- Strong interpersonal, customer service, written and verbal communication, and telephone skills.
- Ability to create professional written communications for a wide variety of purposes and audiences.
- Ability to coordinate programs and work well under pressure in a multi-task environment.
- Advanced clerical and organizational skills.
- Computer Literate: Microsoft Word, Excel, Outlook, PowerPoint, Publisher, Access & Internet.
- Knowledge of web-based research methods and techniques.
- Knowledge of basic governmental procurement practices.
- Ability to collect and compile qualitative and quantitative data.

E. Specialized training, certifications, or other special requirements:

- Arizona Driver's License

F. Preferred special requirements:

G. Special working conditions:

*Degrees/credits must be from an academically accredited college or university as recognized by

The U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)



MARICOPA COUNTY JOB DESCRIPTION

REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP: THE NEXT GENERATION
(REIL: TNG)

VIDEOGRAPHER

MARKET RANGE TITLE: MEDIA SPECIALIST
DEPARTMENT: EDUCATION SERVICE AGENCY
DIVISION/SECTION/UNIT: TEACHING AND LEARNING (LOW ORG 3750)
FLSA STATUS: EXEMPT
CLASSIFIED/UNCLASSIFIED: CONTRACT/UNCLASSIFIED
POSITION NUMBER: 67888

PURPOSE STATEMENT:

Responsible for **supporting the performance-based evaluation system** through the technical production and electronic distribution of video modeling educational settings. Supports the performance-based evaluation system by:

- Ensuring communication and stakeholder involvement.
- Creating a video repository for professional development.
- Collaborating with stakeholders to determine production schedule.

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

1.0 Ensuring Communication and Stakeholder Involvement:

- 1.1 Produces videos to be included on Rewarding Excellence in Instruction and Leadership: The Next Generation (REIL: TNG) web page.
- 1.2 Leads production of video communications including strategy and timeline development, coordinating design, producing and distributing of finished video products to REIL: TNG program stakeholders.
- 1.3 Ensures consistent, accurate, and aligned message and image in video communications to maintain quality control for all video productions.
- 1.4 Uses results from REIL: TNG stakeholder feedback to design target video communications.

2.0 Creating a Video Repository for Professional Development:

- 2.1 Creates a video bank of teaching and leading in action for training REIL: TNG District evaluators.
- 2.2 Reviews literature related to REIL: TNG program goals and strategic branding to ensure consistent message.
- 2.3 Researches, writes, and develops supporting story lines; consults with REIL: TNG Management regarding specific needs for video productions.

3.0 Collaborating with Stakeholders to Determine Production Schedule

- 3.1 Collaborating program staff to determine priority videos.
- 3.2 Maintaining an online calendar to communicate availability with program staff.
- 3.3 Communicating with teachers and administrators the details (date, time, technical information) prior to video taping sessions.

REPORTING STRUCTURE

A. Supervision Received:

- Director of Innovative Practices

B. Supervision Exercised:

- None

QUALIFICATIONS:

A. Minimum education and/or experience:

- BA/BS or higher degree in graphic design or multi-media; journalism, communications, or media production.
- 2+ years video - visual design experience.

B. Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:

C. Preferred education and/or experience:

- 7+ years visual design experience.
- 2+ years experience designing complex, information-driven applications.
- Classroom teacher experience.

D. Knowledge, Skills, and Abilities:

- A portfolio with examples of video - visual design that provide solutions to complex classroom practice and a thorough understanding of interaction and video design principles.
- Strong conceptual, design, and production skills.
- Strong attention to details.
- Ability to communicate conceptual ideas and design rationale.
- Expert level experience with design authoring tools.
- Understand the design implications of fundamental Web technologies.
- Experience collaborating with others on user interfaces and interaction designs.
- Strong interpersonal skills.
- The ability to work well under pressure in a multi-task environment.
- Effective planning, organization, and customer service skills.
- Ability to gather and analyze data, reason logically, follow written and oral instructions, draw valid conclusions, and make appropriate recommendations.

E. Specialized training, certifications, or other special requirements:

F. Preferred special requirements:

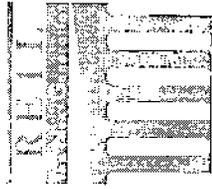
G. Special working conditions:

***Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)**

Communications

Communication Asset Audit

	Social Media	Reporters/ News Outlets	Primary Tools: Staff	Primary Tools: Parents	Primary Tools: Community
ADJC	NA	Arizona Republic; Capitol Times	Email; internet	NA	Website
BESD	YouTube; Facebook; Twitter	Arizona Republic; NPR; local and national TV stations	Email; newsletters; website	Website; auto-dialer; newsletters; coffee-talks; board meetings	Website; newsletters; special mailers; board meetings
MCRSD	YouTube; Facebook; Twitter	Arizona Republic	Email; phone calls; text messages; website (newsletter)	Email; phone calls; text messages; website (newsletter)	Email; phone calls; text messages; website (newsletter)
MESD	NA	NA	Email; print & electronic newsletters; weekly calendar; face-to-face	Print newsletter; website; board meetings	Print newsletter; website; board meetings
PESD	NA	News 12- Kim Covington; Sara Bresnahan (Lancio partners)	Email; electronic employee newsletter	Newsletter; websites	Newsletter; postcards; websites
RESD	NA	La Voz; South Mountain Villager; Informant	Email; internet; print & electronic newsletters	Website; school & district newsletter; school messenger	District newsletter; website
WESD	YouTube	Republic Central City	Email; electronic newsletters; internet	Print newsletter; face-to-face meetings (PTO)	Newsletters; Postcards



Arizona Department of Juvenile Corrections Stakeholder Engagement & Communication Plan

Goals:

- 1) Engage district stakeholders in the ongoing development, implementation, and refinement of REIL: The Next Generation's Human Capital Management System.
- 2) Develop understanding among district stakeholders of the essential elements and expected benefits and outcomes of a comprehensive Human Capital Management System, including the salary-embedded performance-based compensation component.

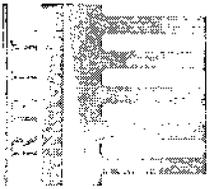
Communication / Engagement Activity (Tactic, Tool, and/or Process)	Target Audience(s)	Project Lead	Timeframe and/or Dates
May 2012-September 2012			
Attend REIL: The Next Generation Partner Sessions	NA	Superintendent	May-July 2012
Present to ADJC Executive Leadership and approve MOU	ADJC Executive Leadership; ADJC Education staff	Superintendent	May 29, 2012
Inform staff of legislative changes related to the implementation of an HCMS through staff meetings.	Teachers; administrators		September 2012
Year 1 (October 2012-September 2013)			
Designate implementation contact	NA	Superintendent	October 2012
Distribute a letter to staff that is signed jointly by superintendent and principal/teacher representative to inform staff of upcoming program.	ADJC Education Staff	Superintendent	October 2012
Establish membership for and participate in district teams	NA	Superintendent; Field Specialist	Establish membership: November 2013
Establish and implement district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data	NA	Superintendent; Field Specialist	January 2013

Management & Assessment)	NA	Superintendent; Field Specialist	January - May 2013
Ensure LEA representation with program evaluation activities (e.g., focus groups, surveys, interviews)	NA	Superintendent; Field Specialist	January - May 2013
Communicate year 1 program evaluation results using staff meetings and forums.	ADJC Executive Leadership; ADJC Education staff	Superintendent; Field Specialist	August 2013
Distribute Year 2 At-A-Glance communication document	ADJC Executive Leadership; ADJC Education staff	Superintendent; Field Specialist	May 2013
Board presentations/study sessions to inform ADJC Executive Leadership about REIL TNG; adopt definitions for performance classification and inadequacy of classroom performance; adopt 2013-14 revised teacher and principal evaluation policies	ADJC Executive Leadership	Superintendent	November 2012, February 2013, April 2013, May 2013, June 2013, July 2013, August 2013
Inform staff of Year 2 professional development activities	Teachers; administrators		May 2013
Devote time during building-level administrator meetings for ongoing implementation of teacher evaluation process	Building-level administrators		4 hours monthly
Year 2 (October 2013-September 2014)			
Board presentations/study sessions to inform ADJC Executive Leadership about REIL TNG; review and adopt revised HCMS policies (based on REIL Score) on hiring and placement policies to go into effect for the 2014-15 school year; adopt revised 301 plans to include alignment of second bucket (40%) to performance classifications	ADJC Executive Leadership	Superintendent	November 2012, April 2013, May 2013, June 2013
Communicate year 2 program evaluation results using staff meetings and forums.	ADJC Executive Leadership; ADJC Education staff	Superintendent; Field Specialist	August 2014
Inform stakeholders on Spotlight Schools recruitment strategies for 2014-15 using staff meetings and forums.	ADJC Executive Leadership; ADJC Education staff		November 2013
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Field Specialist	Weekly
Participate in district teams and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist	Ongoing
Continue implementation of district-level transition teams	Cabinet/Leadership Team	Superintendent; Field Specialist	Ongoing

(HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Specialist	
Continue transition team feedback loops using staff meetings and forums.	School-level personnel	Ongoing
Post minutes from transition teams on intranet	Teachers; administrators	Ongoing following transition team meetings
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Weekly
Hold Q&A sessions for district staff focused on REIL Score; Revised HCMS policies	Teachers; administrators	Fall 2013, Spring 2014
Year 3 (October 2014-September 2015)		
Board presentations/study sessions to inform Leadership about REIL TNG; review and adopt revised HCMS policies that govern support and consequences for teachers classified as ineffective – to go into place for the 2015-16 school year (developed in HCMS/PBCS transition team)	ADJC Executive Leadership	November 2012, April 2013, May 2013, June 2013
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Weekly
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (Educator salary structure; REIL Score; transfer policies; assessment development; data mgmt system)	School-level personnel	September 2014; February-March 2015
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Ongoing
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Ongoing
Continue transition team feedback loops using staff meetings and forums.	School-level personnel	Ongoing
Post minutes from transition teams on intranet	Teachers; administrators	Ongoing following transition team meetings
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Weekly
Hold Q&A sessions for district staff focused on revised HCMS policies; educator goal plans, career pathways	Teachers; administrators	Fall 2014, Spring 2015
Communicate year 3 program evaluation results using staff meetings and forums.	ADJC Executive Leadership; ADJC	August 2015

	Education staff	
Year 4 (October 2015-September 2016)		
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Field Specialist
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (Retention/dismisal policies; educator salary schedule; REIL Score; transfer policies; assessment development; data mgmt system)	School-level personnel	Superintendent; Field Specialist
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist
Continue transition team feedback using staff meetings and forums.	School-level personnel	Ongoing
Post minutes from transition teams on intranet	Teachers; administrators	Ongoing following transition team meetings
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Field Specialist
Hold Q&A sessions for district staff focused	Teachers; administrators	Superintendent; Field Specialist
Communicate year 4 program evaluation results via staff newsletter	ADJC Executive Leadership; ADJC Education staff	Superintendent; Field Specialist
Year 5 (October 2016-September 2017)		
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Field Specialist
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (sustainability plan)	School-level personnel	Superintendent; Field Specialist
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist
Continue transition team feedback loops using staff meetings and forums.	School-level personnel	Ongoing
Communicate year 5 program evaluation results via staff	ADJC Executive	Superintendent; Field Specialist

newsletter	Leadership; ADJC Education staff	Specialist	
Post minutes from transition teams on intranet	Teachers; administrators		Ongoing following transition team meetings
Provide updates on REIL TNG implementation	Cabinet/Leadership Team	Field Specialist	Weekly
Hold Q&A sessions for district staff	Teachers; administrators	Superintendent; Field Specialist	Fall 2016, Spring 2017



Balsz School District Stakeholder Engagement & Communication Plan

Goals:

- 1) Engage district stakeholders in the ongoing development, implementation, and refinement of *REIL: The Next Generation's* Human Capital Management System.
- 2) Develop understanding among district stakeholders of the essential elements and expected benefits and outcomes of a comprehensive Human Capital Management System, including the salary-embedded performance-based compensation component.

Communication / Engagement Activity (Tactic, Tool, and/or Process)	Target Audience(s)	Project Lead	Timeframe and/or Dates
May 2012-September 2012			
Attend <i>REIL: The Next Generation</i> Partner Sessions	NA		May-July 2012
Share information from TIF4 sessions with stakeholders	Teachers; administrators		May-July 2012
Distribute FAQs on <i>REIL: The Next Generation</i>	Teachers; administrators		
Present to Governing Board and approve MOU	Governing Board members; community members, district staff	Superintendent	June 12, 2012
Inform staff of legislative changes related to the implementation of an HCMS via all-user emails, Teacher Evaluation Advisory and School Board Meetings	Teachers; administrators	Assistant Superintendent	January - August 2012
Post <i>REIL: The Next Generation</i> presentation on district website	District staff	Assistant Superintendent	August 2012
Year 1 (October 2012-September 2013)			
Designate district-level implementation contact	NA	Superintendent	October 2012
Conduct school-based "road-shows" to inform district stakeholders of <i>REIL</i> TNG program	School-level personnel	Superintendent; Field Specialist	October-November 2012
Distribute all-user email to staff that is signed jointly by	District staff	Superintendent	October 2012

superintendent and principal/teacher representative to inform staff of upcoming program.				
Establish membership for and participate in cross-district teams	NA	Superintendent; Field Specialist	Establish membership: November 2013	
Establish and implement district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment)	NA	Superintendent; Field Specialist	January 2013	
Establish process for feedback loops from transition teams to schools and back via surveys.	NA	Field Specialist	September 2012-June 2013	
Post minutes from transition teams on intranet	Teachers; administrators	Field Specialist	Ongoing following transition team meetings	
Provide updates on REIL TNG Implementation	Cabinet Team	Assistant Superintendent; Director of Educational Services	Weekly	
Provide updates on REIL TNG Implementation	Administrative Leadership Team	Field Specialist	Twice-monthly	
Hold Q&A sessions for district staff focused on REIL Score	Teachers; administrators	Assistant Superintendent; Field Specialist	January 2013, May 2013	
Ensure LEA representation with program evaluation activities (e.g., focus groups, surveys, interviews)	NA	Superintendent; Field Specialist	January - May 2013	
Communicate year 1 program evaluation results via Board Presentation	District staff; board members; community members	Assistant Superintendent; Field Specialist	August 2013	
Board presentations to inform Governing Board Members about REIL TNG; adopt definitions for performance classification and inadequacy of classroom performance; adopt 2013-14 revised teacher and principal evaluation policies	Governing board members	Field Specialist, Assistant Superintendent	November 2012, February 2013, April 2013, May 2013, June 2013, July 2013, August 2013	
Establish Year 2 professional development calendar	NA	Director of Educational Services, Field Specialist	January-April 2013	

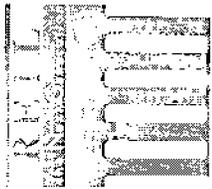
Inform staff of Year 2 professional development activities	Teachers; administrators	Director of Educational Services, Field Specialist	July 2013
Devote time during building-level administrator meetings for ongoing implementation of teacher evaluation process	Building-level administrators	Field Specialist	Twice-monthly administrative team meetings
Year 2 (October 2013-September 2014)			
Board presentations to inform Governing Board Members about REIL TNG; review and adopt revised HCMS policies (based on REIL Score) on hiring and placement policies to go into effect for the 2014-15 school year; adopt revised 301 plans to include alignment of second bucket (40%) to performance classifications	Governing Board Members	Superintendent	November 2013, April 2014, May 2014, June 2014
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (Educator salary schedule; REIL Score; transfer policies; assessment development; data management system; professional development; educator goal plans)	School-level personnel	Assistant Superintendent; Field Specialist	September 2013; February 2014
Board presentations/study sessions to discuss aggregate results of the teacher performance classifications (the 4 classifications per ADE) and to celebrate the educators who have received effective/highly effective ratings.	Governing Board Members	Superintendent	November of each year beginning 2013
Inform staff on opportunities/incentives for serving in/transferring to a Spotlight School, if applicable	School-level personnel	Assistant Superintendent; Field Specialist	November 2013
Communicate year 1 program evaluation results via Board Presentation	District staff; board members; community members	Assistant Superintendent; Field Specialist	August 2014
If applicable, inform stakeholders on Spotlight Schools recruitment strategies for 2014-15 at Board Meeting	Board Members, Public	Assistant Superintendent; Field Specialist	February 2014
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Assistant Superintendent; Director of Educational Services	Weekly
Provide updates on REIL TNG Implementation	Administrative Leadership Team	Field Specialist	Twice-monthly

Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Assistant Superintendent; Director of Educational Services	Ongoing
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Assistant Superintendent; Director of Educational Services	Ongoing
Continue process for feedback loops from transition teams to schools and back via surveys.	School-level personnel	Field Specialist	Ongoing
Post minutes from transition teams on intranet	Teachers; administrators		Ongoing following transition team meetings
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Assistant Superintendent; Director of Educational Services	Weekly
Provide updates on REIL TNG Implementation	Administrative Leadership Team	Field Specialist	Twice monthly
Hold Q&A sessions for district staff focused on REIL Score	Teachers; administrators	Assistant Superintendent; Field Specialist	Fall 2013, Spring 2014
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.	Teachers, administrators	Field Specialist	August 2014
Year 3 (October 2014-September 2015)			
Governing Boards adopt policies that govern the support and consequences for teachers classified as ineffective – to go into place for the 2015-16 school year (developed in HR transition team)	Governing Board Members	Superintendent	November 2014, April 2015, May 2015, June 2015
Board presentations to inform Governing Board Members about REIL TNG; review and adopt revised HCMS policies that govern support and consequences for teachers classified as ineffective – to go into place for the 2015-16 school year (developed in HCMS/PBCS transition team)	Governing Board Members	Superintendent	November 2014, April 2015, May 2015, June 2015
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Assistant Superintendent; Director of Educational Services	Weekly

Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (Educator salary structure; REIL Score; transfer policies; assessment development; data mgmt system)	School-level personnel	Assistant Superintendent; Field Specialist	September 2014; February-March 2015
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Assistant Superintendent; Director of Educational Services	Ongoing
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Assistant Superintendent; Director of Educational Services	Ongoing
Continue transition team feedback loops via surveys	School-level personnel	Field Specialist	Ongoing
Post minutes from transition teams on intranet	Teachers; administrators		Ongoing following transition team meetings
Provide updates on REIL TNG implementation	Cabinet/Leadership Team	Assistant Superintendent	Weekly
Hold Q&A sessions for district staff focused on revised HCMS policies; educator goal plans, career pathways	Teachers; administrators	Superintendent; Field Specialist	Fall 2014, Spring 2015
Communicate year 2 program evaluation results via Board Presentation	District staff; board members; community members	Assistant Superintendent; Field Specialist	August 2015
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.	Teachers; administrators	Field Specialist	September 2015
Year 4 (October 2015-September 2016)			
Board presentations to inform Governing Board Members about ongoing implementation of <i>REIL: The Next Generation</i> ; sustainability plan for year 4	Governing Board Members	Superintendent	November 2015, April 2016, May 2016, June 2016
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Assistant Superintendent; Director of Educational Services	Weekly
Provide updates on REIL TNG Implementation	Administrative Leadership Team	Field Specialist	Twice Monthly
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (Retention/dismissal policies; educator salary schedule; REIL Score; transfer	School-level personnel	Assistant Superintendent; Field Specialist	September /October 2015

<p>policies; assessment development; data management system)</p> <p>Participate in cross-district teams and provide updates to cabinet</p> <p>Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet</p> <p>Continue transition team feedback loops via surveys</p> <p>Post minutes from transition teams on intranet</p> <p>Hold Q&A sessions for district staff focused on revised HCMS policies; educator goal plans, career pathways</p> <p>Communicate year 4 program evaluation results via all user email</p> <p>Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.</p>	<p>Cabinet/Leadership Team</p> <p>Cabinet/Leadership Team</p> <p>School-level personnel Teachers; administrators</p> <p>Teachers; administrators</p> <p>District staff, board members, community members</p> <p>Teachers, administrators</p>	<p>Superintendent; Field Specialist</p> <p>Superintendent; Field Specialist</p> <p>Field Specialist</p> <p>Field Specialist</p> <p>Superintendent; Field Specialist</p> <p>Superintendent; Field Specialist</p> <p>Field Specialist</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing following transition team meetings</p> <p>Fall 2015, Spring 2016</p> <p>August 2016</p> <p>August 2016</p>
<p>Year 5 (October 2016-September 2017)</p>			
<p>Board presentations to inform Governing Board Members about ongoing implementation of REIL: <i>The Next Generation</i>; sustainability plan for year 5</p> <p>Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.</p> <p>Provide updates on REIL TNG implementation</p> <p>Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (sustainability plan)</p> <p>Participate in cross-district teams and provide updates to cabinet</p> <p>Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet</p>	<p>Governing Board Members</p> <p>Teachers, administrators</p> <p>Cabinet/Leadership Team School-level personnel</p> <p>Cabinet/Leadership Team</p> <p>Cabinet/Leadership Team</p> <p>Cabinet/Leadership Team</p>	<p>Superintendent</p> <p>Field Specialist</p> <p>Field Specialist</p> <p>Field Specialist</p> <p>Assistant Superintendent; Field Specialist</p> <p>Superintendent; Field Specialist</p> <p>Superintendent; Field Specialist</p> <p>Superintendent; Field Specialist</p>	<p>November 2014, April 2015, May 2015, June 2015</p> <p>August 2017</p> <p>Weekly</p> <p>September/October 2016 August/September 2017</p> <p>Ongoing</p> <p>Ongoing</p>

Continue transition team feedback loops via surveys	School-level personnel	Field Specialist	Ongoing
Communicate year 5 program evaluation results via all user email	District staff, board members, community members	Superintendent; Field Specialist	August 2017
Post minutes from transition teams on intranet	Teachers; administrators	Field Specialist	Ongoing following transition team meetings
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Assistant Superintendent; Director of Educational Services	Weekly
Provide updates on REIL TNG Implementation	Administrative Leadership Team	Field Specialist	Twice monthly
Hold Q&A sessions for district staff focused on revised HCM5 policies; educator goal plans, career pathways	Teachers; administrators	Superintendent; Field Specialist	Fall 2016, Spring 2017



Maricopa County Regional School District Stakeholder Engagement & Communication Plan

Goals:

- 1) Engage district stakeholders in the ongoing development, implementation, and refinement of *REIL: The Next Generation's* Human Capital Management System.
- 2) Develop understanding among district stakeholders of the essential elements and expected benefits and outcomes of a comprehensive Human Capital Management System, including the salary-embedded performance-based compensation component.

Communication / Engagement Activity (Tactic, Tool, and/or Process)	Target Audience(s)	Project Lead	Timeframe and/or Dates
May 2012-September 2012			
Attend <i>REIL: The Next Generation</i> Partner Sessions	NA		May-July 2012
Share information from TIF 4 sessions with stakeholders via district-wide email	Teachers; administrators	Superintendent; Assistant to the Superintendent	May-July 2012
Distribute FAQs on <i>REIL: The Next Generation</i>	Teachers; administrators		
Present to Governing Board and approve MOU	Governing Board members; community members, district staff	Superintendent	July 10, 2012
Inform staff of legislative changes related to the implementation of an HCMS through all-staff in-service.	Teachers; administrators	Superintendent, Field Specialist	August 15, 2012
Post <i>REIL: The Next Generation</i> presentation on district website	District staff	Administrative Assistant to the Superintendent	August 2012
Year 1 (October 2012-September 2013)			
Designate district-level implementation contact	NA	Superintendent	October 2012
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program	School-level personnel	Superintendent; Field Specialist, Principal	October-November 2012

Distribute all-staff email that is signed jointly by superintendent and principal/teacher representative to inform staff of upcoming program.	District staff	Superintendent	October 2012
Establish membership for and participate in cross-district teams	NA	Superintendent; Field Specialist	Establish membership: November 2013
Establish and implement district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment)	NA	Superintendent; Field Specialist	January 2013
Establish process for feedback loops from transition teams to schools and back (Dedicated Staff Meeting)	NA	Field Specialist; Principal support	January 2013
Post minutes from transition teams on intranet	Teachers; administrators	Field Specialist	Ongoing following transition team meetings
Provide updates on REIL TNG Implementation	Executive Leadership Team	Field Specialist	Twice monthly ELT meetings
Hold Q&A sessions for district staff focused on REIL Score	Teachers; administrators	Superintendent; Field Specialist	January 2013, May 2013
Ensure LEA representation with program evaluation activities (e.g., focus groups, surveys, interviews)	NA	Superintendent; Field Specialist	January - May 2013
Distribute Year 2 At-A-Glance communication document	Teachers; district- and building-level administrators	Superintendent; Field Specialist	May 2013
Communicate year 1 program evaluation results (All district staff meeting; beginning of year meeting with all stakeholders; board presentation; Monthly Newsletter; letter on website)	District staff; board members; community members	Superintendent; Field Specialist	August 2013
Board presentations/study sessions to inform Governing Board Members about REIL TNG; adopt definitions for performance classification and inadequacy of classroom performance; adopt 2013-14 revised teacher and principal evaluation policies	Governing board members	Superintendent, Field Specialist	November 2012, February 2013, April 2013, May 2013, June 2013, July 2013, August 2013
Establish Year 2 professional development calendar	NA	Superintendent, Director of Federal Programs, Principal;	January-April 2013

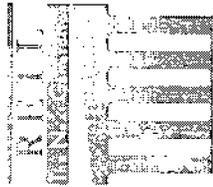
		Field Specialist	
Inform staff of Year 2 professional development activities	Teachers; administrators	Principal; Field Specialist	June 2013
Devote time during building-level administrator meetings for ongoing implementation of teacher evaluation process	Building-level administrators	Field Specialist	Twice-monthly ELT meetings
Year 2 (October 2013-September 2014)			
Board presentations/study sessions to inform Governing Board Members about REIL TNG; review and adopt revised HCMIS policies (based on REIL Score) on hiring and placement policies to go into effect for the 2014-15 school year; adopt revised 301 plans to include alignment of second bucket (40%) to performance classifications	Governing Board Members	Superintendent	November 2013, April 2014, May 2014, June 2014
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (Educator salary schedule; REIL Score; transfer policies; assessment development; data mgmt system; professional development; educator goal plans)	School-level personnel	Superintendent; Field Specialist	September 2013; February 2014
Board presentations/study sessions to discuss aggregate results of the teacher performance classifications (the 4 classifications per ADE) and to celebrate the educators who have received effective/highly effective ratings.	Governing Board members	Superintendent	November of each year beginning 2013
If applicable, inform stakeholders on Spotlight Schools recruitment strategies for 2014-15 (Website presentation)	District Staff, Board, Public	Superintendent; Field Specialist	February 2014
Communicate year 2 program evaluation results (District staff meeting; beginning of year meeting with stakeholders; board presentation; Monthly Newsletter; letter on web site)	District staff, board members, community members	Superintendent; Field Specialist	August 2014
Provide updates on REIL TNG Implementation	Executive Leadership Team	Field Specialist	Twice monthly

Participate in cross-district teams and provide updates to cabinet	Executive Leadership Team	Superintendent; Field Specialist; Principal	Ongoing
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to leadership team	Executive Leadership Team	Superintendent; Field Specialist	Ongoing
Continue process for feedback loops from transition teams to schools and back via Dedicated Site staff meetings	School-level personnel	Field Specialist; Principal	Ongoing
Post minutes from transition teams on intranet	Teachers; administrators	Field Specialist	Ongoing following transition team meetings
Hold Q&A sessions for district staff focused on REIL Score; Revised HCMS policies	Teachers; administrators	Superintendent; Field Specialist	Fall 2013, Spring 2014
Communicate year 2 program evaluation results via board presentation	District staff; board members; community members	Superintendent; Filed Specialist	August 2014
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.	Teachers, administrators	HR	September 2014
Year 3 (October 2014-September 2015)			
Develop policies that govern support and consequences for teachers classified as ineffective to be implemented in the 2015-16 school year	NA	Superintendent, Director of Federal Programs, Field Specialist, Principal,	October 2014
Governing Boards adopt policies that govern the support and consequences for teachers classified as ineffective – to go into place for the 2015-16 school year (developed in HR transition team)	Governing Board Members	Superintendent	October 2014
Board presentations/study sessions to inform Governing Board Members about REIL TNG; review and adopt revised HCMS policies that govern support and consequences for teachers classified as ineffective – to go into place for the 2015-16 school year (developed in HCMS/PBCS transition team)	Governing Board Members	Superintendent	November 2014, April 2015, May 2015, June 2015
Board presentations/study sessions to discuss aggregate	Governing Board	Superintendent	November 2014

results of the teacher performance classifications (the 4 classifications per ADE) and to celebrate the educators who have received effective/highly effective ratings.				
Provide updates on REIL TNG Implementation	Executive Leadership Team	Field Specialist	Twice Monthly at ELT meetings	
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (Educator salary structure; REIL Score; transfer policies; assessment development; data mgmt system)	School-level personnel	Superintendent; Field Specialist, Principal, Director of Federal Programs	September 2014; February-March 2015	
Participate in cross-district teams and provide updates to cabinet	Executive Leadership Team	Superintendent; Field Specialist	Ongoing	
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Executive Leadership Team	Superintendent; Field Specialist; Principal	Ongoing	
Continue transition team feedback loops (Dedicated Site, Staff meeting)	School-level personnel	Field Specialist; Principal	Ongoing	
Post minutes from transition teams on intranet	Teachers; administrators	Field Specialist	Ongoing following transition team meetings	
Provide updates on REIL TNG Implementation	Executive Leadership Team	Field Specialist	Twice per month	
Hold Q&A sessions for district staff focused on revised HCMS policies; educator goal plans, career pathways	Teachers; administrators	Superintendent; Field Specialist	Fall 2014, Spring 2015	
Communicate year 3 program evaluation results (District staff meeting; beginning of year meeting with stakeholders; board presentation; Monthly Newsletter; letter on web site)	District staff, board members, community members	Superintendent; Field Specialist	August 2015	
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.	School level personnel	HR	September 2015	
Year 4 (October 2015-September 2016)				
Board presentations/study sessions to inform Governing Board Members about ongoing implementation of REIL: <i>The Next Generation</i>	Governing Board Members	Superintendent, Field Specialist	November 2015, April 2016, May 2016, June 2016	
Board presentations/study sessions to discuss aggregate results of the teacher performance classifications (the 4	Governing Board Members	Superintendent	November 2015	

classifications per ADE) and to celebrate the educators who have received effective/highly effective ratings.				
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (Retention/dismisal policies; educator salary schedule; REIL Score; transfer policies; assessment development; data mgmt system)	School-level personnel	Superintendent; Field Specialist		September /October 2015
Participate in cross-district teams and provide updates to cabinet	Executive Leadership Team	Superintendent; Field Specialist		Ongoing
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Executive Leadership Team	Superintendent; Field Specialist		Ongoing
Continue transition team feedback loops (Dedicated Site Staff Meeting)	School-level personnel	Field Specialist; Principal		Ongoing
Post minutes from transition teams on intranet	Teachers; administrators	Field Specialist		Ongoing following transition team meetings
Provide updates on REIL TNG implementation	Executive Leadership Team	Field Specialist		Weekly
Hold Q&A sessions for district staff focused	Teachers; administrators	Superintendent; Field Specialist		Fall 2015, Spring 2016
Communicate year 4 program evaluation results via staff newsletter	District staff, board members, community members	Superintendent; Field Specialist		August 2016
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.	School Level Personnel	HR		September 2016
Year 5 (October 2016-September 2017)				
Board presentations/study sessions to inform Governing Board Members about ongoing implementation of REIL: <i>The Next Generation</i> ; sustainability plan for year 6	Governing Board Members	Superintendent, Field Specialist		November 2016, April 2017, May 2017, June 2017
Board presentations/study sessions to discuss aggregate results of the teacher performance classifications (the 4 classifications per ADE) and to celebrate the educators who have received effective/highly effective ratings.	Governing Board Members	Superintendent		November 2016
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how	School Level Personnel	HR		September 2017

performance classification was determined.			
Provide updates on REIL TNG Implementation	Executive Leadership Team	Field Specialist	Weekly
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (sustainability plan)	School-level personnel	Superintendent, Field Specialist	September /October 2016
Participate in cross-district teams and provide updates to cabinet	Executive Leadership Team	Superintendent, Field Specialist	August/September 2017
Continue implementation of district-level transition teams (HCMS/PBCs; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Executive Leadership Team	Superintendent, Field Specialist, Principal	Ongoing
Continue transition team feedback loops (Dedicated Site Staff Meeting)	School-level personnel	Field Specialist; Principal	Ongoing
Communicate year 5 program evaluation results via staff newsletter	District staff, board members, community members	Superintendent, Field Specialist	August 2017
Post minutes from transition teams on intranet	Teachers; administrators	Field Specialist	Ongoing following transition team meetings
Provide updates on REIL TNG Implementation	Executive Leadership Team	Field Specialist	Weekly
Hold Q&A sessions for district staff	Teachers; administrators	Superintendent, Field Specialist	Fall 2016, Spring 2017



Mobile Elementary School District 86 Stakeholder Engagement & Communication Plan

Goals:

- 1) Engage district stakeholders in the ongoing development, implementation, and refinement of *REIL: The Next Generation's* Human Capital Management System.
- 2) Develop understanding among district stakeholders of the essential elements and expected benefits and outcomes of a comprehensive Human Capital Management System, including the salary-embedded performance-based compensation component.

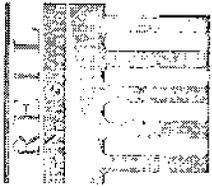
Communication / Engagement Activity (Tactic, Tool, and/or Process)	Target Audience(s)	Project Lead	Timeframe and/or Dates
May 2012-September 2012			
Attend <i>REIL: The Next Generation</i> Partner Sessions	NA	Superintendent	May-July 2012
Share information from TIF4 sessions with stakeholders	Teachers; administrators		May-July 2012
Distribute FAQs on <i>REIL: The Next Generation</i>	Teachers; administrators		
Present to Governing Board and approve MOU	Governing Board members; community members; district staff	Superintendent	July 16, 2012
Inform staff of legislative changes related to the implementation of an HCMS at pre-service meeting on July 12, 2012 and continue discussion and sharing of information during July-August professional development offerings	Teachers; administrators		August 2012
Post <i>REIL: The Next Generation</i> presentation on district website	District staff		August 2012
Year 1 (October 2012-September 2013)			
Designate district-level implementation contact	NA	Superintendent	October 2012
Conduct school-based "road-shows" to inform district	School-level personnel	Superintendent; Field	October-November 2012

stakeholders of REIL TNG program			Specialist	
Distribute a letter to staff that is signed jointly by superintendent and principal/teacher representative to inform staff of upcoming program.	District staff		Superintendent	October 2012
Establish membership for and participate in cross-district teams	NA		Superintendent; Field Specialist	Establish membership: November 2013
Establish and implement district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment)	NA		Superintendent; Field Specialist	January 2013
Post minutes from transition teams on intranet	Teachers; administrators			Ongoing following transition team meetings
Provide updates on REIL TNG implementation	Cabinet/Leadership Team		Field Specialist	Weekly
Hold Q&A sessions for district staff focused on REIL Score	Teachers; administrators		Superintendent; Field Specialist	January 2013, May 2013
Ensure LEA representation with program evaluation activities (e.g., focus groups, surveys, interviews)	NA		Superintendent; Field Specialist	January - May 2013
Communicate year 1 program evaluation results [at staff, teacher, and governing board meetings through presentations and follow-up communications via website, written communications, and email]	District staff; board members; community members		Superintendent; Field Specialist	August 2013
Distribute Year 2 At-A-Glance communication document	Teachers; district- and building-level administrators		Superintendent; Field Specialist	May 2013
Board presentations/study sessions to inform Governing Board Members about REIL TNG; adopt definitions for performance classification and inadequacy of classroom performance; adopt 2013-14 revised teacher and principal evaluation policies	Governing board members		Superintendent	November 2012, February 2013, April 2013, May 2013, June 2013, July 2013, August 2013
Inform staff of Year 2 professional development activities	Teachers; administrators			May 2013
Devote time during building-level administrator meetings for ongoing implementation of teacher evaluation process	Building-level administrators			4 hours monthly
Year 2 (October 2013-September 2014)				
Board presentations/study sessions to inform Governing	Governing Board Members		Superintendent	November 2012, April 2013, May 2013,

Board Members about REIL TNG; review and adopt revised HCMS policies (based on REIL Score) on hiring and placement policies to go into effect for the 2014-15 school year; adopt revised 301 plans to include alignment of second bucket (40%) to performance classifications				June 2013
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (Educator salary schedule; REIL Score; transfer policies; assessment development; data mgmt system; professional development; educator goal plans)	School-level personnel	Superintendent; Field Specialist		September 2013; February 2014
Communicate year 2 program evaluation results at staff, teacher, and governing board meetings through presentations and follow-up communications via website, written communications, and email	District staff, board members, community members	Superintendent; Field Specialist		August 2014
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Field Specialist		Weekly
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist		Ongoing
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist		Ongoing
Continue transition team feedback loops using technology and paper-based communications between superintendent, governing board, lead teacher, and teachers/staff.	School-level personnel			Ongoing
Post minutes from transition teams on intranet	Teachers; administrators			Ongoing following transition team meetings
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Field Specialist		Weekly
Hold Q&A sessions for district staff focused on REIL Score; Revised HCMS policies	Teachers; administrators	Superintendent; Field Specialist		Fall 2013, Spring 2014
Year 3 (October 2014-September 2015)				
Board presentations/study sessions to inform Governing Board Members about REIL TNG; review and adopt revised HCMS policies that govern support and consequences for teachers classified as ineffective – to go into place for the 2015-16 school year (developed in HCMS/PBCS transition	Governing Board Members	Superintendent		November 2012, April 2013, May 2013, June 2013

team)					
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Field Specialist	Weekly		
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (Educator salary structure; REIL Score; transfer policies; assessment development; data mgmt system)	School-level personnel	Superintendent; Field Specialist	September 2014; February-March 2015		
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist	Ongoing		
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist	Ongoing		
Continue transition team feedback loops using technology and paper based communications between superintendent, governing board, lead teacher, and teachers/staff	School-level personnel		Ongoing		
Post minutes from transition teams on intranet	Teachers; administrators		Ongoing following transition team meetings		
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Field Specialist	Weekly		
Hold Q&A sessions for district staff focused on revised HCMS policies; educator goal plans, career pathways	Teachers; administrators	Superintendent; Field Specialist	Fall 2014, Spring 2015		
Communicate year 3 program evaluation results at staff, teacher, and governing board meetings through presentations and follow-up communications via website, written communications, and email	District staff, board members, community members	Superintendent; Field Specialist	August 2015		
Year 4 (October 2015-September 2016)					
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Field Specialist	Weekly		
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (Retention/dismissal policies; educator salary schedule; REIL Score; transfer policies; assessment development; data mgmt system)	School-level personnel	Superintendent; Field Specialist	September/October 2015		
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist	Ongoing		
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist	Ongoing		

Continue transition team feedback loops using technology and paper based communications between superintendent, governing board, lead teacher, and teachers/staff	School-level personnel		Ongoing
Post minutes from transition teams on intranet	Teachers; administrators		Ongoing following transition team meetings
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Field Specialist	Weekly
Hold Q&A sessions for district staff focused	Teachers; administrators	Superintendent; Field Specialist	Fall 2015, Spring 2016
Communicate year 4 program evaluation results via staff newsletter	District staff, board members, community members	Superintendent; Field Specialist	August 2016
Year 5 (October 2016-September 2017)			
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Field Specialist	Weekly
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (sustainability plan)	School-level personnel	Superintendent; Field Specialist	September/October 2016 August/September 2017
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist	Ongoing
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist	Ongoing
Continue transition team feedback loops using technology and paper based communications between superintendent, governing board, lead teacher, and teachers/staff	School-level personnel		Ongoing
Communicate year 5 program evaluation results via staff newsletter	District staff, board members, community members	Superintendent; Field Specialist	August 2017
Post minutes from transition teams on intranet	Teachers; administrators		Ongoing following transition team meetings
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Field Specialist	Weekly
Hold Q&A sessions for district staff	Teachers; administrators	Superintendent; Field Specialist	Fall 2016, Spring 2017



Phoenix Elementary School District #1 Stakeholder Engagement & Communication Plan

Goals:

- 1) Engage district stakeholders in the ongoing development, implementation, and refinement of *REIL: The Next Generation's* Human Capital Management System.
- 2) Develop understanding among district stakeholders of the essential elements and expected benefits and outcomes of a comprehensive Human Capital Management System, including the salary-embedded performance-based compensation component.

Communication / Engagement Activity (Tactic, Tool, and/or Process)	Target Audience(s)	Project Lead	Timeframe and/or Dates
May 2012-September 2012			
Attend <i>REIL: The Next Generation</i> Partner Sessions	NA		May-July 2012
Share information from TIF4 sessions with stakeholders	Teachers; administrators		May-July 2012
Distribute FAQs on <i>REIL: The Next Generation</i>	Teachers; administrators		
Present to Governing Board and approve MOU	Governing Board members; community members; district staff	Superintendent	June 21, 2012
Inform staff of legislative changes related to the implementation of an HCMS through regular meetings with the Phoenix Elementary Classroom Teachers Association and Governing Board Meetings	Teachers; administrators	Assistant Superintendent of Curriculum & Instruction; Director of Educator Effectiveness	January 2012 - August 2012
Post <i>REIL: The Next Generation</i> presentation on district website	District staff	Director of Educator Effectiveness	August 2012
Year 1 (October 2012-September 2013)			
Designate district-level implementation contact	NA	Superintendent	October 2012

Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program	School-level personnel	Superintendent; Director of Educator Effectiveness	October-November 2012
Distribute a letter to staff that is signed jointly by superintendent and principal/teacher representative to inform staff of upcoming program.	District staff	Superintendent	October 2012
Establish membership for and participate in cross-district teams	NA	Superintendent; Director of Educator Effectiveness	Establish membership: November 2013
Establish and implement district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment)	NA	Superintendent; Director of Educator Effectiveness	January 2013
Establish process for feedback loops from transition teams to schools and back via Reality Check surveys	NA	Director of Educator Effectiveness	September 2012-June 2013
Post minutes from transition teams on intranet	Teachers; administrators		Ongoing following transition team meetings
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Director of Educator Effectiveness	Weekly
Hold Q&A sessions for district staff focused on REIL Score	Teachers; administrators	Superintendent; Director of Educator Effectiveness	January 2013, May 2013
Ensure LEA representation with program evaluation activities (e.g., focus groups, surveys, interviews)	NA	Superintendent; Director of Educator Effectiveness	January - May 2013
Communicate year 1 program evaluation results via Governing Board presentation	District staff; board members; community members	Superintendent; Director of Educator Effectiveness	August 2013
Distribute Year 2 At-A-Glance communication document	Teachers; district- and building-level administrators	Superintendent; Director of Educator Effectiveness	May 2013
Board presentations/study sessions to inform Governing Board Members about REIL TNG; adopt definitions for performance classification and inadequacy of classroom	Governing board members	Superintendent; Director of Educator Effectiveness	November 2012, February 2013, April 2013, May 2013, June 2013, July 2013, August 2013

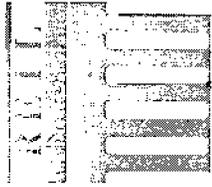
performance; adopt 2013-14 revised teacher and principal evaluation policies				
Establish Year 2 professional development calendar	NA	Director of Educator Effectiveness	January-April 2013	
Inform staff of Year 2 professional development activities	Teachers; administrators	Director of Educator Effectiveness	May 2013	
Devote time during building-level administrator meetings for ongoing implementation of teacher evaluation process	Building-level administrators	Director of Educator Effectiveness	8 hours monthly	
Year 2 (October 2013-September 2014)				
Board presentations/study sessions to inform Governing Board Members about REIL TNG; review and adopt revised HCMS policies (based on REIL Score) on hiring and placement policies to go into effect for the 2014-15 school year; adopt revised 301 plans to include alignment of second bucket (40%) to performance classifications	Governing Board Members	Superintendent	November 2012, April 2013, May 2013, June 2013	
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (Educator salary schedule; REIL Score; transfer policies; assessment development; data mgmt system; professional development; educator goal plans)	School-level personnel	Superintendent; Director of Educator Effectiveness	September 2013; February 2014	
Inform staff on opportunities/incentives for serving in/transferring to a Spotlight School	School-level personnel	Superintendent; Director of Educator Effectiveness	November 2013	
Communicate year 2 program evaluation results via Governing Board presentation	District staff, board members, community members	Superintendent; Director of Educator Effectiveness	August 2014	
Inform stakeholders on Spotlight Schools recruitment strategies for 2014-15 at Governing Board Meeting	Board Members, Public	Superintendent; Director of Educator Effectiveness	November 2013	
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Director of Educator Effectiveness	Weekly	
Participate in cross-district teams and provide updates to	Cabinet/Leadership Team	Superintendent; Director	Ongoing	

cabinet			of Educator Effectiveness	
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Director of Educator Effectiveness	Superintendent; Director of Educator Effectiveness	Ongoing
Continue transition team feedback loops from transition teams to schools and back via Reality Check Surveys	School-level personnel	Director of Educator Effectiveness	Director of Educator Effectiveness	Ongoing
Post minutes from transition teams on intranet	Teachers; administrators	Director of Educator Effectiveness	Director of Educator Effectiveness	Ongoing following transition team meetings
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Director of Educator Effectiveness	Director of Educator Effectiveness	Weekly
Hold Q&A sessions for district staff focused on REIL Score; Revised HCMS policies	Teachers; administrators	Superintendent; Director of Educator Effectiveness	Superintendent; Director of Educator Effectiveness	Fall 2013, Spring 2014
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.	Teachers, administrators	Director of Educator Effectiveness	Director of Educator Effectiveness	September 2014
Year 3 (October 2014-September 2015)				
Governing Boards adopt policies that govern the support and consequences for teachers classified as ineffective – to go into place for the 2015-16 school year (developed in HR transition team)	Governing Board Members	Superintendent	Superintendent	November 2012, April 2013, May 2013, June 2013
Board presentations/study sessions to inform Governing Board Members about REIL TNG; review and adopt revised HCMS policies that govern support and consequences for teachers classified as ineffective – to go into place for the 2015-16 school year (developed in HCMS/PBCS transition team)	Governing Board Members	Superintendent	Superintendent	November 2012, April 2013, May 2013, June 2013
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Director of Educator Effectiveness	Director of Educator Effectiveness	Weekly
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (Educator salary structure; REIL Score; transfer policies; assessment development; data mgmt system)	School-level personnel	Superintendent; Director of Educator Effectiveness	Superintendent; Director of Educator Effectiveness	September 2014; February-March 2015

Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Director of Educator Effectiveness	Ongoing
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Director of Educator Effectiveness	Ongoing
Continue transition team feedback loops via Reality Check Surveys	School-level personnel	Director of Educator Effectiveness	Ongoing
Post minutes from transition teams on intranet	Teachers; administrators	Director of Educator Effectiveness	Ongoing following transition team meetings
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Director of Educator Effectiveness	Weekly
Hold Q&A sessions for district staff focused on revised HCMS policies; educator goal plans, career pathways	Teachers; administrators	Superintendent; Director of Educator Effectiveness	Fall 2014, Spring 2015
Communicate year 3 program evaluation results via Governing Board presentation	District staff, board members, community members	Superintendent; Director of Educator Effectiveness	August 2015
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.	Teachers, Administrators	Director of Educator Effectiveness	September 2015
Year 4 (October 2015-September 2016)			
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Director of Educator Effectiveness	Weekly
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (Retention/dismissal policies; educator salary schedule; REIL Score; transfer policies; assessment development; data mgmt system)	School-level personnel	Superintendent; Director of Educator Effectiveness	September/October 2015
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Director of Educator Effectiveness	Ongoing
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Director of Educator Effectiveness	Ongoing

Continue transition team feedback loops via Reality Check surveys	School-level personnel	Director of Educator Effectiveness	Ongoing
Post minutes from transition teams on intranet	Teachers; administrators	Director of Educator Effectiveness	Ongoing following transition team meetings
Provide updates on REIL TNG implementation	Cabinet/Leadership Team	Director of Educator Effectiveness	Weekly
Hold Q&A sessions for district staff focused	Teachers; administrators	Superintendent; Director of Educator Effectiveness	Fall 2015, Spring 2016
Communicate year 4 program evaluation results via staff newsletter	District staff, board members, community members	Superintendent; Director of Educator Effectiveness	August 2016
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.	Teachers, Administrators	Director of Educator Effectiveness	September 2016
Year 5 (October 2016-September 2017)			
Board presentations/study sessions to inform Governing Board Members about ongoing implementation of REIL: <i>The Next Generation</i> ; sustainability plan for year 6	Governing Board Members	Superintendent	October 2016 – September 2017 at monthly Governing Board Meetings
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.	Teachers, Administrators	Director of Educator Effectiveness	September 2017
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Director of Educator Effectiveness	Weekly
Conduct school-based “road-shows” to inform district stakeholders of REIL TNG program (sustainability plan)	School-level personnel	Superintendent; Director of Educator Effectiveness	September /October 2016 August/September 2017
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Director of Educator Effectiveness	Ongoing
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Director of Educator Effectiveness	Ongoing
Continue transition team feedback loops via Reality Check	School-level personnel	Director of Educator Effectiveness	Ongoing

surveys	Effectiveness
Communicate year 5 program evaluation results via staff newsletter	District staff, board members, community members August 2017
Post minutes from transition teams on intranet	Teachers; administrators Director of Educator Effectiveness Ongoing following transition team meetings
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team Director of Educator Effectiveness Weekly
Hold Q&A sessions for district staff	Teachers; administrators Superintendent; Director of Educator Effectiveness Fall 2016, Spring 2017



Roosevelt School District Stakeholder Engagement & Communication Plan

Goals:

- 1) Engage district stakeholders in the ongoing development, implementation, and refinement of *REIL: The Next Generation's* Human Capital Management System.
- 2) Develop understanding among district stakeholders of the essential elements and expected benefits and outcomes of a comprehensive Human Capital Management System, including the salary-embedded performance-based compensation component.

Communication / Engagement Activity (Tactic, Tool, and/or Process)	Target Audience(s)	Project Lead	Timeframe and/or Dates
May 2012-September 2012			
<i>Attend REIL: The Next Generation Partner Sessions</i>			
Distribute FAQs on <i>REIL: The Next Generation</i>	NA	Superintendent, Exec. Director of Educator Effectiveness, Field Specialist	May-July 2012 February 2012 May 2012
Present to Governing Board and approve MOU	Governing Board members; community members, district staff	Superintendent; Exec. Director of Educator Effectiveness; Field Specialist	April 3, 2012
Year 1 (October 2012-September 2013)			
Designate district-level implementation contact			
Conduct school-based meetings to inform district stakeholders of REIL TNG program	School-level personnel	Superintendent; Exec. Director of Educator Effectiveness; Field Specialist; Principals	October 2012 May 2012

Establish membership for and participate in cross-district teams	NA	Superintendent; Exec. Director of Educator Effectiveness; Field Specialist	Establish membership: November 2013
Establish and implement district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment)	NA	Superintendent; Exec. Director of Educator Effectiveness; Field Specialist; HR Exec. Director; Assessment Dept.	January 2013
Establish process for feedback loops from transition teams to schools and back (on-line surveys with question and comment sections).	NA	Exec. Director of Educator Effectiveness; Field Specialist; PR Director; Webmaster	April 2013
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Exec. Director of Educator Effectiveness; Field Specialist	Weekly
Ensure LEA representation with program evaluation activities (e.g., focus groups, surveys, interviews)	NA	Superintendent; Exec. Director of Educator Effectiveness; Field Specialist; PR Director; Webmaster	January - May 2013
Communicate year 1 program evaluation results (Superintendents' School Newsletter, District Community Newsletter and Website)	District staff; board members; community members	Superintendent; Field Specialist; PR Director; Webmaster	August 2013
Board presentations/study sessions to inform Governing Board Members about REIL TNG; adopt definitions for performance classification and inadequacy of classroom performance; adopt 2013-14 revised teacher and principal evaluation policies	Governing board members	Superintendent; Exec. Director of Educator Effectiveness; Field Specialist; HR Exec. Director	November 2012, February 2013, April 2013, May 2013, June 2013, July 2013, August 2013
Establish Year 2 professional development calendar	NA	Exec. Director of Educator Effectiveness; Staff Development Dept.	January-April 2013

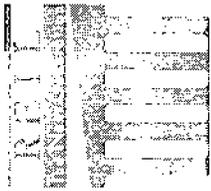
Inform staff of Year 2 professional development activities	Teachers; administrators	Exec. Director of Educator Effectiveness; Staff Development Dept.	May 2013
Devote time during building-level administrator meetings for ongoing implementation of teacher evaluation process	Building-level administrators	Superintendent; Exec. Director of Educator Effectiveness; Field Specialist;	4 hours monthly
Year 2 (October 2013-September 2014)			
Board presentations/study sessions to inform Governing Board Members about REIL TNG; review and adopt revised HCMS policies (based on REIL Score) on hiring and placement policies to go into effect for the 2014-15 school year; adopt revised 301 plans to include alignment of second bucket (40%) to performance classifications	Governing Board Members	Superintendent; Exec. Director of Educator Effectiveness; Field Specialist; HR Exec. Director	November 2013, April 2014, May 2014, June 2014
Inform district stakeholders of REIL TNG program (Educator salary schedule; REIL Score; transfer policies; assessment development; data mgmt. system; professional development; educator goal plans)	School-level personnel	Superintendent; Exec. Director of Educator Effectiveness; Field Specialist; HR Director, Assessment Dept.; Principals	September 2013; February 2014
Inform staff on opportunities/ incentives for serving in/transferring to a Spotlight School	District and School-level personnel	Superintendent; HR Exec. Director	November 2013
Inform stakeholders on Spotlight Schools recruitment strategies for 2014-15 (HR Notices)	Governing Board Members; District and School-level personnel	Superintendent; HR Exec. Director	November 2013
Provide updates on REIL TNG implementation	Cabinet/Leadership Team	Exec. Director of Educator Effectiveness; Field Specialist	Weekly
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Exec. Director of Educator Effectiveness; Field Specialist	Ongoing
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data	Cabinet/Leadership Team	Superintendent; Exec. Director of Educator	Ongoing

Management & Assessment) and provide updates to cabinet			Effectiveness; Field Specialist; HR Exec. Director; Assessment Dept.	
Continue transition team feedback (on-line surveys with question and comment sections).	School-level personnel		Exec. Director of Educator Effectiveness; Field Specialist; PR Director; Webmaster	Ongoing
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team		Exec. Director of Educator Effectiveness; Field Specialist	Weekly
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.	School-level personnel		HR Exec. Director	September 2014
Board presentations/study sessions to discuss aggregate results of the teacher performance classifications (the 4 classifications per ADE) and to celebrate the educators who have received effective/highly effective ratings.	Governing Board Members		Superintendent; Exec. Director of Educator Effectiveness; Field Specialist; HR Exec. Director	November of each year beginning 2013
Year 3 (October 2014-September 2015)				
Governing Boards adopt policies that govern the support and consequences for teachers classified as ineffective – to go into place for the 2015-16 school year (developed in HR transition team)	NA		Superintendent; Exec. Director of Educator Effectiveness; HR Exec. Director	October 2014
Board presentations/study sessions to inform Governing Board Members about REIL TNG; review and adopt revised HCMS policies that govern support and consequences for teachers classified as ineffective – to go into place for the 2015-16 school year (developed in HCMS/PBCS transition team)	Governing Board Members		Superintendent; Exec. Director of Educator Effectiveness; Field Specialist; HR Exec. Director	November 2014, April 2015, May 2015, June 2015
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team		Exec. Director of Educator Effectiveness; Field Specialist	Weekly

Inform district stakeholders of REIL TNG program (Educator salary structure; REIL Score; transfer policies; assessment development; data mgmt. system)	School-level personnel	Superintendent; Exec. Director of Educator Effectiveness; Field Specialist; HR Director, Assessment Dept.; Principals	September 2014; February-March 2015
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Exec. Director of Educator Effectiveness; Field Specialist	Ongoing
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Exec. Director of Educator Effectiveness; Field Specialist; HR Exec. Director; Assessment Dept.	Ongoing
Continue transition team feedback (on-line surveys with question and comment sections).	School-level personnel	Exec. Director of Educator Effectiveness; Field Specialist; PR Director; Webmaster	Ongoing
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Exec. Director of Educator Effectiveness; Field Specialist	Weekly
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.	School-level personnel	HR Exec. Director	September 2015
Year 4 (October 2015-September 2016)			
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Exec. Director of Educator Effectiveness; Field Specialist	Weekly
Inform district stakeholders of REIL TNG program (Retention/dismisal policies; educator salary schedule; REIL Score; transfer policies; assessment development; data	School-level personnel	Superintendent; Exec. Director of Educator Effectiveness; Field	September/October 2015

mgmt system)			Specialist; HR Director, Assessment Dept.; Principals	
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team		Superintendent; Exec. Director of Educator Effectiveness; Field Specialist	Ongoing
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team		Superintendent; Exec. Director of Educator Effectiveness; Field Specialist; HR Exec. Director; Assessment Dept.	Ongoing
Continue transition team feedback (on-line surveys with question and comment sections).	School-level personnel		Exec. Director of Educator Effectiveness; Field Specialist; PR Director; Webmaster	Ongoing
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team		Exec. Director of Educator Effectiveness; Field Specialist	Weekly
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.	School-level personnel		HR Exec. Director	September 2016
Year 5 (October 2016-September 2017)				
Board presentations/study sessions to inform Governing Board Members about ongoing implementation of REIL: <i>The Next Generation</i> ; sustainability plan for year 6	Governing Board Members		Superintendent; Exec. Director of Educator Effectiveness; Field Specialist; HR Exec. Director	November 2016, April 2017, May 2017, June 2017
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.	School-level personnel		HR Exec. Director	September 2017
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team		Exec. Director of Educator Effectiveness;	Weekly

		Field Specialist	
Inform district stakeholders of REIL TNG program (sustainability plan)	School-level personnel	Superintendent; Exec. Director of Educator Effectiveness; Field Specialist; HR Director, Assessment Dept.; Principals	September/October 2016 August/September 2017
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist	Ongoing
Continue implementation of district-level transition teams (HCMIS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Exec. Director of Educator Effectiveness; Field Specialist; HR Exec. Director; Assessment Dept.	Ongoing
Continue transition team feedback (on-line surveys with question and comment sections).	School-level personnel	Exec. Director of Educator Effectiveness; Field Specialist; PR Director; Webmaster	Ongoing
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Exec. Director of Educator Effectiveness; Field Specialist	Weekly



Wilson Elementary School District Stakeholder Engagement & Communication Plan

Goals:

- 1) Engage district stakeholders in the ongoing development, implementation, and refinement of *REIL: The Next Generation's* Human Capital Management System.
- 2) Develop understanding among district stakeholders of the essential elements and expected benefits and outcomes of a comprehensive Human Capital Management System, including the salary-embedded performance-based compensation component.

Communication / Engagement Activity (Tactic, Tool, and/or Process)	Target Audience(s)	Project Lead	Timeframe and/or Dates
May 2012-September 2012			
Attend <i>REIL: The Next Generation</i> Partner Sessions	NA		May-July 2012
Share information from TIF4 sessions with stakeholders	Teachers; administrators		May-July 2012
Distribute FAQs on <i>REIL: The Next Generation</i>	Teachers; administrators		
Present to Governing Board	Governing Board members; community members, district staff	Superintendent	June 12, 2012
Inform staff of legislative changes related to the implementation of an HCMS via district newsletter, Teacher Evaluation subcommittee and School Board Meetings	Teachers; administrators	Human Resource	August- September 2012
Post <i>REIL: The Next Generation</i> presentation on district website	District staff	Human Resource	August 2012
Year 1 (October 2012-September 2013)			
Designate district-level implementation contact	NA	Superintendent	October 2012
Conduct school-based meetings to inform district stakeholders of REIL TNG program	School-level personnel	Superintendent; Field Specialist	October-November 2012

	District staff	Superintendent	October 2012
Distribute all-user email to staff that is signed jointly by superintendent and principal/teacher representative to inform staff of upcoming program.	NA	Superintendent	Establish membership: November 2013
Establish membership for and participate in cross-district teams	NA	Superintendent; Field Specialist	January 2013
Establish and implement district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment)	NA	Superintendent; Field Specialist	September 2012 - June 2013
Establish process for feedback loops from transition teams to schools and back via surveys.	NA	Field Specialist	Ongoing following transition team meetings
Post minutes from transition teams on intranet	Teachers; administrators	Field Specialist	Twice-monthly
Provide updates on REIL TNG implementation	Cabinet	Field Specialist	January 2013, May 2013
Hold Q&A sessions for district staff focused on REIL Score	Teachers; administrators	Superintendent; Field Specialist	January - May 2013
Ensure LEA representation with program evaluation activities (e.g., focus groups, surveys, interviews)	NA	Superintendent; Field Specialist	August 2013
Communicate year 1 program evaluation results via Board Presentation	District staff; board members; community members	Field Specialist	November 2012, February 2013, April 2013, May 2013, June 2013, July 2013, August 2013
Board presentations to inform Governing Board Members about REIL TNG; adopt definitions for performance classification and inadequacy of classroom performance; adopt 2013-14 revised teacher and principal evaluation policies	Governing board members	Field Specialist	January-April 2013
Establish Year 2 professional development calendar	NA	Curriculum Director	July 2013
Inform staff of Year 2 professional development activities	Teachers; administrators	Curriculum Director	Twice-monthly administrative team meetings
Devote time during building-level administrator meetings for ongoing implementation of teacher evaluation process	Building-level administrators	Field Specialist	November 2013, April 2014, May 2014,
Year 2 (October 2013-September 2014)			
Board presentations to inform Governing Board Members	Governing Board Members	Superintendent	November 2013, April 2014, May 2014,

about REIL TNG; review and adopt revised HCMS policies (based on REIL Score) on hiring and placement policies to go into effect for the 2014-15 school year; adopt revised 301 plans to include alignment of second bucket (40%) to performance classifications			June 2014
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (Educator salary schedule; REIL Score; transfer policies; assessment development; data management system; professional development; educator goal plans)	School-level personnel	Superintendent; Field Specialist	September 2013; February 2014
Board presentations/study sessions to discuss aggregate results of the teacher performance classifications (the 4 classifications per ADE) and to celebrate the educators who have received effective/highly effective ratings.	Governing Board Members	Superintendent	November of each year beginning 2013
Communicate year 1 program evaluation results via Board Presentation	District staff; board members; community members	Assistant Superintendent; Field Specialist	August 2014
If applicable, inform stakeholders on Spotlight Schools recruitment strategies for 2014-15 at Board Meeting	Board Members, Public	Superintendent; Field Specialist	February 2014
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Superintendent ; Field Specialist	Weekly
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Curriculum Director	Ongoing
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Human Resource Director	Ongoing
Continue process for feedback loops from transition teams to schools and back via surveys.	School-level personnel	Field Specialist	Ongoing
Post minutes from transition teams on intranet	Teachers; administrators		Ongoing following transition team meetings
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Superintendent; Curriculum Director	Weekly
Provide updates on REIL TNG Implementation	Administrative Leadership Team	Field Specialist	Twice monthly

Hold Q&A sessions for district staff focused on REIL Score	Teachers; administrators	Superintendent; Field Specialist	Fall 2013, Spring 2014
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.	Teachers, administrators	Field Specialist	August 2014
Year 3 (October 2014- September 2015)			
Governing Boards adopt policies that govern the support and consequences for teachers classified as ineffective – to go into place for the 2015-16 school year (developed in HR transition team)	Governing Board Members	Superintendent	November 2014, April 2015, May 2015, June 2015
Board presentations to inform Governing Board Members about REIL TNG; review and adopt revised HCMS policies that govern support and consequences for teachers classified as ineffective – to go into place for the 2015-16 school year (developed in HCMS/PBCS transition team)	Governing Board Members	Superintendent	November 2014, April 2015, May 2015, June 2015
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Superintendent; Curriculum Director	Weekly
Conduct school-based meetings to inform district stakeholders of REIL TNG program (Educator salary structure; REIL Score; transfer policies; assessment development; data mgmt system)	School-level personnel	Field Specialist	September 2014; February-March 2015
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Curriculum Director	Ongoing
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; HR	Ongoing
Continue transition team feedback loops via surveys	School-level personnel	Field Specialist	Ongoing
Post minutes from transition teams on intranet	Teachers; administrators	HR	Ongoing following transition team meetings
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Curriculum Director	Weekly
Hold Q&A sessions for district staff focused on revised HCMS policies; educator goal plans; career pathways	Teachers; administrators	Superintendent; Field Specialist	Fall 2014, Spring 2015
Communicate year 2 program evaluation results via Board Presentation	District staff; board members; community	Superintendent; Field Specialist	August 2015

	members Teachers, administrators	Field Specialist	September 2015
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.			
Year 4 (October 2015-September 2016)			
Board presentations to inform Governing Board Members about ongoing implementation of REIL: <i>The Next Generation</i> ; sustainability plan for year 4.	Governing Board Members	Superintendent	November 2015, April 2016, May 2016, June 2016
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Superintendent; Curriculum Director	Weekly
Provide updates on REIL TNG Implementation	Administrative Leadership Team	Field Specialist	Twice Monthly
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (Retention/dismissal policies; educator salary schedule; REIL Score; transfer policies; assessment development; data management system)	School-level personnel	Superintendent; Curriculum Director	September/October 2015
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist	Ongoing
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist	Ongoing
Continue transition team feedback loops via surveys	School-level personnel	Field Specialist	Ongoing
Post minutes from transition teams on intranet	Teachers; administrators	Field Specialist	Ongoing following transition team meetings
Hold Q&A sessions for district staff focused on revised HCMS policies; educator goal plans, career pathways	Teachers; administrators	Superintendent; Field Specialist	Fall 2015, Spring 2016
Communicate year 4 program evaluation results via all user email	District staff, board members, community members	Superintendent; Field Specialist	August 2016
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.	Teachers, administrators	Field Specialist	August 2016

Year 5 (October 2016-September 2017)

Board presentations to inform Governing Board Members about ongoing implementation of REIL: <i>The Next Generation</i> ; sustainability plan for year 5.	Governing Board Members	Superintendent	November 2014, April 2015, May 2015, June 2015
Send out letters (REIL profiles) to teachers and administrators verifying REIL Score and how performance classification was determined.	Teachers, administrators	Field Specialist	August 2017
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Field Specialist	Weekly
Conduct school-based "road-shows" to inform district stakeholders of REIL TNG program (sustainability plan)	School-level personnel	Superintendent; Curriculum Director	September /October 2016 August/September 2017
Participate in cross-district teams and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist	Ongoing
Continue implementation of district-level transition teams (HCMS/PBCS; Performance-Based Evaluation; Data Management & Assessment) and provide updates to cabinet	Cabinet/Leadership Team	Superintendent; Field Specialist	Ongoing
Continue transition team feedback loops via surveys	School-level personnel	Field Specialist	Ongoing
Communicate year 5 program evaluation results via all user email	District staff, board members, community members	Superintendent; Field Specialist	August 2017
Post minutes from transition teams on intranet	Teachers; administrators	Field Specialist	Ongoing following transition team meetings
Provide updates on REIL TNG Implementation	Cabinet/Leadership Team	Superintendent; Curriculum Director	Weekly
Provide updates on REIL TNG Implementation	Administrative Leadership Team	Field Specialist	Twice monthly
Hold Q&A sessions for district staff focused on revised HCMS policies; educator goal plans, career pathways	Teachers; administrators	Superintendent; Field Specialist	Fall 2016, Spring 2017



Learning Observation Instrument Feedback Collection and Revision Plan

This plan outlines the processes that will take place during the 2011-12 school year that will result in necessary modifications to the Learning Observation Instrument. The revised instrument will be implemented beginning with the 2012-13 school year and the resulting scores will be used as part of the calculation that determines placement on REIL's Performance Award Continuum.

Overview

During the 2011-12 school year, several methods will be employed in order to collect data that will be considered to inform refinements/revisions to the Learning Observation Instrument. The purpose for making these changes is to: (1) ensure that we have an instrument that measures effective teaching (predictive validity); (2) ensure our instrument: covers performance areas most connected to student outcomes; sets high performance expectations; is clear and precise; requires evaluators to look for direct evidence; and is concise enough for users to understand thoroughly and use easily (New Teacher Project, 2011); and (3) ensure that teachers and administrators view the instrument as being able to measure effective teaching and leading, and that there is alignment to the appropriate standards (face validity).

Process

In order to gather as much feedback as possible and to ensure timely gathering of evidence, multiple stakeholder groups will be convened to assist in the identification and submission of potential refinements / revisions for the Learning Observation Instrument.

The methods used to collect and analyze these data will include:

- Structured work group sessions where specific feedback will be gathered (e.g., district-level transition teams, cross-district teacher and principal evaluation teams; rubric expert teams, MCESA review team).
- Survey administration that will determine teacher and administrator perceptions of and experiences with the REIL Learning and Leading Observation Instruments.
- Focus group interviews with open-ended questions designed to explore perceptions and experiences of participants.
- Quantitative analyses of observation data.
- Anecdotal data from MCESA staff and the field.
- A feedback verification process that includes triangulation of data, as well as alignment to the Refinement/ Revision Rationale List.
- A feedback review process where qualified feedback is reviewed and assigned an accepted or declined status, along with designated rationale.

Description of Work Teams

Team	Members	Task
District-level teacher & principal transition teams	Established team members	Collection and provision of feedback; review of refinements / revisions
Cross-district Teams	Established team members	Provide feedback on Learning Observation Instrument according to established criteria
Rubric Specific Expert Teams	Representative evaluator group who have conducted multiple observations at multiple grade levels, subject areas, and special areas	Review elements in assigned rubric to check progression of levels, correct inclusion of performance areas, rigor of performance expectations, clear, precise, and concise language
SuperUser Group	Representative evaluator group who have conducted multiple observations at multiple grade levels, subject areas, and special areas	Identify areas of refinement/revision for the instrument as a whole
Tracking Tool Team	MCESA staff, Basis Policy Research Staff, representatives from Cross-District Teacher Evaluation Team	Reviews all data to identify refinements/ revisions that will be entered into the REIL Refinement/ Revision Tracking Tool
MCESA Review Team	MCESA Staff	Assigns status to each submitted refinement/revision appearing on the MCESA Refinement/ Revision Tracking Tool
Basis Policy Research	Basis staff	Conducts one-on-one interviews, focus group interviews; administers teacher and administrator surveys; analyzes quantitative data (inter-rater reliability analyses) and qualitative data (surveys, focus group interviews, one-to-one interviews) in order to advise on recommended refinements/ revisions to the Learning Observation Instrument

Revision Plan

Feedback that has gone through the verification process will be entered into the REIL Refinement/Revision Tracking Tool and will be evaluated by the MCESA Review Team. The **verification process** will include vetting of feedback through 2 lenses:

(1) Is there alignment between the suggested revision and the REIL tracking tool rationale list?

Examples	
<i>Suggested Revision</i>	<i>Rationale List</i>
Element ____ in the Instructional Strategies rubric is a duplication of element ____ in the Learning Community rubric.	<ul style="list-style-type: none"> Classroom performance areas most closely connected to student outcomes <i>Clear & precise performance expectations</i> <i>Read and understand thoroughly and use easily</i> High performance expectations for teachers Student-centered criteria Requiring direct evidence of student engagement and learning Variation in raters / lack of reliability
Descriptor level 3 in element ____ of the ____ rubric contains wording that should be moved to level 4.	<ul style="list-style-type: none"> Classroom performance areas most closely connected to student outcomes <i>Clear & precise performance expectations</i> Read and understand thoroughly and use easily High performance expectations for teachers Student-centered criteria Requiring direct evidence of student engagement and learning Variation in raters / lack of reliability

(2) Has a suggested revision/refinement been supported by at least 3 points of data, and (if applicable) aligned research/evidence?

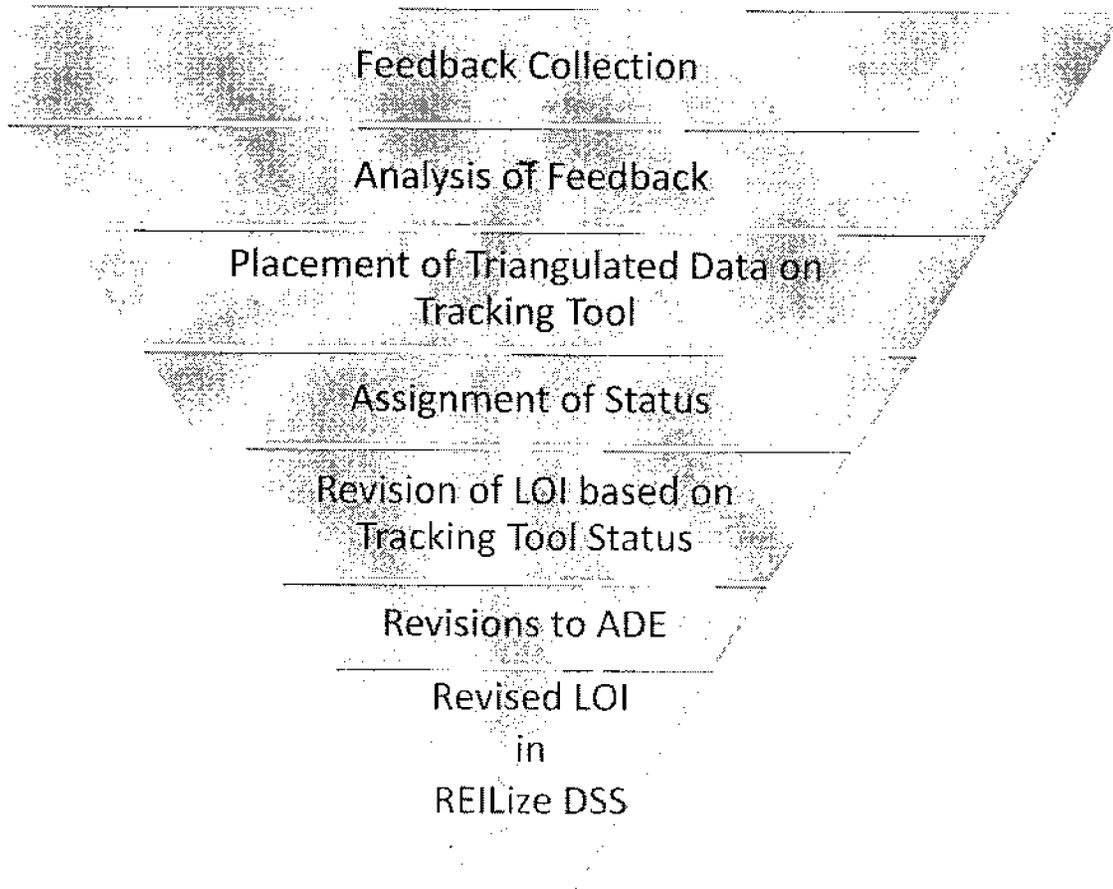
Examples	
<i>Suggested Revision</i>	<i>Data Points</i>
Element ____ in the ____ rubric is a duplication of element ____ in the ____ rubric.	This feedback was identified in District C's teacher evaluation transition team, as well as the Learning Community Content Expert Team. In addition, analysis of observation data identifies that the same ratings are

	being consistently applied to both elements across a wide variation of raters.
Element ____ in the ____ rubric should be separated into two elements.	This feedback was identified in District A's teacher evaluation transition team, as well as the Instructional Strategies Content Expert Team. In addition, the Common Core Teaching Standards and the Common Core Student Standards support the further refinement in granularity of this element

All feedback will be reviewed by the Tracking Tool Team who will enter triangulated data on the REIL Refinement/ Revision Tracking Tool. This tool will then be evaluated by the MCESA Review Team in collaboration with Basis Policy Research. Each piece of feedback will be reviewed and either accepted or declined. This will be recorded on the REIL Refinement/ Revision Tracking Tool. All accepted refinements and revisions will be incorporated into the 2012-13 Learning Observation Tool and submitted to the Arizona Department of Education for inclusion into the REILize Decision Support System. This process is illustrated in the diagram below.

Timeline

Activity	Launch Window	Timeframe
Anecdotal Feedback Collection	Nov-Dec 2011-12	Nov 2011-June 2012
SuperUser Group	January 2012	Jan-June 2012
Rubric Specific Expert Teams	February 2012	Feb-April 2012
District-Level Transition Teams	Jan-Feb 2012	Jan-June 2012
Stakeholder Survey (Teachers)	March 2012	March-April 2012
Stakeholder Survey (Administrators)	Post AIMS- early May 2012	May 2012
Focus Group Interviews (Teachers)	February 2012	Feb-Mar 2012
Focus Group Interviews (Administrators)	Early May 2012	May-June 2012
Field Specialist Interviews	January 2012	Jan-Feb 2012
Tracking Tool Team	April 2012	April 2012
MCESA Review Team	March 2012	March-May 2012
Analysis Plan for Inter-Rater Reliability	Jan 2012	Jan-May 2012
Basis Policy Research Program Evaluation	Feb 2012	Feb-June 2012
Basis Policy Research Data Analysis	Feb 2012	Feb-June 2012



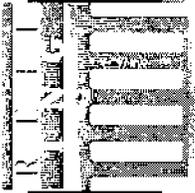
REIL-TNG

Common Score Conversion Chart

REIL Common Score Conversion Chart for Educators

		Common Score Criteria				
		5	4	3	2	1
Classroom Observation	Performance Measure					
	Average Score	The mean score of all LOI elements is greater than 4.6 (averaged across all observation cycles)	The mean score of all LOI elements is between 3.8 and 4.6 (averaged across all observation cycles)	The mean score of all LOI elements is between 2.4 and 3.8 (averaged across all observation cycles)	The mean score of all LOI elements is between 1.6 and 2.4 (averaged across all observation cycles)	The mean score of all LOI elements is below 1.6 (averaged across all observation cycles)
Student Growth	Pct. Elements Rated 3 or Higher	The number of LOI elements rated 3 or higher is above 95% (averaged across all observation cycles)	The number of LOI elements rated 3 or higher is between 81% and 95% (averaged across all observation cycles)	The number of LOI elements rated 3 or higher is between 56% and 81% (averaged across all observation cycles)	The number of LOI elements rated 3 or higher is between 35% and 56% (averaged across all observation cycles)	The number of LOI elements rated 3 or higher is below 35% (averaged across all observation cycles)
	Classroom Level	Extremely confident that average achievement gains are above expectations for classrooms with similar student characteristics (Lower bound of 99% confidence interval exceeds average teacher value-added estimate).	Moderately confident that average achievement gains are above expectations for classrooms with similar student characteristics (Lower bound of 65% confidence interval exceeds average teacher value-added estimate).	Average achievement gains are not distinguishable from expectations for classrooms with similar student characteristics (65% confidence interval of teacher's value-added estimate includes average of all teachers' value-added estimates)	Moderately confident that average achievement gains are below expectations for classrooms with similar student characteristics (Upper bound of 65% confidence interval is below the average teacher value-added estimate)	Extremely confident that average achievement gains are below expectations for classrooms with similar student characteristics (Upper bound of 99% confidence interval is below the average teacher value-added estimate).
	School Level	Extremely confident that average achievement gains in school are above expectations for schools with similar student characteristics (Lower bound of 99% confidence interval exceeds average value-added estimate of all schools).	Moderately confident that average achievement gains in school are above expectations for schools with similar student characteristics (Lower bound of 65% confidence interval exceeds average value-added estimate of all schools).	Average achievement gains in school are not distinguishable from expectations for schools with similar student characteristics (65% confidence interval of school's value-added estimate includes average value-added estimate of all schools)	Moderately confident that average achievement gains in school are below expectations for schools with similar student characteristics (Upper bound of 65% confidence interval is below the average value-added estimate of all schools).	Extremely confident that average achievement gains in school are below expectations for schools with similar student characteristics (Upper bound of 99% confidence interval is below the average value-added estimate of all schools).

REIL-TNG
Theory of Change



Achieving REIL Change

Coherent & Comprehensive Human Capital Management System

HCMS strategies identified to attract and retain effective educators.

Educators receive incentives for effective performance and consequences for chronically ineffective performance.

HCMS decisions aligned to common vision of instructional improvement.

Rigorous, Valid, & Reliable Educator Evaluation System

Common vision of instructional improvement defined.

Certified evaluators provide quality feedback for instructional improvement.

Common language for effective teaching and leading.

Differential Performance-Based Compensation

Performance-based compensation is embedded in educator salary schedule.

Educators have opportunities for advancement.

Effective educators teach and lead in high-need schools.

Targeted Professional Learning

Align professional development to educator evaluation results.

Educators receive job-embedded professional development aligned to Educator Goal Plans.

Teaching and leading align to common vision of instructional improvement.

Changes in: policies | behaviors

REIL TNG districts implement a coherent & comprehensive human capital management system that:



Develops Talent



Enhances Careers



Improves Student Learning

Percent of highly effective schools, teachers, and leaders increases in high-need schools.

Percent of students receiving highly effective instruction in high-need schools increases.

Percent of students meeting or exceeding the standards in high-need schools increases.

Evaluator Chart

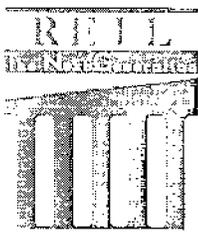
Positions and Qualifications

Evaluator Chart: Positions and Qualifications

Teacher Observation	
Evaluators	Qualifications
	Key → QET (Qualified Evaluator Training) CET (Certified Evaluator Training) GB (Governing Board)
New-to-the-profession building-level administrators	<ul style="list-style-type: none"> • Must have completed 30-hour REIL QET • Must have a passing score on REIL Qualified Evaluator Assessment • Must be approved as a qualified evaluator by the LEA's GB
New-to-the-LEA building-level administrators	<ul style="list-style-type: none"> • Must have completed 30-hour REIL QET • Must have a passing score on REIL Qualified Evaluator Assessment • Must be approved as a qualified evaluator by the LEA's GB
Building-level administrators in their second year or higher with LEA	<ul style="list-style-type: none"> • Must have completed 30-hour QET and 30-hour CET • Must have a passing score on Qualified Evaluator Assessment and annual passing score on REIL Certified Evaluator Assessment • Must be approved annually as a qualified evaluator by the LEA's GB
Peer Evaluators new to the position	<ul style="list-style-type: none"> • Must have completed 30-hour REIL QET • Must have a passing score on REIL Qualified Evaluator Assessment • Must be approved as a qualified evaluator by the LEA's GB
Peer Evaluators serving in their second year or higher of employment with REIL-TNG	<ul style="list-style-type: none"> • Must have completed 30-hour QET and 30-hour CET • Must have a passing score on Qualified Evaluator Assessment and annual passing score on REIL Certified Evaluator Assessment • Must be approved annually as a qualified evaluator by the LEA's GB
Principal Observation	
New-to-the-position primary and secondary evaluators	<ul style="list-style-type: none"> • Must have completed 30-hour REIL QET • Must have a passing score on REIL Qualified Evaluator Assessment
New-to-the-LEA primary and secondary evaluators	<ul style="list-style-type: none"> • Must have completed 30-hour REIL QET • Must have a passing score on REIL Qualified Evaluator Assessment
Primary and secondary evaluators in their second year or higher with LEA	<ul style="list-style-type: none"> • Must have completed 30-hour QET and 30-hour CET • Must have a passing score on Qualified Evaluator Assessment and annual passing score on REIL Certified Evaluator Assessment
New-to-the-position cross-district field specialists (principal coach)	<ul style="list-style-type: none"> • Must have completed 30-hour REIL QET • Must have a passing score on REIL Qualified Evaluator Assessment
Cross-district field specialists (principal coach) in their second year or higher of with REIL-TNG	<ul style="list-style-type: none"> • Must have completed 30-hour QET and 30-hour CET • Must have a passing score on Qualified Evaluator Assessment and annual passing score on REIL Certified Evaluator Assessment
Assistant Principal Observation	
Principals new to the position	<ul style="list-style-type: none"> • Must have completed 30-hour REIL QET • Must have a passing score on REIL Qualified Evaluator Assessment
Principals new to the	<ul style="list-style-type: none"> • Must have completed 30-hour REIL QET

LEA	<ul style="list-style-type: none"> • Must have a passing score on REIL Qualified Evaluator Assessment
Principals in their second year or higher with LEA	<ul style="list-style-type: none"> • Must have completed 30-hour QET and 30-hour CET • Must have a passing score on Qualified Evaluator Assessment and annual passing score on REIL Certified Evaluator Assessment
Master Educator Observation	
New-to-the-profession building-level administrators	<ul style="list-style-type: none"> • Must have completed 30-hour REIL QET • Must have a passing score on REIL Qualified Evaluator Assessment • Must be approved as a qualified evaluator by the LEA's GB
New-to-the-LEA building-level administrators	<ul style="list-style-type: none"> • Must have completed 30-hour REIL QET • Must have a passing score on REIL Qualified Evaluator Assessment • Must be approved as a qualified evaluator by the LEA's GB
Building-level administrators in their second year or higher with LEA	<ul style="list-style-type: none"> • Must have completed 30-hour QET and 30-hour CET • Must have a passing score on Qualified Evaluator Assessment and annual passing score on REIL Certified Evaluator Assessment • Must be approved annually as a qualified evaluator by the LEA's GB
New-to-the-position field specialist	<ul style="list-style-type: none"> • Must have completed 30-hour REIL QET • Must have a passing score on REIL Qualified Evaluator Assessment
Field specialists in their second year or higher with REIL-TNG	<ul style="list-style-type: none"> • Must have completed 30-hour QET and 30-hour CET • Must have a passing score on Qualified Evaluator Assessment and annual passing score on REIL Certified Evaluator Assessment • Must be approved annually as a qualified evaluator by the LEA's GB
Peer Evaluator Observation	
New-to-the-profession building-level administrators	<ul style="list-style-type: none"> • Must have completed 30-hour REIL QET • Must have a passing score on REIL Qualified Evaluator Assessment • Must be approved as a qualified evaluator by the LEA's GB
New-to-the-LEA building-level administrators	<ul style="list-style-type: none"> • Must have completed 30-hour REIL QET • Must have a passing score on REIL Qualified Evaluator Assessment • Must be approved as a qualified evaluator by the LEA's GB
Building-level administrators in their second year or higher with LEA	<ul style="list-style-type: none"> • Must have completed 30-hour QET and 30-hour CET • Must have a passing score on Qualified Evaluator Assessment and annual passing score on REIL Certified Evaluator Assessment • Must be approved annually as a qualified evaluator by the LEA's GB
New-to-the-position field specialist	<ul style="list-style-type: none"> • Must have completed 30-hour REIL QET • Must have a passing score on REIL Qualified Evaluator Assessment
Field specialists in their second year or higher with REIL-TNG	<ul style="list-style-type: none"> • Must have completed 30-hour QET and 30-hour CET • Must have a passing score on Qualified Evaluator Assessment and annual passing score on REIL Certified Evaluator Assessment • Must be approved annually as a qualified evaluator by the LEA's GB

Qualified and Certified Evaluator Resources



Evaluator Certification Process

The Rewarding Excellence in Instruction and Leadership: The Next Generation (REIL: TNG) program requires certified evaluator training in the first year of REIL:TNG implementation. REIL: TNG requires a 2-part training and qualification program for evaluators. Phase 1, a 30-hour qualified evaluator training (QET), ensures that all evaluators/observers can accurately use the observation instrument to correctly identify a teacher's instructional effectiveness level in a controlled setting. Phase 2, a 30-hour certified evaluator training (CET) ensures all evaluators/observers: (1) understand the rubrics and elements they are assessing; (2) implement effective observations and pre- and post-conference processes and procedures; and (3) maintain accurate ratings in the observation field.

Qualified Evaluator Training

Qualified evaluator training will focus on: (1) development of in-depth knowledge of the six rubrics contained in REIL's Learning Observation Instrument; (2) pre- and post-conferencing strategies, including identification of appropriate artifacts; (3) generation and monitoring of Educator Goal Plans; (4) use of note-taking protocols to document classroom observations; (4) and the alignment of REIL's teacher evaluation system with state requirements.

Outcomes:

- Describe the purposes of the evaluation process and the essential components of an evaluation system
- Describe the purpose, components, structure, and process of REIL's Learning Observation Instrument
- Describe the general characteristics of each performance level included on REIL's Learning Observation Instrument
- Apply specific criteria from REIL's Learning Observation Instrument to evaluate teacher effectiveness
- Accurately record and analyze evidence from observations in order to apply appropriate teacher effectiveness ratings
- Identify observation cycles
- Identify the importance of inter-rater agreement and reliability to the observation process
- Establish inter-rater agreement in a controlled setting
- Identify essential elements of effective pre-and post-conferences
- Identify the components of an effective Educator Goal Plan
- Develop appropriate goals for an Educator Goal Plan

The Qualified Evaluator Training Modules

The 30-hour Qualified Evaluator Training will consist of ten 3-hour modules. The modules will focus on specific rubrics from the REIL Learning Observation Instrument and content will be embedded and spiraled through these modules. Video clips will be incorporated to develop scoring consistency across training participants. Each module will include a participant assessment, and the final culminating assessment will determine qualification status of participants.

Module	Focus	Description
Module 1	Overview	<ul style="list-style-type: none"> • Learn the purpose, components, structure and process of the Learning Observation Instrument • Learn the names of 6 rubrics and describe the purpose statement in their own words • Accurately label, explain and demonstrate understanding of: <ol style="list-style-type: none"> 1. Changes and shifts in using teacher observations (purpose) 2. Rubrics, proficiency scores, elements, descriptors and settings (components) 3. Arrangement and relationship between rubrics, proficiency scores, elements, descriptors, and settings (structure) 4. Series of actions and steps of being observed, conferenced, scripted, and scored (process)
Module 2	Introduction to QET	<ul style="list-style-type: none"> • Apply the 7 Norms of Collaboration • Frame of Reference Training: <ol style="list-style-type: none"> 1. Identify and put aside own personal bias while evaluating 2. Discuss beliefs and implicit theories of practice and determine how it might influence ratings 3. Develop ongoing awareness of potential bias and focus on and rate using descriptors 4. Explain common rater errors to be aware of and avoid while evaluating • Compare/Contrast inter-rater reliability and inter-rater agreement • View, analyze and organize multiple script samples • Apply tips for scripting
Module 3	Pre-Conference	<ul style="list-style-type: none"> • Build rapport and learn how to confidently conduct an effective pre-conference • Observe and role-play steps of the pre-conference process • Select relevant questioning strategies to analyze critical attributes • Deliver supporting feedback to the teacher regarding their lesson planning and artifacts • Accurately identify teacher's proficiency level for elements scored in Pre-Conference setting
Module 4	Content Rubric	<ul style="list-style-type: none"> • Develop clear understanding of descriptors in all proficiency levels for each rubric element • View, script, analyze and score a video lesson for the Content Rubric • Apply Frame of Reference tips while making decisions regarding proficiency level ratings • Provide evidence using the script to score for all elements

Module	Focus	Description
Module 5	Formative Assessment Rubric	<ul style="list-style-type: none"> • Develop clear understanding of descriptors in all proficiency levels for each rubric element • Analyze sample artifacts from Pre and Post Conference elements • Apply Frame of Reference tips while making decisions regarding proficiency level ratings • Provide evidence from Pre and Post Conference evaluator notes to justify selected rating(s)
Module 6	Instructional Strategies Rubric	<ul style="list-style-type: none"> • Develop clear understanding of descriptors in all proficiency levels for each rubric element • View, script , analyze and score a video lesson for the Instructional Strategies and Content Rubric(s) • Apply Frame of Reference tips while making decisions regarding proficiency level ratings • Provide evidence using the script to score for all elements
Module 7	Learner Engagement Rubric	<ul style="list-style-type: none"> • Develop clear understanding of descriptors in all proficiency levels for each rubric element • View, script , analyze and score a video lesson for the Instructional Strategies, Content and Learner Engagement Rubric(s) • Apply Frame of Reference tips while making decisions regarding proficiency level ratings • Provide evidence using the script to score for all elements
Module 8	Learning Community Rubric	<ul style="list-style-type: none"> • Develop clear understanding of descriptors in all proficiency levels for each rubric element • View, script, analyze and score a video lesson for the Instructional Strategies, Content, Learner Engagement and Learning Community Rubric(s). • Apply Frame of Reference tips while making decisions regarding proficiency level ratings • Provide evidence using the script to score for all elements
Module 9	Post-Conference	<ul style="list-style-type: none"> • Learn how to confidently create an effective post-conference setting • Learn how to facilitate teacher’s analysis of their lesson and identify critical attributes to support selected scores for post-conference elements • Accurately identify teacher’s proficiency level for elements scored in Pre-Conference setting using evaluator’s notes and artifacts
Module 10	Final Observation & Assessment	<ul style="list-style-type: none"> • View pre-conference video and use evaluator notes to accurately select proficiency levels for pre-conference elements • View, script, analyze and score video lesson for all observation elements • View post-conference video and use evaluator notes to accurately select proficiency levels for post-conference elements

Certified Evaluator Training

A priority for certified evaluator training is the establishment and maintenance of inter-rater agreement, defined as “the degree to which two or more evaluators give the same rating to an identical observable situation.” Inter-rater agreement is of critical importance to the REIL: TNG program as performance-based incentives are partially generated as a result of scores educators receive on the observation rubrics. For this reason, we want to make sure we are accurately measuring educator practice, not an evaluator’s/observer’s perception of practice (measurement accuracy). In addition, we want to ensure ratings are applied evenly across educators and not dependent on whom the evaluator/observer is (credibility).

Activity	Minimum Time Frame	Content
Calibration Cadres	Approximately (3) 2- hour time blocks	<ul style="list-style-type: none"> • Groups of 4-5 Evaluators (consisting of 2-3 Evaluators, 1 District Representative, 1 MCESA Representative/Field Specialist) • Instructional Observations in live classrooms with scripting, scoring, and calibration discussion
Instructional Conference Professional Development	7-hour Workshop	<ul style="list-style-type: none"> • Participants will learn how to utilize highly effective post-conferencing skills to reinforce and refine LOI elements identified by a teacher as (s)he reflects, analyzes, demonstrates, and articulates levels of proficiency.
Co-Observations & Pre/Post Conferencing Support	(2) 2-hour blocks	<ul style="list-style-type: none"> • Principals will complete Observation Cycle with Field Specialist • Assistant Principals/Outreach Coordinators/Deans will complete Observation Cycle with Principal • Feedback to be provided on accuracy of scoring, selection of conference objectives, questioning strategies, and effectiveness of reinforcement and refinement to administrators
Video Scoring	(2) 3-hour time blocks	<ul style="list-style-type: none"> • Evaluators view videos (representative of teachers within the district) and score using CPS responders • Group discussion of quality of scripts, interpretation of scripts for scoring, interpretation of rubric language for scoring, common rater errors • Feedback to participants on the absolute score and rationale relative to participant scores • Reflection of participants on personal refinements to make on scoring practice
Additional Training	7+ hours	<ul style="list-style-type: none"> • Training based on needs of evaluators specific to each district • Any custom combination of the previous components may be used to provide practice or intervention with administrators. • Additional specialized support for individuals or small groups may be offered to address scoring misconceptions or inaccuracies.

Certified Evaluator Assessment

In order to be certified and eligible to evaluate, evaluators must demonstrate proficiency through the completion of an annual Certified Evaluator Assessment (CET). This secure assessment includes the viewing and scoring of multiple settings in the observation cycle, including a pre-conference, complete lesson, and a post-conference. Evaluators view and score two additional video lessons representing varied content and grade levels to demonstrate proficiency across varied educational settings. In addition to instructional delivery, an integral component of effective teaching is the use of data to inform instruction. Evaluators must be skilled in conferencing with teachers and providing feedback related to data analysis and planning. To demonstrate proficiency with these skills the CET includes the scoring of sample artifacts such as assessment data, student work, and lesson plans as well as the recording of related feedback related to an area of refinement and reinforcement for the teacher.

The Certified Evaluator Assessment is proctored, and scores and related data are shared with administrators. In order to be certified, evaluators must pass the assessment with 90% of elements to be scored within 1 point of the expert panel's scores, and 75% of elements to be exactly the same as the experts' scores. Evaluators receiving a score below proficiency are provided with support and interventions specific to their need.

The graphic on page 6 is a representation of the assessment.



Certified Evaluator Assessment

Welcome to the NCESA Certified Evaluator Assessment. This assessment will be administered in two sections.

Section One consists of five tasks.

1. Scoring a pre-conference.
2. Scoring a lesson.
3. Scoring and observation.
4. Scoring a post-conference.
5. Selecting an element for reinforcement and an element for refinement.

Section Two consists of scoring two classroom observations.



Section One consists of five tasks.

1. Scoring a pre-conference.
2. Scoring a lesson.
3. Scoring and observation.
4. Scoring a post-conference.
5. Selecting an element for reinforcement and an element for refinement.

Section One: Task One

▶ View the pre-conference.

▶ Score the pre-conference.

Section One: Task Two

▶ View the observation.

▶ Score the observation.

Section One: Task Three

▶ Submit observation script.

Section One: Task Four

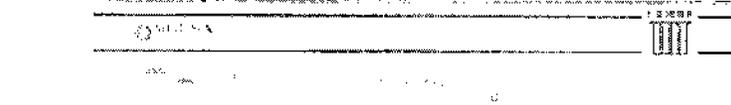
▶ View the post-conference.

▶ Score the post-conference.

Section One: Task Five

▶ Identify an element for reinforcement.

▶ Identify an element for refinement.



Section Two consists of two tasks.

1. Scoring and observation.
2. Scoring and observation.

Section Two: Task One

▶ View the observation.

▶ Score the observation.

Section Two: Task Two

▶ View the observation.

▶ Score the observation.

▶ Back to Main Menu

View the pre-conference below and be prepared to score it on the pre-conference elements:

1. Task Analysis
2. Real-Time Assessment
3. Modeling/Constructing Knowledge
4. Critical Thinking



▶ Back to Main Menu

Pre-Conference Score Sheet

Please select a score from 1-5 based on the Learning Observation Elements list for each element. Before you select submit your score and click on the END OF TEST button.

TASK ANALYSIS *

- 1
- 2
- 3
- 4
- 5

REAL-TIME ASSESSMENT *

- 1
- 2
- 3
- 4
- 5

MODELING / CONSTRUCTING KNOWLEDGE *

- 1
- 2
- 3
- 4
- 5

CRITICAL THINKING *

- 1
- 2
- 3
- 4
- 5

Continuous Certified Evaluator Assessment

All evaluators will be expected to score "meets" on the Annual Certified Evaluator Assessment. Previously trained evaluators will continue to ensure inter-rater reliability by participating in the Continuous Certified Evaluator Training and will also be expected to score "meets" on the Annual Certified Evaluator Assessment. The assessment will include the viewing/scoring of pre-scored artifacts and videotaped lessons. Successful completion of the annual evaluator assessment will result in an observer/evaluator becoming certified for one school year. Periodic re-calibration will be necessary within each school year to ensure consistent scoring of raters in the field.

Activity	Minimum Time Frame	Content
Calibration Cadres	Approximately (2) 2-hour time blocks	<ul style="list-style-type: none"> • Groups of 4-5 Evaluators (consisting of 2-3 Evaluators, 1 District Representative, 1 MCESA Representative/Field Specialist) • Instructional Observations in live classrooms with scripting, scoring, and calibration discussion
Co-Observations & Pre/Post Conferencing Support	(2) 2-hour blocks	<ul style="list-style-type: none"> • Principals will complete Observation Cycle with Field Specialist • Assistant Principals/Outreach Coordinators/Deans will complete Observation Cycle with Principal • Feedback to be provided on accuracy of scoring, selection of conference objectives, questioning strategies, and effectiveness of reinforcement and refinement to administrators
Video Scoring	(1) 3-hour time blocks	<ul style="list-style-type: none"> • Evaluators view videos (representative of teachers within the district) and score using CPS responders • Group discussion of quality of scripts, interpretation of scripts for scoring, interpretation of rubric language for scoring, common rater errors • Feedback to participants on the absolute score and rationale relative to participant scores • Reflection of participants on personal refinements to make on scoring practice
Additional Training	7+ hours	<ul style="list-style-type: none"> • Training based on needs of evaluators specific to each district • Any custom combination of the previous components may be used to provide practice or intervention with administrators. • Additional specialized support for individuals or small groups may be offered to address scoring misconceptions or inaccuracies. •

REIL-TNG Career Pathway Resources

Career Pathway Competencies-Master Educator

<p>Displays Unwavering Commitment to Students</p>	<p>ME.1.1 Sees work with students/education as life's purpose ME.1.2 Is emotionally invested in students' success and well-being, and is highly engaged in his/her work</p>
<p>Holds High Expectations</p>	<p>ME.2.1 Believes all students can achieve at high levels ME.2.2 Sets ambitious goals (at the classroom and individual levels) to ensure student success ME.2.3 Holds colleagues/mentees to high standards in delivering high-quality learning experiences for students</p>
<p>Plans and Implements Strategically</p>	<p>ME.3.1 Develops long- and short-term plans, aligned to standards and learning goals ME.3.2 Incorporates appropriate sequencing and interdisciplinary connections into planning ME.3.3 Develops individual learning plans for students that keep them on track to meet goals ME.3.4 Uses a variety of resources to support instruction ME.3.5 Manages time and resources effectively to maximize learning ME.3.6 Provides specific support to help colleagues/mentees improve and succeed</p>
<p>Exhibits Personal Accountability and Integrity</p>	<p>ME.4.1 Believes teachers have the responsibility and power to provide every student with an excellent education ME.4.2 Demonstrates professional self-efficacy regarding students' attainment of goals ME.4.3 Holds self responsible for shaping colleagues'/mentees' professional growth and supporting their students' success ME.4.4 Conducts him/herself in a way that demonstrates an understanding of the expectations of the profession, including code of ethics, legal guidelines, and professional standards</p>
<p>Uses Data and Feedback Purposefully</p>	<p>ME.5.1 Uses multiple, valid assessments (both formative and summative) to document student progress ME.5.2 Uses data to understand progress toward goals ME.5.3 Uses data, assessments and student feedback to inform instruction; knows when to adjust plans or adapt instruction in real time ME.5.4 Shares data with students to help them understand their progress and engage in a process of "assessment for learning" ME.5.5 Uses data to inform support and professional development opportunities for colleagues/mentees</p>
<p>Develops Culture</p>	<p>ME.6.1 Establishes and effectively implements rules, norms and procedures conducive to a positive, safe and organized learning environment ME.6.2 Maintains a goal-oriented culture among the classroom community ME.6.3 Fosters a culture in which students feel valued, value each other, and respect individual differences ME.6.4 Promotes a respectful, professional, goal-oriented culture among colleagues</p>

Career Pathway Competencies-Master Educator

Meets Diverse Needs	<p>ME.7.1 Values individual students strengths and needs, and uses this information to support their development</p> <p>ME.7.2 Collaborates with students to reflect on progress towards goals and design learning experiences</p> <p>ME.7.3 Differentiates instruction to meet diverse learning needs</p> <p>ME.7.4 Provides opportunities for students to demonstrate their learning in different ways</p> <p>ME.7.5 Makes accommodations to make content or activities accessible to students with exceptional needs (special education, ELL)</p> <p>ME.7.6 Provides ongoing, frequent, customized feedback to colleagues/mentees</p>
Builds Relationships	<p>ME.8.1 Personally connects, and exhibits care and compassion with all students</p> <p>ME.8.2 Values all students and respects their individual differences</p> <p>ME.8.3 Welcomes families' input and contributions to students' learning</p> <p>ME.8.4 Invites families to participate in the classroom experience</p> <p>ME.8.5 Respects the beliefs and norms of students and their families</p> <p>ME.8.6 Communicates frequently, effectively and in a positive manner with students' families</p> <p>ME.8.7 Develops a supportive, respectful and professional relationship with colleagues/mentees</p>
Has Child-Centered Focus	<p>ME.9.1 Demonstrates a commitment to working with children, and employs developmentally-appropriate strategies</p> <p>ME.9.2 Takes responsibility for developing the whole child (cognitive, linguistic, social, emotional, physical development)</p> <p>ME.9.3 Supports colleagues/mentees in providing developmentally-appropriate instruction</p>
Provides Quality Learning Experiences	<p>ME.10.1 Provides instruction and learning opportunities that engage students</p> <p>ME.10.2 Implements projects and learning opportunities that require students to think critically, ask questions, explore multiple perspectives and generate new approaches to problem-solving</p> <p>ME.10.3 Designs instruction that builds on students' prior knowledge and experiences, and allows them to make real-world and cross-curricular connections</p> <p>ME.10.4 Uses multiple representations and explanations</p> <p>ME.10.5 Uses a variety of resources and technologies to engage students and support learning</p> <p>ME.10.6 Provides high-quality learning experiences to colleagues/mentees that is tailored to their needs and allows them to improve significantly</p>
Supports Learning Communities	<p>ME.11.1 Helps students work productively to construct knowledge and achieve learning goals</p> <p>ME.11.2 Brings multiple student perspectives to discussions around content</p> <p>ME.11.3 Collaborates with colleagues to examine data, plan instruction and access resources</p> <p>ME.11.4 Collaborates with colleagues to meet various student needs (behavioral, etc.)</p> <p>ME.11.5 Support colleagues/mentees in working together to share best practices and grow professionally</p>

Career Pathway Competencies-Master Educator

Promotes Shared Leadership	<p>ME.12.1 Encourages students to share in decision-making that affects their classroom or learning</p> <p>ME.12.2 Actively shares responsibility for shaping and supporting the mission of the school as one of advocacy for learners and accountability for success</p> <p>ME.12.3 Leads professional learning activities or serves in other leadership roles</p>
Values Professional Growth	<p>ME.13.1 Sets personal goals (e.g., through a professional growth plan) for professional development</p> <p>ME.13.2 Seeks meaningful opportunities to develop knowledge and skills</p> <p>ME.13.3 Continuously reflects on practice in order to improve</p> <p>ME.13.4 Seeks opportunities to learn about or use new technologies</p> <p>ME.13.5 Encourages colleagues/mentees to seek out ongoing professional growth opportunities and reflect on their practice</p>
Demonstrates Content Mastery and Pedagogical Knowledge	<p>ME.14.1 Possesses an in-depth understanding of content taught in the classroom</p> <p>ME.14.2 Understands how students construct knowledge, and uses evidence-based practices to support learning and develop higher-order skills</p> <p>ME.14.3 Understands how his/her discipline relates to others; uses interdisciplinary themes to ground instruction</p>

Career Pathway Competencies-Peer Evaluator

Displays Unwavering Commitment to Students	<p>PE.1.1 Sees work with students/education as life's purpose</p> <p>PE.1.2 is emotionally invested in students' success and well-being, and is highly engaged in his/her work</p>
Holds High Expectations	<p>PE.2.1 Believes all students can achieve at high levels</p> <p>PE.2.2 Holds teachers to high standards in delivering high-quality learning experiences for students</p>
Plans and Implements Strategically	<p>PE.3.1 Develops personalized professional learning plans for teachers</p> <p>PE.3.2 Provides specific support to help teachers improve and succeed</p>
Exhibits Personal Accountability and Integrity	<p>PE.4.1 Believes teachers have the responsibility and power to provide every student with an excellent education</p> <p>PE.4.2 Holds self responsible for shaping teachers' professional growth and supporting their students' success</p> <p>PE.4.3 Conducts self in a way that demonstrates an understanding of the expectations of the profession, including code of ethics, legal guidelines, and professional standards</p> <p>PE.4.4 Demonstrates a commitment to the objective and appropriate usage of evaluation instruments and protocols</p> <p>PE.4.5 Maintains confidentiality regarding teachers' evaluations and evaluation-related information</p>
Uses Data and Feedback Purposefully	<p>PE.5.1 Uses data to inform support and professional development opportunities for teachers</p> <p>PE.5.2 Gathers feedback from teachers to improve support provided to them</p>
Develops Culture	<p>PE.6.1 Supports teachers in establishing classroom environments and cultures conducive to student success</p> <p>PE.6.2 Promotes a respectful, professional, goal-oriented culture among colleagues</p>
Meets Diverse Needs	<p>PE.7.1 Provides ongoing, frequent, customized feedback to teachers</p>
Builds Relationships	<p>PE.8.1 Develops a supportive, respectful and professional relationship with teachers</p>
Has Child-Centered Focus	<p>PE.9.1 Supports colleagues/mentees in providing developmentally-appropriate instruction</p>
Provides Quality Learning Experiences	<p>PE.10.1 Provides high-quality learning experiences to teachers that is tailored to their needs and allows them to improve significantly</p>
Supports Learning Communities	<p>PE.11.1 Collaborates with colleagues to share best practices in supporting teachers</p> <p>PE.11.2 Supports teachers in establishing collaborative learning strategies in their classrooms</p>
Promotes Shared Leadership	<p>PE.12.1 Actively shares responsibility for shaping and supporting the mission of the school as one of advocacy for learners and accountability for success</p>
Values Professional Growth	<p>PE.13.1 Sets personal goals for professional development</p> <p>PE.13.2 Seeks meaningful opportunities to develop knowledge and skills</p> <p>PE.13.3 Continuously reflects on practice in order to improve</p> <p>PE.13.4 Encourages teachers to seek out ongoing professional growth opportunities and reflect on their practice</p>
Demonstrates Content Mastery and Pedagogical Knowledge	<p>PE.14.1 Possesses an in-depth understanding of content taught by teachers to be evaluated/supported</p> <p>PE.14.2 Understands how students construct knowledge, and supports teachers in using evidence-based practices to support learning and develop higher-order skills</p> <p>PE.14.3 Supports teachers in using interdisciplinary themes to ground instruction</p>

Career Pathway Competencies-In Demand Teacher

Displays Unwavering Commitment to Students	<p>IDT.1.1 Sees work with students/education as life's purpose</p> <p>IDT.1.2 Is emotionally invested in students' success and well-being, and is highly engaged in his/her work</p>
Holds High Expectations	<p>IDT.2.1 Believes all students can achieve at high levels</p> <p>IDT.2.2 Sets ambitious goals (at the classroom and individual levels) to ensure student success</p>
Plans and Implements Strategically	<p>IDT.3.1 Develops long- and short-term plans, aligned to standards and learning goals</p> <p>IDT.3.2 Incorporates appropriate sequencing and interdisciplinary connections into planning</p> <p>IDT.3.3 Develops individual learning plans for students that keep them on track to meet goals</p> <p>IDT.3.4 Uses a variety of resources to support instruction</p> <p>IDT.3.5 Manages time and resources effectively to maximize learning</p>
Exhibits Personal Accountability and Integrity	<p>IDT.4.1 Believes teachers have the responsibility and power to provide every student with an excellent education</p> <p>IDT.4.2 Demonstrates professional self-efficacy regarding students' attainment of goals</p> <p>IDT.4.3 Conducts him/herself in a way that demonstrates an understanding of the expectations or the profession, including code of ethics, legal guidelines, and professional standards</p>
Uses Data and Feedback Purposefully	<p>IDT.5.1 Uses multiple, valid assessments (both formative and summative) to document student progress</p> <p>IDT.5.2 Uses data to understand progress toward goals</p> <p>IDT.5.3 Uses data, assessments and student feedback to inform instruction; knows when to adjust plans or adapt instruction in real time</p> <p>IDT.5.4 Shares data with students to help them understand their progress and engage in a process of "assessment for learning"</p> <p>IDT.5.5 Uses data to inform support and professional development opportunities for colleagues/mentees</p>
Develops Culture	<p>IDT.6.1 Establishes and effectively implements rules, norms and procedures conducive to a positive, safe and organized learning environment</p> <p>IDT.6.2 Maintains a goal-oriented culture among the classroom community</p> <p>IDT.6.3 Fosters a culture in which students feel valued, value each other, and respect individual differences</p> <p>IDT.6.4 Promotes a respectful, professional, goal-oriented culture among colleagues</p>
Meets Diverse Needs	<p>IDT.7.1 Values individual students strengths and needs, and uses this information to support their development</p> <p>IDT.7.2 Collaborates with students to reflect on progress towards goals and design learning experiences</p> <p>IDT.7.3 Differentiates instruction to meet diverse learning needs</p> <p>IDT.7.4 Provides opportunities for students to demonstrate their learning in different ways</p> <p>IDT.7.5 Makes accommodations to make content or activities accessible to students with exceptional needs (special education, ELL)</p>

Career Pathway Competencies-In Demand Teacher

Builds Relationships	<p>IDT.8.1 Personally connects, and exhibits care and compassion with all students</p> <p>IDT.8.2 Values all students and respects their individual differences</p> <p>IDT.8.3 Welcomes families' input and contributions to students' learning</p> <p>IDT.8.4 Invites families to participate in the classroom experience</p> <p>IDT.8.5 Respects the beliefs and norms of students and their families</p> <p>IDT.8.6 Communicates frequently, effectively and in a positive manner with students' families</p> <p>IDT.9.1 Demonstrates a commitment to working with children, and employs developmentally-appropriate strategies</p> <p>IDT.9.2 Takes responsibility for developing the whole child (cognitive, linguistic, social, emotional, physical development)</p>
Has Child-Centered Focus	<p>IDT.10.1 Provides instruction and learning opportunities that engage students</p> <p>IDT.10.2 Implements projects and learning opportunities that require students to think critically, ask questions, explore multiple perspectives and generate new approaches to problem-solving</p> <p>IDT.10.3 Designs instruction that builds on students' prior knowledge and experiences, and allows them to make real-world and cross-curricular connections</p> <p>IDT.10.4 Uses multiple representations and explanations</p> <p>IDT.10.5 Uses a variety of resources and technologies to engage students and support learning</p>
Supports Learning Communities	<p>IDT.11.1 Helps students work productively to construct knowledge and achieve learning goals</p> <p>IDT.11.2 Brings multiple student perspectives to discussions around content</p> <p>IDT.11.3 Collaborates with colleagues to examine data, plan instruction and access resources</p> <p>IDT.11.4 Collaborates with colleagues to meet various student needs (behavioral, etc.)</p>
Promotes Shared Leadership	<p>IDT.12.1 Encourages students to share in decision-making that affects their classroom or learning</p> <p>IDT.12.2 Actively shares responsibility for shaping and supporting the mission of the school as one of advocacy for learners and accountability for success</p>
Values Professional Growth	<p>IDT.13.1 Sets personal goals (e.g., through a professional growth plan) for professional development</p> <p>IDT.13.2 Seeks meaningful opportunities to develop knowledge and skills</p> <p>IDT.13.3 Continuously reflects on practice in order to improve</p> <p>IDT.13.4 Seeks opportunities to learn about or use new technologies</p>
Demonstrates Content Mastery and Pedagogical Knowledge	<p>IDT.14.1 Possesses an in-depth understanding of content taught in the classroom</p> <p>IDT.14.2 Understands how students construct knowledge, and uses evidence-based practices to support learning and develop higher-order skills</p> <p>IDT.14.3 Understands how his/her discipline relates to others; uses interdisciplinary themes to ground instruction</p>

Career Pathway Competencies-Turn-Around Principal

Displays Unwavering Commitment to Students	<p>TP.1.1 Sees work with students, particularly disadvantaged students, as life's purpose</p> <p>TP.1.2 Is emotionally invested in students' success and well-being, and is highly engaged in his/her work</p>
Holds High Expectations	<p>TP.2.1 Believes all students can achieve at high levels regardless of socioeconomic status</p> <p>TP.2.2 Sets ambitious goals for the success of the school and students</p> <p>TP.2.3 Builds a shared vision around collective goals and turnaround efforts</p> <p>TP.2.4 Communicates high expectations to staff regarding the delivery of high-quality learning experiences for students</p>
Plans and Implements Strategically	<p>TP.3.1 Develops a continuous improvement plan aligned to district goals</p> <p>TP.3.2 Sets measurable benchmarks and milestones in place to monitor progress toward goals</p> <p>TP.3.3 Manages time and allocates resources effectively to help school meet goals</p> <p>TP.3.4 Aligns all key decisions to established vision/goals</p> <p>TP.3.5 Evaluates ongoing programs, PD objectives and coaching cycles for their impact on attainment of student goals</p> <p>TP.3.6 Facilitates effective meetings and connects meeting content to goals</p> <p>TP.3.7 Implements effective strategies to recruit and retain high-quality teachers and place them in Career Pathway positions</p> <p>TP.3.8 Creates and maintains effective systems to support and monitor instructional priorities and minimize interruptions to instruction</p>
Exhibits Personal Accountability and Integrity	<p>TP.4.1 Believes principals have the responsibility and power to provide every student with an excellent education</p> <p>TP.4.2 Demonstrates professional self-efficacy regarding goal attainment for students (including particular subgroups) and the school as a whole</p> <p>TP.4.3 Holds self responsible for shaping staff members' professional growth</p> <p>TP.4.4 Conducts him/herself in a way that demonstrates an understanding of the expectations of the profession, including code of ethics, legal guidelines, and professional standards</p>
Uses Data and Feedback Purposefully	<p>TP.5.1 Uses multiple data points and longitudinal measures to assess the school's strengths, weaknesses and progress toward goals</p> <p>TP.5.2 Uses data to inform support and professional development opportunities for staff</p> <p>TP.5.3 Shares data and related information with students, staff and parents</p> <p>TP.5.4 Encourages staff to use data to inform conversations and shape improvement efforts</p>
Develops Culture	<p>TP.6.1 Promotes a respectful, professional, goal-oriented culture among staff</p> <p>TP.6.2 Establishes a clear and effective process for conflict resolution</p> <p>TP.6.3 Acknowledges and celebrates successes in relation to goals</p>
Meets Diverse Needs	<p>TP.7.1 Provides ongoing, frequent, customized feedback to each staff member</p> <p>TP.7.2 Ensures PD training objectives are differentiated for flexible groups based on content knowledge, content best practices and/or instructional element needs identified in individual growth plans</p>

Career Pathway Competencies-Turn-Around Principal

Builds Relationships	<p>TP.8.1 Personally connects, and exhibits care and compassion with all students</p> <p>TP.8.2 Welcomes parents as true partners of the school community, and invites them to participate in/contribute to student learning experiences</p> <p>TP.8.3 Is respectful of students and families from low-income communities</p> <p>TP.8.4 Reaches out to the local community to develop partnerships to support the success of the school and students</p> <p>TP.8.5 Structures frequent opportunities for meaningful interactions with students and staff</p> <p>TP.8.6 Communicates effectively, using multiple vehicles on an ongoing basis, with students, staff and parents regarding expectations and progress</p> <p>TP.8.7 Establishes processes for two-way communications regarding concerns, decisions, planning and progress</p>
Has Child-Centered Focus	<p>TP.9.1 Demonstrates a commitment to working with children</p> <p>TP.9.2 Takes responsibility for providing opportunities that develop the whole child (cognitive, linguistic, social, emotional, physical development)</p>
Provides Quality Learning Experiences	<p>TP.10.1 Provides high-quality learning experiences to staff that are tailored to their needs and allow them to improve significantly</p> <p>TP.10.2 Conducts efficient pre- and post- conferences, and regularly observes teachers</p>
Supports Learning Communities	<p>TP.11.1 Encourages staff to work collaboratively to improve their practice and make progress toward the attainment of goals</p> <p>TP.11.2 Engages staff in curriculum planning, implementation, monitoring and refinement</p>
Promotes Shared Leadership	<p>TP.12.1 Maintains responsibility but demonstrates shared leadership with staff</p> <p>TP.12.2 Encourages staff to contribute significantly to decision-making processes and program implementation focused on school turnaround efforts</p> <p>TP.12.3 Actively shares responsibility for shaping and supporting the mission of the school as one of advocacy for learners and accountability for success</p> <p>TP.12.4 Engages in transparent decision- making; provides a process for staff, parents and students to identify challenges and participate in solving them or making decisions</p>
Values Professional Growth	<p>TP.13.1 Provides staff with meaningful opportunities (e.g., Career Pathway positions) to develop their knowledge and skills</p> <p>TP.13.2 Sets personal goals (e.g., through a professional growth plan) for professional development</p> <p>TP.13.3 Continuously reflects on practice in order to improve</p>
Demonstrates Content Mastery and Pedagogical Knowledge	<p>TP.14.1 Possesses a high-level understanding of content taught in classrooms</p> <p>TP.14.2 Ensures curriculum goes beyond state standards and requires higher-level thinking</p>

Master Educator



Peer Evaluator

PHASE ONE

1. Applicants complete and submit applications

2. Receive applicant information

3. Enter applicant information into database

4. Applicants complete screening profiles (HUMANeX Ventures)

8. Collect and score applicants' video submissions (internal and external applicants)

7. Acquire applicants' pre-screener results (HUMANeX Ventures)

6. Acquire applicants' evaluation data and submit to BFK

5. Provide applicants' value-added data to BFK

11. Rank applicants by Phase One results and place into priority groups

12. Make selection decisions and submit candidate names to their respective districts

10. Normalize and calculate applicants' Phase One results

13. Approve candidates

14. Inform selected candidates of their status

17. Make selection decisions and submit candidate names to their respective districts

16. Review writing samples and AEPA results

15. Screen résumés of remaining candidates in order of Phase One results

PHASE TWO

18. Approve candidates

20. Interview remaining candidates

21. Make selection decisions and submit names to their respective districts

22. Approve candidates

23. Inform all candidates of selected/not selected status

In-Demand Teacher

PHASE ONE

1. Applicants complete and submit applications
2. Receive applicant information
3. Enter applicant information into database
4. Applicants complete screening profiles (Haberman and HUMANeX Ventures)

5. Provide applicants' value-added data to BFK
6. Acquire applicants' evaluation data and submit to BFK
7. Acquire applicants' pre-screener scores (Haberman and HUMANeX Ventures)
8. Collect and score applicants' video submissions (external applicants only)

9. Enter Phase One data into database
10. Normalize and calculate applicants' Phase One results
11. Rank applicants by Phase One results and place into priority groups
12. Make selection decisions and submit candidate names to their respective districts

13. Approve candidates
14. Inform selected candidates of their status
15. Screen resumes of remaining candidates in order of Phase One results
16. Review AEPA results

PHASE TWO

17. Make selection decisions and submit candidate names to their respective districts
18. Approve candidates
19. Inform selected candidates of their status
20. Interview remaining candidates
21. Make selection decisions and submit candidate names to their respective districts
22. Approve candidates
23. Inform all candidates of selected/not selected status

Turnaround Teacher

PHASE ONE

1. Applicants complete and submit applications	2. Receive applicant information	3. Enter applicant information into database	4. Applicants complete screening profiles (Haberman and HUMANeX Ventures)
5. Enter Phase One scores into database	7. Acquire applicants' pre-screener results (Haberman and HUMANeX Ventures)	6. Acquire applicants' evaluation data and submit to BFK	5. Provide applicants' value-added data to BFK
6. Normalize and calculate Phase One scores	12. Make selection decisions and submit candidate names to their respective districts	13. Approve candidates	14. Inform selected candidates of their status
7. Approve candidates	16. Review writing samples	15. Screen résumés of remaining candidates in order of Phase One results	
8. Inform selected candidates of their status	21. Make selection decisions and submit candidate names to their respective districts	22. Approve candidates	23. Inform all candidates of selected/not selected status

Turnaround Principal

PHASE ONE

1. Applicants complete and submit applications

2. Receive applicant information

3. Enter applicant information into database

4. Applicants complete screening profiles (Haberman, HUMANeX Ventures and Judgment Index)

5. Provide applicants' value-added data to BFK

6. Acquire applicants' evaluation data and submit to BFK

7. Acquire applicants' pro-screener scores (Haberman, HUMANeX Ventures and Judgment Index)

8. Collect and score applicants' video submissions (external applicants only)

9. Input, normalize and calculate applicants' Phase One results

10. Rank applicants by Phase One results and place into priority groups

11. Make selection decisions and submit candidate names to their respective districts

12. Approve candidates

PHASE TWO

13. Inform selected candidates of their status

14. Screen résumés of remaining candidates in order of Phase One results

15. Review writing samples

16. Make selection decisions and submit candidate names to their respective districts

17. Approve candidates

18. Inform selected candidates of their status

19. Interview remaining candidates

20. In the event of a tie, or if additional information is needed) Conduct performance interviews

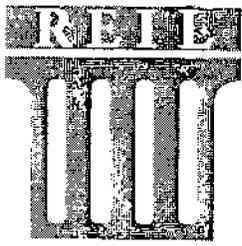
21. Make selection decisions and submit candidate names to their respective districts

22. Approve candidates

23. Inform all candidates of selected/not selected status

Assessment Development

5 Year Plan



**Assessment
Development
5 Year Plan**

	<i>Stage 1</i>	<i>Stage 2</i>	<i>Stage 3</i>	<i>Stage 4</i>	<i>Stage 5</i>	<i>Stage 6</i>
	Developing and Writing	Editing and Reviewing	Field Test and Psychometric Data Analysis	Professional Development for Implementation	Operational Forms in Use	Refresh Operational Forms
Year 1: July 2012-2013						
Elementary: 3 rd and 8 th gr. Art, 3 rd and 8 th gr. Music, 3 rd & 8 th grade PE 6 post assessments				√	√	
Beginning Band, Beginning Choir, HS PE, HS art, Theater, Dance 5 post assessments			√			
Elem and HS Arts, Music, PE 11 pre assessments and performance assessments		√	√			
Social Studies - 6, 7, 8 Social Studies, US History, World History, Government, Economics 7 post assessments	√	√				
Social Studies- 6, 7, 8 Social Studies, US History, World History, Government, Economics 7 pre assessments	√					
Science - Elem 5-8, Biology, Chemistry, Physics 7 post assessments	√					
Science - Elem 5-8, Biology, Chemistry, Physics 7 pre assessments	√					
Year 2: July 2013-2014						
Elementary: 3 rd and 8 th gr. Art, 3 rd and 8 th gr. Music, 3 rd & 8 th grade PE 6 post assessments						
Beginning Band, Beginning Choir, HS PE, HS art, Theater, Dance 5 post assessments				√	√	
Elem and HS Arts, Music, PE 11 pre assessments				√	√	

Social Studies– 6, 7, 8 Social Studies, US History, World History, Government, Economics 7 post assessments			√	√	√	
Social Studies– 6, 7, 8 Social Studies, US History, World History, Government, Economics 7 pre assessments		√	√	√		
Science – Elem 5-8, Biology, Chemistry, Physics 7 post assessments		√	√			
Science – Elem 5-8, Biology, Chemistry, Physics 7 pre assessments		√	√			
Year 3: July 2014-2015						
Social Studies – 6, 7, 8 Social Studies, US History, World History, Government, Economics 7 pre assessments					√	
Science – Elem 5-8, Biology, Chemistry, Physics 7 post assessments				√	√	
Science – Elem 5-8, Biology, Chemistry, Physics 7 pre assessments				√	√	
Single Electives – Develop and field test 10 pre and post assessments together for 5 courses	√	√	√			
Year 4-5: 2015-2017						
Elem. and HS art, music and PE: 11 pre and post assessments						√
Social Studies 7 pre and post assessments						√
Single Electives – Develop and field test 10 pre and post assessments for 5 courses				√	√	

Assessment Development Process

Assessment Development is divided into six stages in this plan. Each stage encompasses a lengthy list of activities and responsibilities.

Stage one is *Developing and Writing*. This stage begins with background preparations of the content materials for use in the Assessment System and in the development activities. Next is the recruitment of teachers who are content experts in the areas of the assessments in development. At least ten teachers and one facilitator per test are needed. Once these professionals have been identified, then training and writing begins. Each team writes item specifications, assessment blueprints and test items. If the assessment is a multiple choice test, then at least 55 items need to be written for a 45 question test. If the assessment is performance based, then the team writes performance tasks and a rubric.

Stage two is *Editing and Reviewing*. This entails creating the design of a field test including, recruiting participants and supporting them with the logistics of the implementation. While this is happening, the field test materials are being reviewed and edited by no less than five editors for style, cognitive level, content and bias. The items are entered into the Assessment System and graphics are created or their permissions are secured.

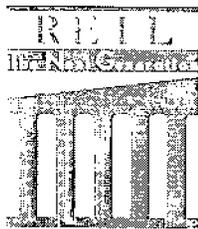
Stage three is *Field Test and Psychometric Analysis*. This stage begins with generating a test map in order create the different test forms for the field test. Test Administration Manuals are created and one more quality control check is performed before schools begin the field test trails. The field test researcher visits schools to observe students taking the test and collect both qualitative and quantitative data about the process. Once all of the trials are completed, a three parameter psychometric analysis is conducted to determine the reliability and validity of the items. Any items that do not perform are removed.

Stage four is *Professional Development for Implementation*. In this stage, MCESA staff provides professional development to schools who will be receiving the assessments on these topics: using the Test Administration Manual and establishing a protocol for testing conditions, using item specifications as a curriculum document, scoring performance based assessments, and ethics and security in the field of assessment.

Stage five is *Operational Forms in Use*. First, two versions of the test are constructed and any remaining items are placed in reserve for future use. The tests are then published in the Assessment System for use by schools.

Stage six is *Refresh Operational Forms*. All assessments are living documents and need continual monitoring and maintenance. Test data is analyzed to determine if items need to be retired and replaced. New test forms are then generated and published to the system.

REIL-TNG Professional Learning Series Resources



Year One

Professional Learning Series

Year one Professional Learning Series is comprised of four focused series; The Learning Series, The Coaching Series, The Leading Series, and The Evaluating Series. Learning, Coaching, and Leading are directly related to the Learning, Coaching, and Leading Observation Instruments, and Evaluating is designed administrators that are evaluating using each of the instruments.

Each series contains multiple courses, and each course includes an on-line video module available for any time access, face-to face workshops delivered through a trainer-of-trainer model, and follow-up coaching support provided by participating districts.

LEARNING		LEADING	
LOI Overview* (3 hrs)	COI Overview (3 hrs)	LdOI Overview (3 hrs)	LdOI Overview (3 hrs)
Navigating the Standards (3 hrs) or (12 hrs) (AZ Common Core Standards: ELA, Mathematics, and/or Science)	Learning Series Year 1 Introduction to Coaching & Relationships (6 hrs)	Learning Series Year 1 Workshops LOI Qualified Evaluator Training (30 hours)	LdOI QET (30 hours) LdOI Certified Evaluator Training (30 hours)
Objective Writing (2 hrs) (AZ Common Core Standards: ELA, Mathematics, and/or Science)	Post Conference Data Gathering, Reinforcement/Refinement, and Conference Process***	LOI Certified Evaluator Training (30 hrs) (Leading Instruction Rubric: Analysis of Instruction and Post Conference & Job-Embedded Reliability Calibration)	Leading Series: Year-long Professional Development Planning*** (6 hrs)
Lesson Design (2 hrs) (AZ Common Core Standards: ELA, Mathematics, and/or Science)	Student Needs Analysis & Instructional Analysis	Implementing the Standards 1 (6 hrs) (AZ Common Core Standards: ELA or Math)	
Modeling (2 hrs)	Progress Monitoring*** and Coaching Cycles (goals)		
Guided Practice and Check for Understanding (2 hrs)	PD Training***	PD Training & CIP: Action Plans (6 hrs) (Year-long Professional Development Planning)	
Constructing Knowledge (AZ Common Core Standards: Mathematics and/or Science) (4 hrs)	Group Facilitation*** Standards Implementation***	(Selected Coaching Workshops)	
Modifying Instruction (2 hrs)			

Year One Professional Development Plan

A comprehensive schedule, rolling out the four series with their specific differentiation for targeted groups, has been created with the complexities of school district calendars in mind. For the Learning Series, Trainer of Trainers begins in June and teachers complete the final workshop in March, prior to the state standardized testing window.

Year One Professional Development Plan

		JUN	JUL	AUG	SEP	OCT	NOV	JAN	FEB	MAR
Learning Series	Trainer of Trainers									
	Teacher, AP, Principals, District Superintendents									
	Teachers									
Coaching Series	Trainer of Trainers (for Districts)									
	Trainer of Trainers (for Districts)									
	AP, Principals, District Superintendents									
Coaching Series	Trainer of Trainers for AP, Principals, District Superintendents (for Districts)									
	Trainer of Trainers (for Districts)									
	AP, Principals, District Superintendents									
Evaluating Series	Trainer of Trainers for AP, Principals, District Superintendents (for Districts)									
	Trainer of Trainers (for Districts)									
	AP, Principals, District Superintendents									
Evaluating Series	Trainer of Trainers for AP, Principals, District Superintendents (for Districts)									
	Trainer of Trainers (for Districts)									
	AP, Principals, District Superintendents									

Example Year One Learning Series Content

Year One Learning Series consists of eight courses for initial professional development aligned to AZ Content Standards and REIL Learning Observation Instrument elements. In addition to online video modules and follow-up coach support, each course is offered through face-to-face workshops delivered through a trainer-of-trainer model. Each workshop

focuses on the foundations of instruction aligned directly to specific elements in the Learning Observation Instrument. For example, the workshop titled Lesson Design covers the steps and processes of creating a lesson plan with aligned sub-objectives and real-time assessments, and addresses the elements of Task Analysis, Teacher Role, Instructional Approach, Real-Time Assessment, and Critical Thinking.

LEARNING

LOI Overview* (3 hrs)

Navigating the Standards (3 hrs) or (12 hrs)
(AZ Common Core Standards: ELA, Mathematics, and/or Science)

Objective Writing (2 hrs)
(AZ Common Core Standards: ELA, Mathematics, and/or Science)

Lesson Design (2 hrs)
(AZ Common Core Standards: ELA, Mathematics, and/or Science)

Modeling (2 hrs)

Guided Practice and Check for Understanding (2 hrs)

Constructing Knowledge (AZ Common Core Standards: Mathematics and/or Science) (4 hrs)

Modifying Instruction (2 hrs)

REIL Rewarding Excellence in Instruction & Leadership
Learning Observation Instrument (Learn More)

CONTENT RUBRIC

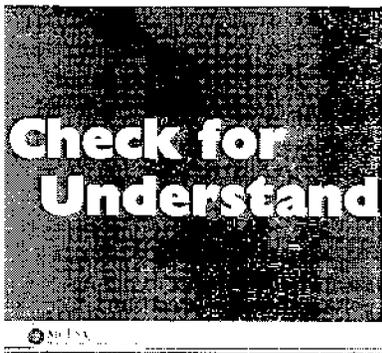
Element	Description	Indicator	Level 1	Level 2	Level 3	Level 4
1.1	Establishes a safe and respectful learning environment for all students.	1.1.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.2	Establishes a safe and respectful learning environment for all students.	1.2.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.3	Establishes a safe and respectful learning environment for all students.	1.3.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.4	Establishes a safe and respectful learning environment for all students.	1.4.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.5	Establishes a safe and respectful learning environment for all students.	1.5.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.6	Establishes a safe and respectful learning environment for all students.	1.6.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.7	Establishes a safe and respectful learning environment for all students.	1.7.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.8	Establishes a safe and respectful learning environment for all students.	1.8.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.9	Establishes a safe and respectful learning environment for all students.	1.9.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.10	Establishes a safe and respectful learning environment for all students.	1.10.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.11	Establishes a safe and respectful learning environment for all students.	1.11.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.12	Establishes a safe and respectful learning environment for all students.	1.12.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.13	Establishes a safe and respectful learning environment for all students.	1.13.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.14	Establishes a safe and respectful learning environment for all students.	1.14.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.15	Establishes a safe and respectful learning environment for all students.	1.15.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.16	Establishes a safe and respectful learning environment for all students.	1.16.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.17	Establishes a safe and respectful learning environment for all students.	1.17.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.18	Establishes a safe and respectful learning environment for all students.	1.18.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.19	Establishes a safe and respectful learning environment for all students.	1.19.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.
1.20	Establishes a safe and respectful learning environment for all students.	1.20.1	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.	Establishes a safe and respectful learning environment for all students.

Trainers that participate in the face-to-face workshops are supplied with a script, multimedia presentation including videos of classroom footage, and the necessary materials to ensure a rigorous and engaging workshop. (Samples of these items are included on the next page.)

Facilitator Script

Facilitator Displays	Facilitator Says	Facilitator Does and/or Distributes
	<p>Welcome to Foundations of Instruction: Lesson Design.</p> <p>This workshop is intended to provide you with the foundational knowledge necessary for deep understanding of the effective instructional practices described in the REIL Learning Observation Instrument. It is not about any one specific LOI Element, rather it provides you with a framework for designing effective lessons that align to the LOI Elements.</p>	
	<p>You will also be gaining the knowledge and skills necessary to train on this workshop in your own schools and districts. This workshop is supported by the Participant Workbook, which has two functions. First, it summarizes the content included on the Workshop Presentation slides, and it provides you with a place to take notes and complete performance activities.</p>	Reference the Participant Workbook
	<p>You have the PDF version of this workbook on your Facilitator flash drive.</p>	

Facilitator Presentation



Check for Understanding

- Quantity
- Quality
- Critical Thinking

Student Actions Check for Understanding

Student Action	Check for Understanding	Why	Teacher Response
1. I can describe the purpose of the lesson.	Quantity		
2. I can identify the main idea of the lesson.	Quality		
3. I can explain how the main idea is supported by the evidence.	Critical Thinking		
4. I can identify the main idea of the lesson.	Quantity		
5. I can explain how the main idea is supported by the evidence.	Quality		

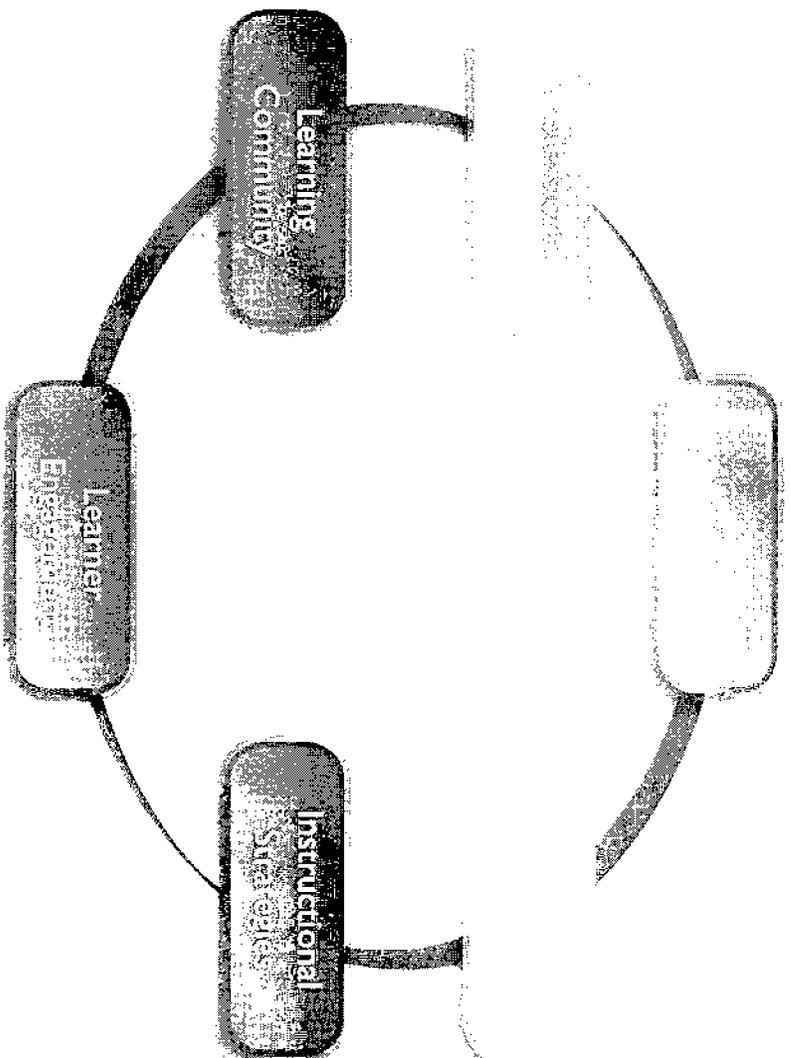
Participant Workbook



Foundations of Instruction: Lesson Design				
Standard or Performance Objective: Lesson Objective: Evidence of Learning: ◀				
Sub-Objective	Teacher Actions	Student Actions	Check for Understanding	Modifications
▲	▲	▲	▲	▲

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REIL-TNG Learning Observation Resources



Learning Observation Instrument

July 2012



Acknowledgement Page



The *Learning Observation Instrument* is the result of a collaborative effort to create a cross-district teacher observation tool to be used as part of a performance-based evaluation system. Maricopa County Education Service Agency, along with the six partner districts implementing the federally-funded *Rewarding Excellence in Instruction and Leadership* program, led this comprehensive effort to establish a rigorous, transparent, and fair evaluation system that recognizes excellence and supports the professional growth of teachers.

The following people/groups are acknowledged for their contribution in the development and revision of the REIL Learning Observation Instrument:

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Isaac Elementary School District Teacher Evaluation Transition Team	REIL Extend District/School Personnel
Nadaburg Unified School District Teacher Evaluation Transition Team	REIL Cross-District Teacher and Principal Evaluation Teams
Phoenix Union High School District Teacher Evaluation Transition Team	REIL Cross-District Rubric-Specific Teams and SuperUser Group
Tolleson Elementary School District Teacher Evaluation Transition Team	
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Darcy Moody, REIL Field Specialist	
Dr. Greg Sackos, REIL Field Specialist	

In addition, several bodies of work were reviewed to assist in the development process including:

- Arizona Professional Teaching Standards
- DC Impact Teaching and Learning Framework
- Framework for Teaching (Charlotte Danielson)
- Glendale Elementary School District Teacher Evaluation Instrument
- In-TASC Model Core Teaching Standards, CCSSO
- Teacher Advancement Program Teaching Skills, Knowledge and Responsibility Standards (National Institute for Excellence in Teaching)
- Teacher Improvement of Instruction Evaluation System (TIES), Covey and Associates
- Teach for Success Observation Protocol (WestEd)



Rewarding Excellence in Instruction & Leadership Learning Observation Instrument (Classroom teachers)

CONTENT RUBRIC

Aligns with In-TASC Standard 2 (Learning Differences), 4 (Content Knowledge), 5 (Application of Content), 7 (Planning for Instruction), and 8 (Instructional Strategies). The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Element	Descriptors	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.	Meets criteria at levels 3 and 4.	Meets criteria at levels 3 and 4.	Meets criteria at levels 3 and 4.	Meets criteria at levels 3 and 4.	Meets criteria at levels 3 and 4.
Conceptual Understanding	<p>Guides all students to create or select their own representations and explanations of concepts; ensures students demonstrate understanding of concepts through multiple ways/examples.</p> <p>Utilizes questions at essential sub-objectives with increasing complexity or depth of content that are differentiated according to student cognitive level. (2a, 2c, 4a, 8i)</p>	<p>Utilizes effective representations and explanations of concepts throughout the lesson that capture key ideas and details that build conceptual understanding in the discipline; prompts students to demonstrate understanding of concepts through multiple ways/examples.</p> <p>Utilizes questions at essential sub-objectives with increasing complexity or depth of content; surface learner misconceptions that may interfere with learning. (2a, 4a, 4e, 8i)</p>	<p>Utilizes representations and explanations of concepts (e.g., comparisons, analogies, examples, TPE, reading, manipulatives, anchor charts, graphic organizers) that capture key ideas and details that build conceptual understanding in the discipline.</p> <p>Utilizes questions at essential sub-objectives that support student understanding in the discipline and stimulate discussion for a specific purpose (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, encouraging students to question and analyze ideas from diverse perspectives); (4a, 4b, 8i)</p>	<p>Utilizes representations and explanations of concepts that capture key ideas essential to build understanding of the lesson outcome.</p> <p>Utilizes questions within the lesson to probe for learner understanding related to the lesson outcome. (4a, 8i)</p>	<p>Utilizes representations and/or explanations of concepts that capture some key ideas to build understanding of the lesson outcome.</p> <p>Utilizes questions within the lesson to stimulate discussion. (4a, 8i)</p>			
Pre -Conf.								
Post-Conf.								

FORMATIVE ASSESSMENT RUBRIC

Aligns with In-TASC Standard 1 (Learner Development), 6 (Assessment), 7 (Planning for Instruction), and 8 (Instructional Strategies)

The *Formative Assessment* rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the observed lesson objective.

Element	Descriptors		Plans appropriate during and end-of-lesson assessment(s) (e.g., student recording, artifacts, monitoring notes, verbal response) aligned to the lesson objective that are designed to elicit information necessary to adjust instruction at the sub-objective level.	Plans real-time assessment(s) aligned to the lesson objective, that are designed to elicit overt responses from students multiple times during the lesson.	Plans real-time assessment(s) designed to elicit an overt response from students.	
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Real-Time (during & end-of-lesson) Assessment	Assessment	Plans appropriate during and end-of-lesson assessment(s) that are designed to elicit the information necessary throughout the lesson in order to adjust instruction at the individual student level. (1a, 6a, 6b, 7d, 8b)	Plans appropriate during and end-of-lesson assessment(s) that are designed to elicit the information necessary throughout the lesson in order to adjust instruction at the sub-group level. (1a, 6a, 6b, 7d, 8b)	Plans real-time assessment(s) aligned to the lesson objective, that are designed to elicit overt responses from students multiple times during the lesson. (6a, 6b)	Plans real-time assessment(s) designed to elicit an overt response from students. (6a)	
	Observation	Post-Conf.	Articulates and presents evidence of student progress, relative to rigorous short-term (e.g., unit, series of lessons) and long-term (e.g., end-of-year) goals in order to guide planning. Presents evidence that nearly all students (95-100%) met the lesson objective. (6c, 6g, 8b)	Articulates and presents evidence of student progress, relative to rigorous short-term (e.g., unit, series of lessons) and long-term (e.g., end-of-year) goals in order to guide planning. Presents evidence that most of the students (75-94%) met the lesson objective. (6c, 6g, 7f, 8b)	Articulates and presents evidence of student progress to guide planning. Presents evidence that nearly all students (95-100%) demonstrate progress (growth) relative to the lesson objective. (6c)	Articulates student progress; 75%-94% of students demonstrate progress (growth).
Student Progress	Observation	Post-Conf.	Articulates and presents evidence of student progress, relative to rigorous short-term (e.g., unit, series of lessons) and long-term (e.g., end-of-year) goals in order to guide planning. Presents evidence that nearly all students (95-100%) met the lesson objective. (6c, 6g, 8b)	Articulates and presents evidence of student progress, relative to rigorous short-term (e.g., unit, series of lessons) and long-term (e.g., end-of-year) goals in order to guide planning. Presents evidence that most of the students (75-94%) met the lesson objective. (6c, 6g, 7f, 8b)	Articulates and presents evidence of student progress to guide planning. Presents evidence that nearly all students (95-100%) demonstrate progress (growth) relative to the lesson objective. (6c)	Articulates student progress; 75%-94% of students demonstrate progress (growth).
	Pre-Conf.	Observation	Articulates and presents evidence of student progress, relative to rigorous short-term (e.g., unit, series of lessons) and long-term (e.g., end-of-year) goals in order to guide planning. Presents evidence that nearly all students (95-100%) met the lesson objective. (6c, 6g, 8b)	Articulates and presents evidence of student progress, relative to rigorous short-term (e.g., unit, series of lessons) and long-term (e.g., end-of-year) goals in order to guide planning. Presents evidence that most of the students (75-94%) met the lesson objective. (6c, 6g, 7f, 8b)	Articulates and presents evidence of student progress to guide planning. Presents evidence that nearly all students (95-100%) demonstrate progress (growth) relative to the lesson objective. (6c)	Articulates student progress; 75%-94% of students demonstrate progress (growth).
Correct Level of Difficulty	Observation	Post-Conf.	Produces evidence that real-time assessments are at the correct level of difficulty at the individual student level. (6a)	Produces evidence that real-time assessments are at the correct level of difficulty for more than half of the students, as evidenced by pre/post assessments(s) and student work. (6a)	Produces evidence that real-time assessments are at the correct level of difficulty for more than half of the students, as evidenced by pre/post assessment(s) or student work. (6a)	Produces evidence that real-time assessment(s) are at the correct level of difficulty for less than half of the students. (6a)
	Observation	Post-Conf.	Produces evidence that real-time assessments are at the correct level of difficulty at the individual student level. (6a)	Produces evidence that real-time assessments are at the correct level of difficulty for more than half of the students, as evidenced by pre/post assessment(s) or student work. (6a)	Produces evidence that real-time assessments are at the correct level of difficulty for more than half of the students, as evidenced by pre/post assessment(s) or student work. (6a)	Produces evidence that real-time assessment(s) are at the correct level of difficulty for less than half of the students. (6a)

INSTRUCTIONAL STRATEGIES RUBRIC

Aligns with In-TASC Standard 2 (Learning Differences), 3 (Learning Environment), 6 (Assessment), 7 (Planning for Instruction), and 8 (Instructional Strategies)

The *Instructional Strategies* rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

Element		Descriptors					
Teacher Role		Varies teacher role (e.g., teacher-led, facilitation of student learning) effectively and consistently in relation to content and purpose of instruction, and the needs of individual learners. (8d)	Varies teacher role (e.g., teacher-led, facilitation of student learning) effectively and consistently in relation to content and purpose of instruction, and the needs of sub-groups of learners. (8d)	Varies teacher role (e.g., teacher-led, facilitation of student learning) effectively during the instructional process in relation to content and purpose of instruction. (8d)	Varies teacher role (e.g., teacher-led, facilitation of student learning) during the instructional process to support learning outcomes. (8d)	Varies teacher role (e.g., teacher-led, facilitation of student learning) during the instructional process. (8d)	
Pre-Conf.	Observation						
Post-Conf.							
Instructional Approach	Explicitly models an exemplary product/performance, free of distractions, by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition.	Explicitly models an exemplary product/procedure/ performance by labeling steps or concepts with precise academic vocabulary and clear articulation of meta-cognition.	Explicitly models an exemplary product/procedure/performance by labeling steps or concepts with precise academic vocabulary.	Supports students, at essential sub-objectives in using clear academic vocabulary/labels (verbal, written, or non-linguistic representation) to solidify learning.	Models a task/performance by labeling the steps/criteria.	Provides clear directions for a procedure or shows an example of a product or performance.	
	AND/OR Presents problems/situations and allows open-ended processing of thinking or experimentation; uses precise academic vocabulary while eliciting student predictions or conjectures about content, and supporting students in justifying their ideas. (6f, 8d, 8e, 8f, 8i)	AND/OR Presents problem/situation and allows open-ended processing of thinking or experimentation; uses precise academic vocabulary while clarifying their understandings/ misunderstandings, developing explanations, and communicating ideas. (6f, 8d, 8e, 8f, 8i)	AND/OR Presents problem/situation and allows open-ended processing of thinking or experimentation; uses precise academic vocabulary while clarifying understandings.	AND/OR Presents problem/situation and allows open-ended processing of thinking or experimentation; uses precise academic vocabulary/labels (verbal, written, or non-linguistic representation) to solidify learning. (8d, 8e, 8f, 8i)	AND/OR Presents problem/situation to allow open-ended processing of thinking or experimentation. (8e, 8e)	AND/OR Presents problem/situation with discussion. (8d)	
Pre-Conf.							
Post-Conf.							

Element	Descriptors				
Practice/ Aligned Activity	Engages all students in examining their own thinking and/or learning; students effectively provide support for one another. (3b, 6f)	Provides sufficient, aligned practice or conceptual development activity aligned to appropriate sub-objective(s).	Provides sufficient, aligned practice or conceptual development activity to support successful learning of the lesson objective.	Provides opportunity for students to practice the lesson objective before independent practice is assigned, or provides opportunity during the conceptual development activity for students to work toward mastery of the lesson objective.	Provides independent practice or conceptual development activity.
Pre -Conf.		Effectively provides scaffolding for students who need assistance and appropriately fades away or renews support as needed to ensure all students are challenged to move toward independence. (2b)	Actively guides and scaffolds individual students as they practice the objective and move toward independence (e.g., referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning, prompting, cues); (2a)		
Feedback (during the lesson)	Prompts all students to utilize tools (e.g., checklists, rubrics, exemplars, questions) to assess their own understanding and generate feedback in order to advance their own learning. (6d)	Provides academic feedback, with precise labels, that is specific to the needs of the learner. (6d)	Provides academic feedback in order to promote learning and retention that: (1) is aligned at the sub-objective level, (2) references a specific level of skill or knowledge, and (3) is timely. (6c)	Provides academic feedback that is aligned to the objective. (6c)	Provides academic feedback during the lesson. (6d)
Pre -Conf.					
Post -Conf.					

Element		Descriptors	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.	Meets criteria at level 3.	Meets criteria at level 2.	Meets criteria at level 1.
Monitor and Adjust (use of real-time assessment)		Checks for understanding by eliciting overt responses from all students at essential sub-objective levels.	Checks for understanding by eliciting overt responses from all students at essential sub-objective levels.	Checks for understanding by eliciting overt responses from most students (75% or more) at essential sub-objective levels.	Elicits overt responses from at least half (50%) of the students to either move forward with or adjust instruction.	Elicits overt responses from a few of the students to either move forward with or adjust instruction.	
		Utilizes student responses to appropriately move forward with or adjust one or more of the following at the individual level: <ul style="list-style-type: none"> Instructional approach (e.g., <i>poicing, modeling, questioning, guided practice, feedback, etc.</i>) Content sub-skills or complexity (e.g. <i>number in problem or lexile</i>) Depth of knowledge Grouping Task/Product requirements (2b, 8a, 8b) 	Utilizes student responses to appropriately move forward with or adjust one or more of the following at the sub group level: <ul style="list-style-type: none"> Instructional approach (e.g., <i>poicing, modeling, questioning, guided practice, feedback, etc.</i>) Content sub-skills or complexity (e.g. <i>number in problem or lexile</i>) Depth of knowledge Grouping Task/Product requirements (2b, 8a, 8b) 	Utilizes student responses to appropriately move forward with or adjust one or more of the following: <ul style="list-style-type: none"> Instructional approach (e.g., <i>poicing, modeling, questioning, guided practice, feedback, etc.</i>) Content sub-skills or complexity (e.g. <i>number in problem or lexile</i>) Depth of knowledge Grouping Task/Product requirements (8a, 8b) 			
Analysis of Instruction	Pre-Conf.	Articulates how the results of this lesson fit into the long range planning for the content discipline, and identifies effective steps for increasing student learning at the individual student level for the next lesson. (7f)	Articulates how the results of this lesson fit into the content discipline and identifies effective steps for increasing student learning at the sub group level for the next lesson. (7f)	Accurately identifies strengths and/or weaknesses of the lesson/instruction, based on analysis of student work/results, and identifies effective steps for increasing student learning for the next lesson. (7f)	Accurately identifies strengths and/or weaknesses of the lesson/instruction, based on analysis of student work/results. (7f)	Identifies strengths and/or weaknesses of the lesson/instruction.	
	Post-Conf.	Articulates how the results of this lesson fit into the long range planning for the content discipline, and identifies effective steps for increasing student learning at the individual student level for the next lesson. (7f)	Articulates how the results of this lesson fit into the content discipline and identifies effective steps for increasing student learning at the sub group level for the next lesson. (7f)	Accurately identifies strengths and/or weaknesses of the lesson/instruction, based on analysis of student work/results, and identifies effective steps for increasing student learning for the next lesson. (7f)	Accurately identifies strengths and/or weaknesses of the lesson/instruction, based on analysis of student work/results. (7f)	Identifies strengths and/or weaknesses of the lesson/instruction.	
Pre-Conf.	Observation						

LEARNER ENGAGEMENT RUBRIC

Aligns with In-TASC Standard 2 (Learning Differences), 3 (Learning Environments), 4 (Content Knowledge),
5 (Application of Content), 6 (Assessment), 7 (Planning for Instruction), and 8 (Instructional Strategies)

The *Learner Engagement* rubric is designed to support teachers with establishment of classroom environments that support authentic engagement in learning. The effective teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. The teacher collaborates with learners to develop shared values and expectations for rigorous academic discussions, and individual and group responsibility for quality work. Engagement is both student-to-student and teacher-to-student, and is grounded in development of critical thinking skills focused on content-specific process skills. This facilitates authentic engagement where students are not just compliant, but can see a connection between the assigned task and the results/outcomes, and that there is clear meaning and personal relevance.

Element		Descriptors			
		Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.		
Student-to-Student Interaction	Pre-Conf.	Students respond to shifts in the topic; different students may emerge as experts (e.g., appropriately adjusts within the context, draws on multiple and/or diverse perspectives, challenges assumptions with justification and evidence) in order to develop expressive language proficiency and demonstrate deep or extended learning. (4b, 4h, 5d, 6f, 8h)	Students engage in focused learning conversations to build on other students' thoughts/ideas/writing/non-linguistic representation (e.g., questioning, piggybacking, summarizing, clarifying, paraphrasing), in order to develop expressive language proficiency and demonstrate deep or extended learning. (4h, 5d, 6f, 8h)	Students engage in structured, scaffolded student-to-student academic dialogue aligned to the lesson objective in order to develop expressive language proficiency and solidify learning.	Students engage in structured, student-to-student academic dialogue (e.g., reporting, sharing, clarifying), aligned to the lesson objective.
	Post-Conf.		Students demonstrate individual accountability and use of content vocabulary. (4h, 8h)		Students engage in student-to-student academic dialogue (e.g., reporting, sharing, clarifying). (4h, 8h)
Teacher-to-Student Interaction	Pre-Conf.	Elicits participation from all students consistently throughout the lesson for each sub-objective.	Elicits participation from nearly all (95%-100%) students for most sub-objectives, through a systematic progression of purposeful questions and a variety of activities. (8i)	Elicits participation from most (85%-94%) of the students at significant points during the lesson, through purposeful questioning and/or activities (e.g., speak, write, signal, perform, think) requires students to engage in covert (internal) thinking and provides sufficient wait time before calling on individual students.	Elicits participation from more than half of the students during parts of the lesson, through questioning and/or activities (e.g., speak, write, signal, perform, think).
	Post-Conf.	Students hold one another accountable for engagement in activities and responses. (9c)		Adjusts level of concern to promote mandatory participation through time limits, calling on non-volunteers, pacing, proximity, and/or performance checks. (8i)	Elicits participation from less than half of the students, during parts of the lesson, through questioning and/or activities. (8i)
				Utilizes questioning strategies that require covert (internal) thinking and sufficient wait time before calling on individual students. (8i)	

Element	Descriptors	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.		
Authentic Engagement	Facilitates authentic engagement by: (1) Involving all students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work; and (2) Collaborates with all students to design and implement relevant learning experiences.	Facilitates authentic engagement by assigning differentiated, meaningful tasks that require complex thinking, that most students associate with a result or outcome that has clear meaning and personal relevance.	Facilitates authentic engagement by assigning tasks that most students associate with a result or outcome that has clear meaning and personal relevance (connects task(s) to learning outcome relative to big idea, purpose for learning).	Assigns tasks that some students associate with a result or outcome that has clear meaning.	Assigns tasks that most students complete to avoid a negative consequence, or achieve an extrinsic outcome (e.g., reading a book in order to pass a test).
Pre -Conf. Observations	(2a, 3b, 5f, 5g, 7a, 8c, 8i)	(2a, 7a, 8c, 8i)	(7a, 8c, 8i)		
Critical Thinking	Students use complex reasoning with planning over an extended period of time in connection with a long-term project, problem, performance, and/or investigation (e.g., process multiple conditions of a problem or task; use multiple sources to gather and synthesize information; examine and explain alternatives).	Students use complex reasoning for more than one sub-objective during the lesson to make new meaning not provided by the teacher (e.g., apply a concept in a new context; develop a plan or sequence of steps; select or devise an approach to research a problem; recognize and explain misconceptions; propose and evaluate solutions to problems; draw conclusions; make connections across time and place to explain a concept or big idea; develop generalizations).	Students use complex reasoning to make new meaning not provided by the teacher (e.g., apply a concept in a new context; develop a plan or sequence of steps; select or devise an approach to research a problem; recognize and explain misconceptions; propose and evaluate solutions to problems; draw conclusions; make connections across time and place to explain a concept or big idea).	Students use information or conceptual knowledge to demonstrate comprehension of content (e.g., summarize essential points; express learning in a graph or non-linguistic representation; explain cause-effect relationships; categorize; infer).	Students demonstrate recall of fact(s), information, or procedure(s).
Pre -Conf. Observations	(5f)	(5f)	(5f)		
Post -Conf.	Students monitor their thinking to ensure learning; seek knowledge about how they learn new concepts, facts, and procedures; gain control in directing their solution process.				

LEARNING COMMUNITY RUBRIC

Aligns with the TASC Standard 3 (Learning Environments)

The *Learning Community* rubric is designed to support teachers with establishment of a classroom learning environment that enhances individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation. The learning environment must motivate student learning through establishing interest, providing choices, making relevant connections, building understanding, assessing learning outcomes, developing close teacher-learner relationships, and creating a sense of belonging between and among learners. The teacher collaborates with learners to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

Element		Descriptors					
		Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Routines & Procedures	Pre-Conf.	<p>Students support each other in consistently and effectively applying the routines and procedures as members of a highly functioning learning community. (3c, 3d)</p>	<p>Routines and procedures are effectively and consistently utilized and internalized by students to maximize instructional time. (3d)</p>	<p>Supports students in utilizing routines and procedures to maximize instructional time. (3a, 3d, 3f)</p>	<p>Implements routines and procedures to enable the classroom to run more smoothly. (3f)</p>	<p>Re-directs students to follow routines and procedures. (3f)</p>	
	Post-Conf.						
Responsibility for Learning	Pre-Conf.	<p>Students are self-directed learners who assume responsibility for productivity and maintain momentum without continuous monitoring. Students use exemplary anchor papers, rubrics and/or other exemplary student work to evaluate their work and the work of others. (3a, 3c, 3e)</p>	<p>Collaborates with students to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. (3a, 3c, 3e)</p>	<p>Conveys high expectations for learning using one or more of the following strategies: <ul style="list-style-type: none"> ▪ Focuses students on their academic and/or social goals. ▪ Prompts students to monitor their own work habits and take initiative. ▪ Encourages students to use strengths as a basis for growth and their misconceptions as opportunities for learning. (3e) </p>	<p>Conveys high expectations for student work and behavior through statements of lesson objective, expectations, references to criteria for quality, and/or asking students to share with one another what is expected.</p>	<p>Assigns work to students and addresses misbehavior.</p>	
	Post-Conf.						

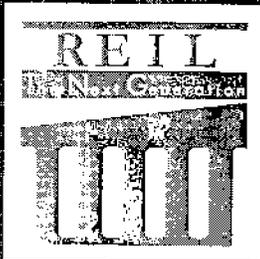
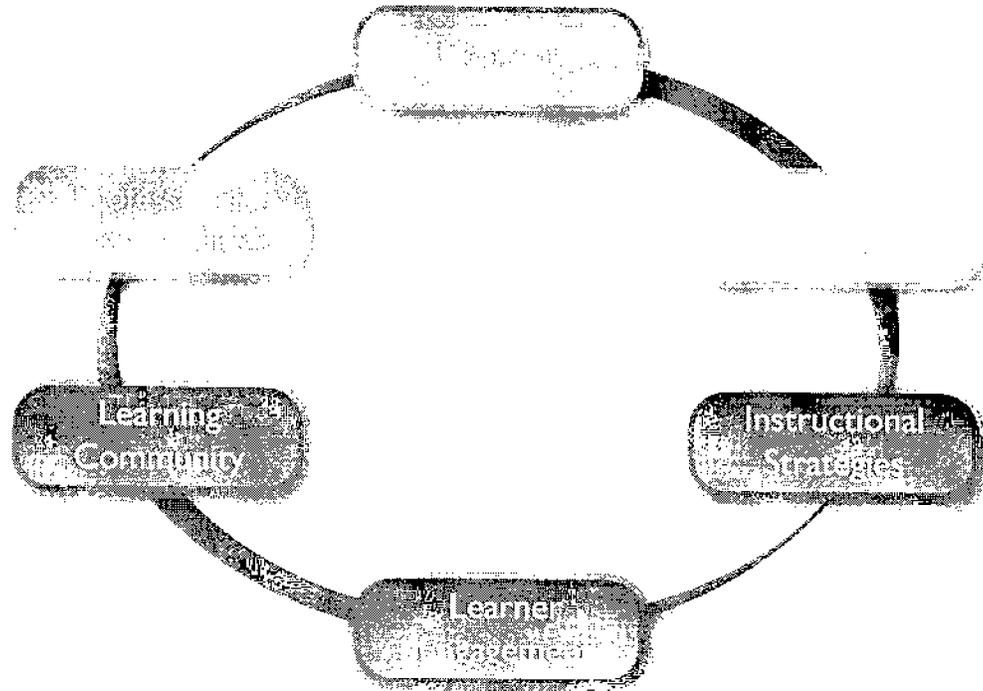
Element	Meets criteria at levels 3, 4, and 5.		Meets criteria at levels 3 and 4.				
	Descriptors						
Monitoring and Responding to Student Behavior		Students proactively sustain a positive learning environment so that nearly all necessary adjustments to behavior are student-initiated.	Prompts students to develop and use self-monitoring skills to maintain a positive and productive learning environment. (3a, 3e)	Uses verbal and non-verbal cues in ways that demonstrate respect, and conveys the reason for the appropriate behavior in order to develop a collaborative community. (3c, 3f)	Uses strategies to effectively monitor and respond to student behavior.	Uses strategies to monitor student behavior and responds to disrespectful or off task behavior.	
	Pre -Conf.			If needed, provides prompt intervention in a respectful and effective manner when a student(s) does not meet community and/or performance expectations.	If needed, respectfully responds to student(s) who do not meet community and/or performance expectations.		
Post -Conf.							
Relationships		Students facilitate and demonstrate positive interactions with their peers in ways that demonstrate respect for and responsiveness to cultural backgrounds and/or differing perspectives.	Demonstrates personal knowledge of individual students' lives, interests, and/or preferences.	Facilitates and demonstrates polite and respectful verbal and non-verbal student-to-student and teacher-to-student interactions in ways that demonstrate respect for and responsiveness to the cultural backgrounds and/or differing perspectives students bring to the learning environment.	Facilitates polite and respectful teacher-to-student and student-to-student interactions.	Listens and observes in a thoughtful and responsive manner.	
Pre -Conf.							
Post -Conf.							

PROFESSIONAL RESPONSIBILITIES RUBRIC

Aligns with In-TASC Standard 9 (Professional Learning & Ethical Practices) and 10: (Leadership & Collaboration)

The *Professional Responsibilities* rubric is designed to identify appropriate professional responsibilities in the context of the other rubrics embedded in the Learning Observation Instrument. The effective teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The effective teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Element	Descriptors	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.	Meets criteria at levels 3 and 4.	Meets criteria at levels 3 and 4.	Meets criteria at levels 3 and 4.
Engagement in Meaningful and Appropriate Professional Learning Opportunities	Contributes to the knowledge and skills of others (e.g., models effective practice for colleagues), and leads professional learning activities.	Actively seeks out and participates in ongoing professional learning opportunities within and outside the school that directly address needs identified through examination of evidence of instructional effectiveness.	Actively engages within and across grade level or subject area colleagues in giving and receiving feedback on instruction, examining student work, analyzing evidence of instructional effectiveness, and sharing responsibility for student learning.	Actively engages with grade level or subject area colleagues in giving and receiving feedback on instruction, examining student work, analyzing evidence of instructional effectiveness, and sharing responsibility for student learning.	Participates with grade level or subject area colleagues in sharing responsibility for student learning.	Participates professionally with grade level or subject area colleagues. Relationships are cordial and respectful.
Collaboration with Colleagues	Actively engages with grade level or subject area colleagues on an ongoing basis in giving and receiving feedback on instruction, examining student work, analyzing evidence of instructional effectiveness, and sharing responsibility for student learning.	Actively engages within and across grade level or subject area colleagues in giving and receiving feedback on instruction, examining student work, analyzing evidence of instructional effectiveness, and sharing responsibility for student learning.	Actively engages with grade level or subject area colleagues in giving and receiving feedback on instruction, examining student work, analyzing evidence of instructional effectiveness, and sharing responsibility for student learning.	Actively engages with grade level or subject area colleagues in giving and receiving feedback on instruction, examining student work, analyzing evidence of instructional effectiveness, and sharing responsibility for student learning.	Participates with grade level or subject area colleagues in sharing responsibility for student learning.	Participates professionally with grade level or subject area colleagues. Relationships are cordial and respectful.
			Consistently seeks opportunities to share practices and learning with colleagues and to learn from them.	Seeks opportunities to share practices and learning with colleagues and to learn from them.		

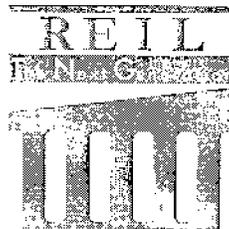


Learning Observation Instrument Handbook

July 2012

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The Rewarding Excellence in Instruction and Leadership: The Next Generation (REIL: TNG) is an initiative of the Maricopa County Education Service Agency (MCESA)



MCESA

Maricopa County Education Service Agency

We stand at the brink of a crucial juncture in educational reform.

Welcome! Never before have the will, resources and research been so aligned to make a difference for all the students in our classrooms. As principal investigators of the Rewarding Excellence in Instruction and Leadership initiative, we want you to know that we are here to support your pursuit of excellence. Teachers and principals prove each day that, “Where there is a will, there is a way.” We join you as part of the collective will, and we are committed to the relentless pursuit of highly-effective teaching and leading in our schools. We will surely face challenges as we work toward achievement of ambitious goals — and we will realize even greater rewards. Throughout, the REIL: TNG Alliance will stand united around one purpose— to empower our students, teachers, and administrators through sustainable program tools, support, and rewards.

he right team, right tools, and the right talent will lead to REIL change.

Thank you for your leadership and strong will to ensure all youth graduate college- and career-ready.

Dr. Don Covey

Maricopa County
Superintendent of Schools

Dr. Lori Renfro

Assistant Superintendent,
Performance-Based Management
Systems

“Years of research have proven that nothing schools can do for their students matters more than giving them effective teachers”.

– The New Teacher Project



MCESA

Maricopa County Education Service Agency

Vision

The vision of instructional improvement, informed by the InTASC Common Core Teaching Standards and the expectations for student learning articulated through the Common Core State Standards, holds educators to new levels of accountability for improved student outcomes. Teachers must be able to design and provide multiple approaches to learning for each student that: draw upon multiple disciplines; incorporate more student-directed learning; include rigorous content to move students from knowledge and comprehension of content to application of content through higher order skills; build literacy across the curriculum and help students address multiple perspectives in exploring ideas and solving problems; and encourage students to interact with peers to accomplish their learning goals. In order to do this, teachers must possess and communicate complex content knowledge; know and lead students in developing the ability to prove and validate their own knowledge of content; understand, model, teach and lead students to understand other perspectives and cultures; have greater knowledge and skill around how to develop a range of assessments, how to balance use of formative and summative assessment as appropriate, and how to use assessment data to understand each learner's progress, adjust instruction as needed, provide feedback to learners, and document student progress against standards.

Dr. Lori Renfro

Assistant Superintendent, Performance-Based Management Systems
Maricopa County Education Service Agency

"Evaluation should provide all teachers with regular feedback that helps them grow as professionals, no matter how long they have been in the classroom." – The New Teacher Project



MCESA

Maricopa County Education Service Agency

Changes in Legislation

Eighty-eight percent of voters say that education in Arizona has either declined or stayed the same in the last five (5) years, and 70% rate the educational system as fair or poor. In addition, 79% of voters name teachers as having a great deal of responsibility in improving the education system (Voter Attitudes towards Arizona's Educational System, 2010). In response to voter concern, the State of Arizona developed legislation to monitor and assess teacher performance. Three key pieces of legislation were proposed and implemented by state congress.

ARS15-203 legislation indicates a need for a teacher assessment framework

- 33-50% of teacher evaluations must be based on student outcomes
- Requires an instrument with a quantitative measure be in place by 2012-2013
- Outlines four national classification levels for teacher effectiveness: highly effective; effective; developing; or ineffective

ARS15-537 & 15-536 details the implications of teacher evaluations

- Allows multi-year contracts for highly effective teachers and principals – not to exceed three years, though a one year contract can be accepted by the employee without penalty
- Requires support for teachers classified ineffective
- Allows that teachers classified highly effective or effective may be awarded incentives to work in schools with D or F ratings
- Provides protection for highly effective or effective teachers who transfer to a school with a D or F rating
- Provides protection for teachers if the principal and/or school is designated ineffective
- Ensures that teacher evaluations are confidential, though can be shared with district personnel for hiring purposes
- Places restrictions on transfers of teachers designated ineffective

HB2823 clarifies and extends previous legislation

- Provides an additional year, 2013-2014, for districts to adopt teacher classification levels
- Requires that student learning must be the primary focus of a teacher's professional time
- Requires that teachers are observed a minimum of two times free from interruptions
- Indicates that there be at least sixty calendar days between a teacher's first and last observation within the school year
- Requires that written feedback must be provided to the teacher within ten business days of an observation
- Requires evaluators to provide professional development for teachers
- Dictates that probationary teachers classified as developing or ineffective in their fourth year will remain as probationary and not move into continuing status; the teacher will neither be given a hearing with the board nor issued an automatic contract
- Requires continuing teachers classified as ineffective for two consecutive years cannot be transferred to another school within the district unless 1) approved by board, 2) given a performance improvement plan and 3) determined to be in best interest of students
- Requires that teachers be compensated for performance by 2014-2015
- Requires that support be provided for teachers classified as ineffective by 2015-2016
- Mandates that the Arizona Department of Education post best practices for district compliance with legislation



A Shift to the Arizona Common Core Standards

Common Core has informed the creation of the Learning Observation Instrument.

“The Common Core State Standards focus on core conceptual understandings and procedure starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well – and to give students the opportunity to master them. With students, parents and teachers all on the same page and working together for shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed in college and in a modern workforce.” – The Common Core Standards

How will these standards impact teachers?

- Guide educators toward curricula and strategies that will give students a deep understanding of content and skills
- Provide benchmarks for knowledge and skills that students should have by the end of the year
- Allow states to provide and develop better assessments for student learning
- Support college and professional development programs to better prepare teachers



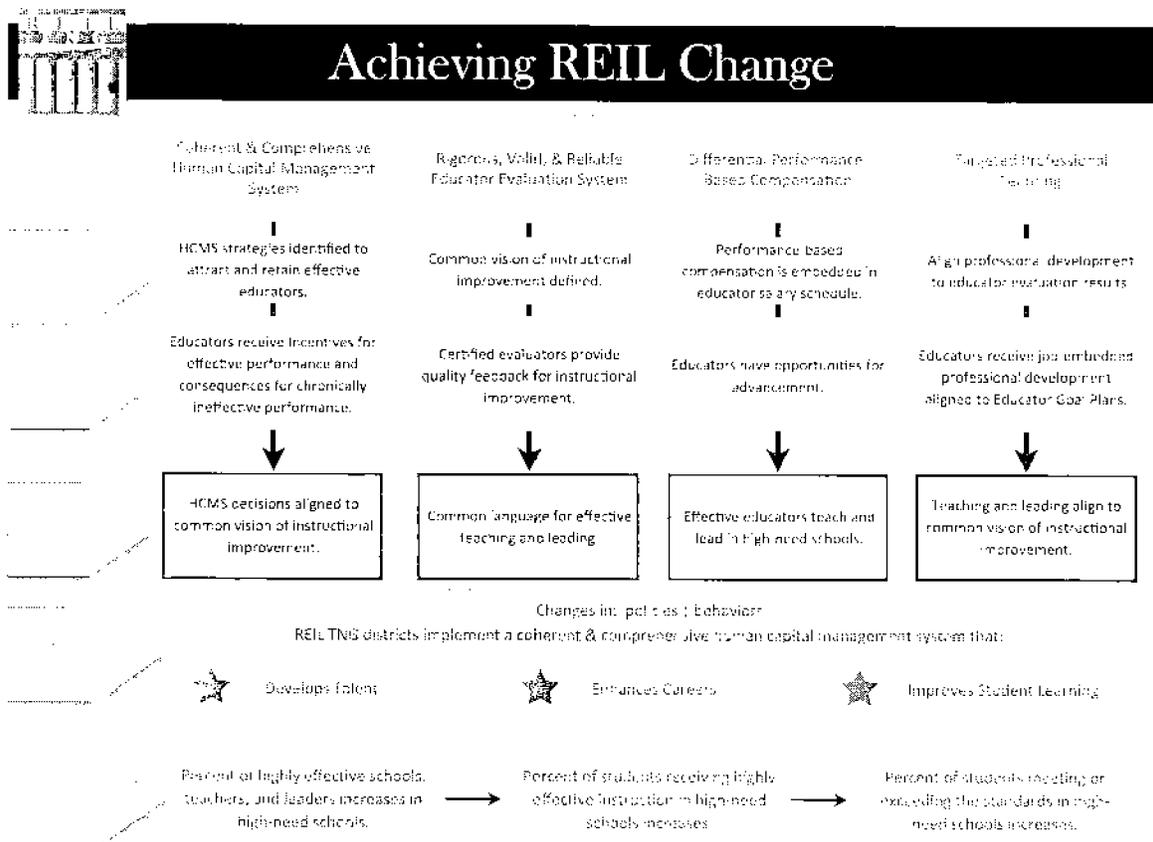
“The purpose of the standards is to provide a clear understanding of what students are expected to learn, no matter where they live, so teachers and parents know what they need to do to help them. They are also designed to be more rigorous than current standards and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers” – National Education Association, NEA Today

Project Summary

"The ultimate goal is to use classroom observations to help teachers improve their practice and thus student achievement outcomes." - The MET Project

Recognizing the historic nature of the REIL: TNG (Rewarding Excellence in Instruction and Leadership)Alliance and its promising, research-based approach to increasing student learning, the U.S. Department of Education in September 2010 awarded the Maricopa County Education Service Agency (MCESA) a \$51.5 million Teacher Incentive Fund grant to implement the initiative over a five-year period beginning in October 2010.

Rigorous, fair and transparent educator evaluations, targeted professional learning, tools for measuring student success, establishment of multiple career pathways, and sustainable, differential, performance-based compensation are critical elements of REIL: TNG. The ultimate goal is building the capacity of educators to improve student learning.



History of the Learning Observation Instrument (LOI)

Arizona is at a crossroads and faces a challenge. A recent survey finds that voters are concerned with the quality of the education system, and are worried that Arizona is being deprived of economic and job growth opportunities, as well as needed talent and expertise (Voter Attitudes toward Arizona's Education System, 2010). Teachers and principals are key to the solution. A student scoring at the 50th percentile, who spends two years in a "most effective" school with a "most effective" teacher, rockets to the 96th percentile. If this same student spends two years in a "least effective" school with a "least effective" teacher, that student's achievement level plunges to the third percentile (Marzano, 2003). In addition, teacher impact on student learning can last up to four years, and a student that has an ineffective teacher for two years cannot recover from the resulting decrease in progress (Sanders and Rivers, 1996). As a result, in 2010 the Arizona State Legislature passed SB1040, which required that the State Board of Education adopt and maintain a framework for principal and teacher evaluation.

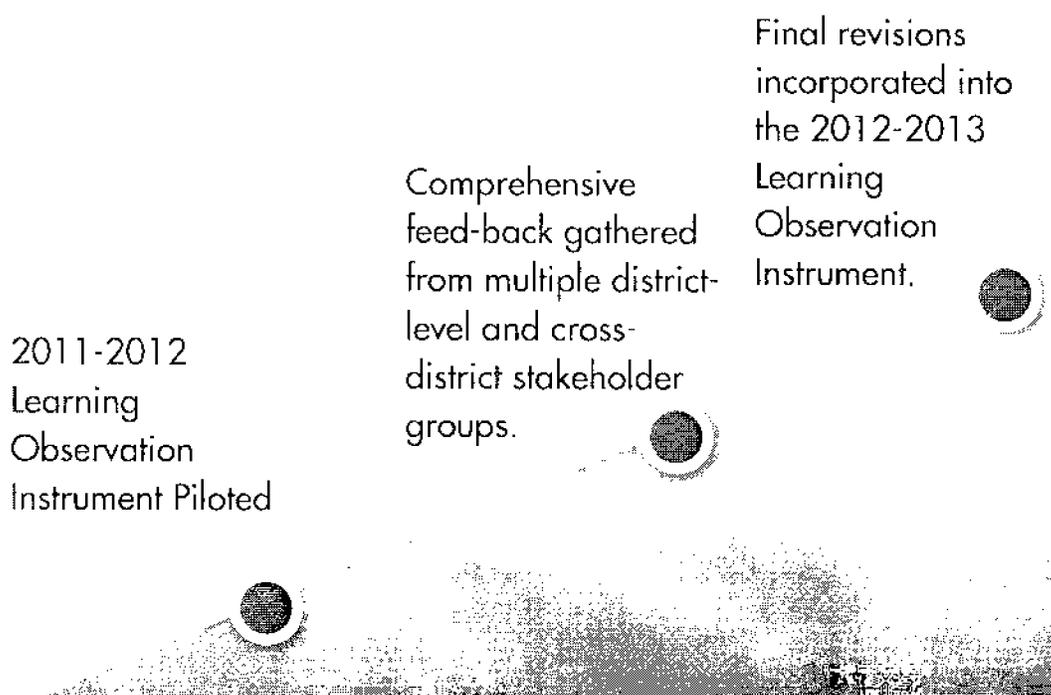
Maricopa County Education Service Agency (MCESA) began a process for creating the Learning Observation Instrument by examining the TIIES (Teacher Improvement of Instruction and Evaluation System) and a Framework for Teacher Effectiveness. These documents prompted discussions about domains and descriptors, which led to the first draft of the LOI. Several needs surfaced, including:

- A cross-district instrument
- Consideration of the Model Core Teaching Standards
- Alignment to the Common Core Standards for Students
- Close alignment of the rubrics and descriptors to the InTASC standards
- Inclusion of multiple stakeholders in the revision process
- Easy to utilize by limiting the language in the descriptors
- Incorporation of performance based compensation plan

The Learning Observation Revision Process

During the 2011-12 school year, several methods were employed in order to collect data to inform refinements/revisions to the Learning Observation Instrument. The purpose for making these changes was to: (1) ensure that we have an instrument that measures effective teaching (predictive validity); (2) ensure our instrument: covers performance areas most connected to student outcomes; sets high performance expectations; is clear and precise; requires evaluators to look for direct evidence; and is concise enough for users to understand thoroughly and use easily (New Teacher Project, 2011); and (3) ensure that teachers and administrators view the instrument as being able to measure effective teaching and leading, and that there is alignment to the appropriate standards (face validity).

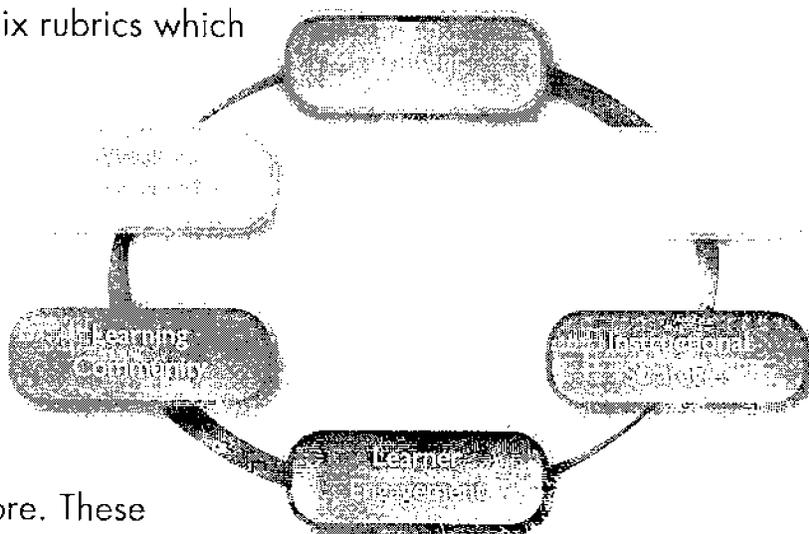
In order to gather as much feedback as possible and to ensure timely gathering of evidence, multiple stakeholder groups were convened to assist in the identification and submission of potential refinements / revisions for the Learning Observation Instrument.



The Learning Observation Instrument (LOI)

The REIL Learning Observation Instrument (LOI) is the result of a collaborative effort to create a cross-district teacher observation tool to be used as part of a performance-based evaluation system. It is a research-based instrument designed to define effective teaching practices, encourage dialogue about instruction, and support differentiated areas for professional growth. The LOI meets the requirements for Arizona's recent legislation regarding the evaluation process and implementation of a high quality teacher observation instrument. Using the LOI, your site administrator and/or the designated qualified evaluator will conduct a scheduled observation and provide rubric based scores five times over the course of the school year.

The LOI is composed of six rubrics which contain specific elements and descriptors. The initial five rubrics are implemented and scored consistently across the alliance districts and comprise the observation portion of the cumulative REIL score. These rubrics are: Content, Formative Assessment, Instructional Strategies, Learner Engagement, and Learning Community. The sixth rubric, Professional Responsibilities, is scored at the discretion of each district.



Each rubric contains elements specific to identified areas of instructional best practice. There are a total of twenty elements scored during one of the three process stages of the observation cycle: pre-conference, observation, and post-conference. The rubrics are color-coded and follow the same template for ease of use. The six rubrics and related descriptors are aligned to the InTASC Model Core Teaching Standards.

Structure

FORMATIVE ASSESSMENT RUBRIC

Aligns with InTASC Standard 6 (Formative Developments, 6 (Assessment), 7 (Planning for Instruction), and 8 (Instructional Strategies))

This Formative Assessment Rubric is designed to support teacher understanding and implementation of formative assessment as a strategy to monitor student progress and to guide ongoing planning and instruction. Effective teachers use real-time assessment that are at the correct level of difficulty, aligned to standard, and engage students in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the lesson objective.

Element		Descriptors				
		1	2	3	4	5
C Real Time Assessment Observation Post-Conf.	B Plans appropriate during and end-of-lesson assessment(s) that are designed to elicit the information necessary throughout the lesson in order to adjust instruction at the individual student level (1a, 6a, 6b, 7d, 8b)	Plans appropriate during and end-of-lesson assessment(s) that are designed to elicit the information necessary throughout the lesson in order to adjust instruction at the sub-group level (1a, 6a, 6b, 7d, 8b)	Plans appropriate during and end-of-lesson assessment(s) (e.g., student responses, student work, etc.) that are aligned to the lesson objective(s) by the time of instruction at a level (1a, 6a, 6b, 7d, 8b)	D Plans real-time assessment(s) aligned to the lesson objective that are designed to elicit overt responses from students multiple times during the lesson. (6a, 6b)	Plans real-time assessment(s) designed to elicit overt responses from students. (6a)	
	Articulates and presents evidence of student progress, relative to rigorous short-term (e.g., unit, <i>start of lesson</i>) and long-term (e.g., <i>end-of-year</i>) goals in order to guide planning.	Articulates and presents evidence of student progress, relative to rigorous short-term (e.g., unit, <i>start of lesson</i>) and long-term (e.g., <i>end-of-year</i>) goals in order to guide planning.	Articulates and presents evidence of student progress to guide planning.	Articulates student progress, 75%-95% of students demonstrate progress (6a)	Articulates student progress less than 75% of students demonstrate progress (6a)	
	E Presents evidence that nearly all students (95-100%) met the lesson objective. (6a, 6b, 8b)	Presents evidence that most of the students (75-94%) met the lesson objective. (6a, 6b, 7d, 8b)	Presents evidence that nearly all students (95-100%) demonstrate progress relative to the lesson objective. (6a)	Produces evidence that real-time assessment(s) are at the correct level of difficulty for more than half of the students, as evidenced by pre-prior assessment(s) and student work. (6a)	Produces evidence that real-time assessment(s) are at the correct level of difficulty for less than half of the students. (6a)	
E Produces evidence that real-time assessment(s) are at the correct level of difficulty at the individual student level (7d)	Produces evidence that real-time assessment(s) are at the correct level of difficulty at the sub-group level. (6a)	Produces evidence that real-time assessment(s) are at the correct level of difficulty for more than half of the students, as evidenced by pre-prior assessment(s) and student work. (6a)	Produces evidence that real-time assessment(s) are at the correct level of difficulty for more than half of the students, as evidenced by pre-prior assessment(s) or student work. (6a)	Produces evidence that real-time assessment(s) are at the correct level of difficulty for less than half of the students. (6a)		

- The highlighted gray bar near the top identifies the rubric and cites the InTASC standards. Directly below the gray bar is the "purpose statement" for the rubric.
- Below the purpose statement you will see a color coded bar. The color-coded bar lists the numbers 5 to 0 from left to right. The numbers represent proficiency scores. Proficiency in each element is indicated by a score of 3 or above.
- At the top of the column on the left hand side of the page is the word "element." Each rubric contains several elements. For example, the Formative Assessment Rubric contains the following elements: Real Time Assessment, Student Progress and Correct Level of Difficulty.
- Each element is defined by descriptors, which describe teacher and student actions.
- The last component is the setting. In the left hand column each element connects to a trio of vertical bars titled Pre-Conference, Observation and Post-Conference. These vertical bars indicate the process stage(s) during the observation cycle in which each element is scored.

Rubric Purpose Statements

Content

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in the critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessment that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates and documents progress that learners have made in relation to the observed lesson objective.

Instructional Strategies

The Instructional Strategies rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

Learner Engagement

The Learner Engagement rubric is designed to support teachers with establishment of classroom environments that support authentic engagement in learning. The effective teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. The teacher collaborates with learners to develop shared values and expectations for rigorous academic discussions, and individual and group responsibility for quality work. Engagement is both student-to student, and teacher-to-student, and is grounded in development of critical thinking skills focused on content specific process skills. This facilitates authentic engagement where students are not just compliant, but can see a connection between the assigned task and the results/outcomes, and that there is clear meaning and personal relevance.

Learning Community

The Learning Community rubric is designed to support teachers with establishment of a classroom learning environment that supports the individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation. The learning environment must motivate student learning through establishment interest, providing choices, making relevant connections, building understanding, assessing learning outcomes, developing close teacher-learner relationships, and creating a sense of belonging between and among learners. The teacher collaborates with learners to develop shared values and expectations for the respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

Observation Settings

The shaded areas in each rubric reflect the process stage during which each element is scored, also referred to as the setting. For example, in the Content Rubric, the Task Analysis element is scored in both the pre-conference and classroom observation settings, whereas Conceptual Understanding and Connections to Content are only scored in the classroom observation setting.

Content			
Pre	Obs	Post	Conceptual Understanding
Pre	Obs	Post	Task Analysis
Pre	Obs	Post	Connections to Content
Pre	Obs	Post	Content Accessibility

	Obs	Post	Real-Time Assessment
Pre	Obs		Student Progress
	Obs	Post	Correct level of Difficulty

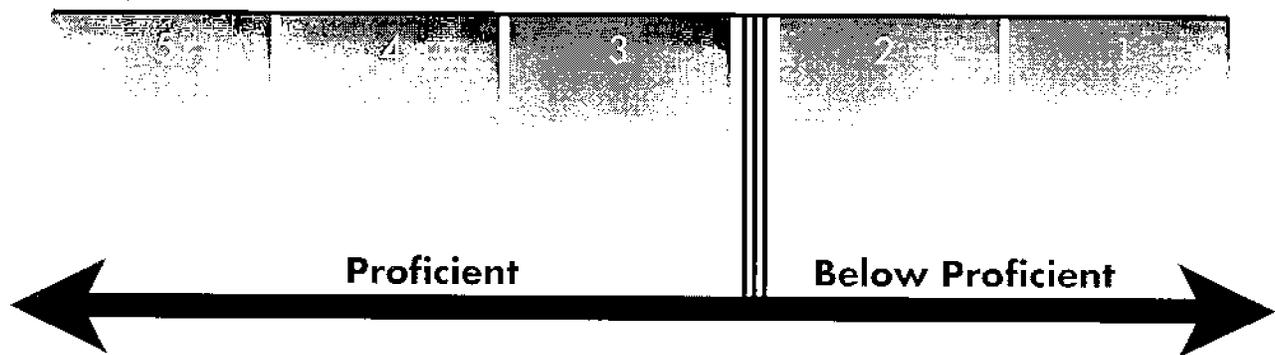
Instructional Strategies			
Pre	Obs	Post	Teacher Role
Pre	Obs	Post	Instructional Approach
Pre	Obs	Post	Practice/Aligned Activity
Pre	Obs	Post	Feedback
Pre	Obs	Post	Monitor and Adjust
Pre	Obs	Post	Analysis of Instruction

The Learner Engagement Rubric			
Pre	Obs	Post	Student-to-Student Interaction
Pre	Obs	Post	Teacher-to-Student Interaction
Pre	Obs	Post	Authentic Engagement
Pre	Obs	Post	Critical Thinking

The Learning Environment Rubric			
Pre	Obs	Post	Routines and Procedures
Pre	Obs	Post	Responsibility for Learning
Pre	Obs	Post	Monitoring and Responding to Student Behavior
Pre	Obs	Post	Relationships

Performance Levels

The Learning Observation Instrument defines five levels of performance for each element. The numbers represent proficiency scores. A one is below proficient, a three is proficient, and a four and five are highly proficient.

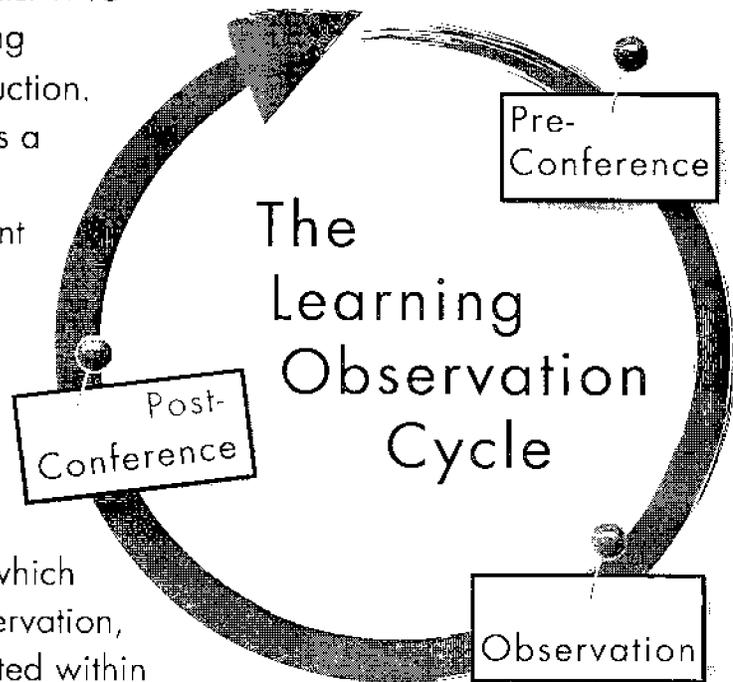


The triple line is used as a visual indicator to note that the proficiency level of an effective teacher is a three.

The Evaluation Cycle

Cycle Overview

This is an exciting time in education when teachers are taking an active role in the evaluation process. The evaluation cycle is an opportunity for teachers, administrators and REIL: TNG Peer Evaluators to have on-going communication regarding instruction. Each of the five cycles serves as a formative component to impact teacher effectiveness and student learning. There are five observations in a school year which will be facilitated by your site administrator or REIL: TNG Peer Evaluator. All cycles collectively contribute to your final REIL score. A cycle, which includes a pre-conference, observation, and post-conference, is completed within ten school days.



Pre-Conference

The pre-conference is an opportunity to discuss the lesson that will be observed as well as your planning process. During this time, you will be scored on the four pre-conference elements of Task Analysis, Content Accessibility, Real-Time Assessment, and Correct Level of Difficulty. During the pre-conference, the evaluator may ask questions for clarification and script the conversation. You will have an opportunity to share any artifacts which support your lesson. The evaluator may share feedback regarding the upcoming lesson.

Observation

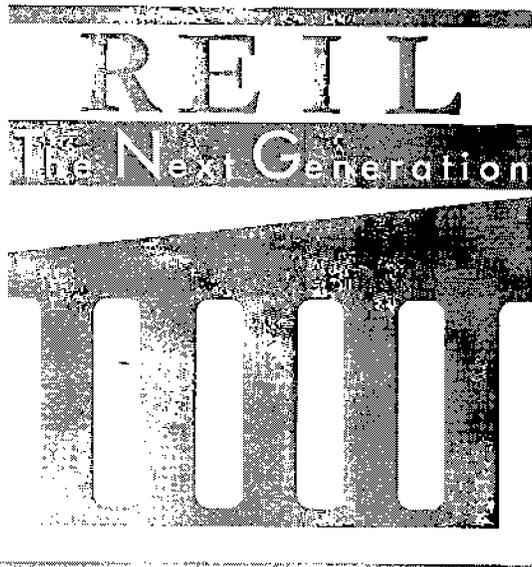
The observation is an opportunity for you to present your complete lesson discussed in the pre-conference. The evaluator will observe the lesson within three school days. During your observation, the evaluator will script the lesson as well as students' responses and actions. Your lesson will be scored on the 16 observation elements of the LOI.

Post-Conference

The post-conference gives you an opportunity to analyze and reflect on your lesson as well as discuss your students' assessment results. The evaluator may ask questions for clarification, review any data and artifacts you may present, and script the discussion. The evaluator will score you on the two post-conference elements of Student Progress and Analysis of Instruction. Additionally, your evaluator will offer reinforcement and refinement from the observation and discuss other areas of the LOI as needed. This is a great opportunity you to reflect on your practices to increase student achievement.

Scheduling Guidelines

Pre-Conference	20-30 minutes	1-5 school days before observation
Observation	One complete lesson	
Post-Conference	35-45 minutes	1-5 school days after observation



MCESA

Maricopa County Education Service Agency

Pre-Conference (Evaluator Form)

Date: _____

Teacher Name: _____

Evaluator Name: _____

Content - Task Analysis

How have you task analyzed and sequenced the lesson objective?

Teacher Response

Element	Descriptors	Planned/Taught lesson objective(s) & materials anticipated possible student misconceptions and are logically organized/sequenced in relation to lesson and unit. (A-F, 7b, 7c)	Planned/Taught lesson objective(s) & materials are aligned to content standards; segments for learning; reflect prior learning, and are logically organized/sequenced in relation to the lesson. (4d, 4f, 7b, 7c)	Planned/Taught lesson objective(s) and materials are sequenced and aligned to content standards (7b, 7c)	Planned/Taught lesson objective(s) & materials are sequenced (7b, 7c)
Task Analysis (Organization of Content)	Planned/Taught lesson objective(s), sub-objective(s), & materials are logically organized/sequenced in relation to the lesson, unit, and year-long plan (7c)				
Post-Conf.					

Probing/Follow-Up Questions

- What did you plan for students to do first? Next?
- What is your rationale for the organization of this lesson?
- Are there any sub-objectives that need to be chunked even further?

Content - Content Accessibility

How is the content accessible for all students? Share assessment data that determined the modifications you made for the lesson.

Teacher Response

Content Accessibility	Observation	Post-Conf.						
Discusses plan for making content accessible for all students at the individual student level by identifying and sharing materials/strategies for verbal & instructional scaffolding (e.g., building background; paraphrasing; adopting materials; modifying tasks; problems; complexity of text; and/or vocabulary).	Provides evidence that multiple sources of data were used in planning for content accessibility, including relevant literacy performance data for each student, IEPs, ILLPs, and relevant assessment data (e.g., formative assessments). (2a, 2e, 4f, 5h)	Discusses plan for making content accessible for all students at the sub-group level by identifying and sharing materials/strategies for verbal & instructional scaffolding (e.g., building background; paraphrasing; adopting materials; modifying tasks; problems; complexity of text; and/or vocabulary). (2a, 2e, 4f, 5h)	Discusses plan for making content accessible for all students at the sub-objective level by identifying and sharing materials/strategies for verbal & instructional scaffolding (e.g., building background; paraphrasing; adopting materials; modifying tasks; problems; complexity of text; and/or vocabulary).	Provides evidence that appropriate data was used in planning for content accessibility, including IEPs, ILLPs, and relevant assessments. (2a, 2e, 4f, 5h)	Discusses plan for making content accessible for students by identifying and sharing materials and strategies for verbal or instructional scaffolding (e.g., building background; paraphrasing; modifying tasks; problems; complexity of text; and/or vocabulary).	Provides evidence that data was used in planning for content accessibility for at least one subgroup of students. (2a, 2e, 4f)	Discusses plan for making content accessible for students by identifying and sharing materials or strategies for verbal or instructional scaffolding (e.g., building background; paraphrasing; modifying tasks; problems; complexity of text; and/or vocabulary).	Provides evidence that data was used in planning for content accessibility for at least one student. (2a, 2e, 4f)

Probing/Follow-Up Questions

- How/Why did you modify the lesson for the students in your classroom?
- Tell me how you modified the lesson for sub-groups/individual students in your class based on data.
- What materials/strategies do you plan to use to support student understanding of the content?

Formative Assessment - Real Time Assessment

What real-time assessments do you plan to use throughout the lesson in order to measure student progress towards your lesson objective?
How have you identified your sub-groups of students?

Teacher Response:

Element	Descriptors	Meets criteria at levels 3, 4, and 5.	Meets criteria at level 3 and 4.	Meets criteria at level 3.	Meets criteria at level 2.	Meets criteria at level 1.
Real-Time (during & end-of-lesson) Assessment	Plans appropriate during and end-of-lesson assessment(s) that are designed to elicit the information necessary throughout the lesson in order to adjust instruction at the individual student level (1a, 6a, 6b, 7d, 8b)		Plans appropriate during and end-of-lesson assessment(s) that are designed to elicit the information necessary throughout the lesson in order to adjust instruction at the sub-group level (1a, 6a, 6b, 7d, 8b)	Plans appropriate during and end-of-lesson assessment(s) (e.g., student recording, artifacts, monitoring notes, verbal response) aligned to the lesson objective that are designed to elicit the information necessary to adjust instruction at the sub-objective level. (1a, 6a, 6b, 7d, 8b)	Utilizes real-time assessment(s) aligned to the lesson objective that are designed to elicit overt responses from students multiple times during the lesson. (5a, 5b)	Utilizes real-time assessment(s) designed to elicit an overt response from students (6a)
Observation						
Post-Conf.						

Formative Assessment Questions

- How are your assessments designed to allow you to monitor and adjust instruction?
- How are students being asked to demonstrate their knowledge and skills throughout the lesson?
- How have you or will you pre-assess your students?
- What assessment do you plan to use at the end of the lesson to measure student progress toward the lesson objective?
- How can you measure individual student progress toward the lesson objective?

Formative Assessment - Correct Level of Difficulty

What is your evidence that your real-time assessments are at the correct level of difficulty?

Teacher Response:

Correct Level of Difficulty	Produce evidence that real-time assessments are at the correct level of difficulty at the individual student level.	Produce evidence that real-time assessments are at the correct level of difficulty at the sub-group level.	Produce evidence that real-time assessments are at the correct level of difficulty for more than half of the students as evidenced by pre-prior assessment(s) and student work.	Produce evidence that real-time assessments are at the correct level of difficulty for more than half of the students	Produce evidence that real-time assessments are at the correct level of difficulty for less than half of the students
	Observation				
	(6a)	(6a)	(7a)	(6a)	(6a)

Formative Assessment - Correct Level of Difficulty

- How did your pre/prior assessment(s) influence your lesson objective and your real-time assessments?
- How did your pre/prior assessment(s) affect your sub-groups and their real-time assessments?
- How did student work influence your lesson objective and your real-time assessments?

Instructional Strategies - Analysis of Instruction

Identify the strengths of your lesson. Identify the weaknesses of your lesson. Share with me your assessments. Based on your student work, what are your next steps?

Teacher Response _____

Analysis of Instruction	Pre-Conf.	Articulates how the results of this lesson fit into the long range planning for the content discipline and identifies effective steps for increasing student learning at the individual student level for the next lesson. (7)	Articulates how the results of this lesson fit into the content discipline and identifies effective steps for increasing student learning at the sub group level for the next lesson. (7)	Accurately identifies strengths and/or weaknesses of the lesson/instruction, based on analysis of student work/results, and identifies effective steps for increasing student learning for the next lesson. (7)	Accurately identifies strengths and/or weaknesses of the lesson/instruction, based on analysis of student work/results. (7)	Identifies strengths and/or weaknesses of the lesson/instruction.
	Observation					
	Conf.					

Probing/Follow-Up Questions

- How does/did your assessment(s) affect your planning for sub-groups?
- How do the results of student work fit into your long range planning?
- How will you meet individual student needs in future lessons?

Formative Assessment - Student Progress

Share with me your data reflecting academic growth towards and/or mastery of the lesson objective.

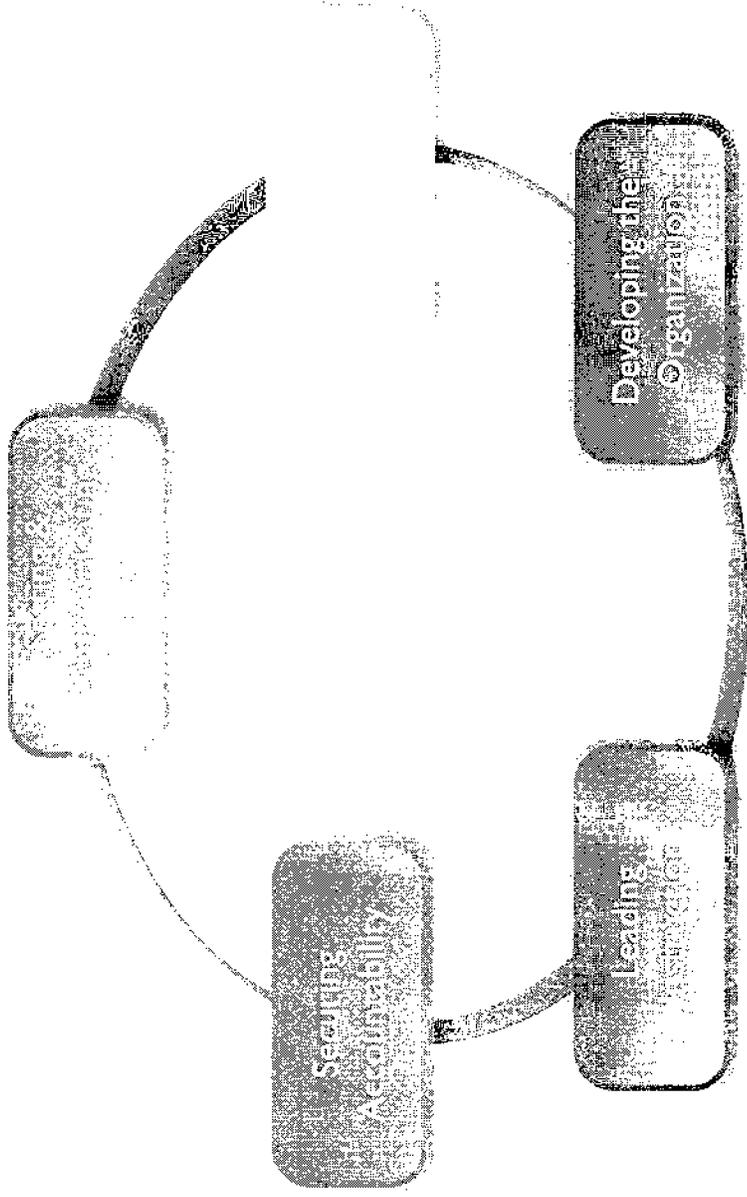
- Teacher Response

Student Progress	Articulates and presents evidence of student progress, relative to rigorous short-term (e.g., unit, series of lessons) and long-term (e.g., end-of-year) goals in order to guide planning.	Articulates and presents evidence of student progress, relative to rigorous short-term (e.g., unit, series of lessons) and long-term (e.g., end-of-year) goals in order to guide planning.	Articulates and presents evidence of student progress to guide planning; Presents evidence that nearly all students (95-100%) demonstrate progress (growth) relative to the lesson objective.	Articulates student progress; 75%-94% of students demonstrate progress (growth).	Articulates student progress; less than 75% of students demonstrate progress (growth).
Pre-Conf.	Presents evidence that nearly all students (95-100%) met the lesson objective. (6c, 6g, 8b)	Presents evidence that most of the students (75-94%) met the lesson objective. (6c, 6g, 7f, 8b)	Presents evidence that nearly all students (95-100%) demonstrate progress (growth) relative to the lesson objective. (6c)	Articulates student progress; 75%-94% of students demonstrate progress (growth).	Articulates student progress; less than 75% of students demonstrate progress (growth).
Observation					

Probing/Reflective Questions

- What additional evidence do you have that demonstrates student progress?
- How do you know your students made progress based on this lesson?
- How do the student progress results from this lesson compare to short term and long term student goals?

REIL-TNG Leading Observation Resources



Leading Observation Instrument





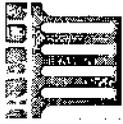
Rewarding Excellence in Instruction & Leadership Leading Observation Instrument

SETTING & COMMUNICATING DIRECTION RUBRIC

The *Setting & Communicating Direction* rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement based on data-driven decision making, fostering the acceptance of group goals, and setting and communicating high performance expectations.

Element		Descriptors
Shared Purpose Observation Setting Business or Parent Meeting Leadership Team Meeting Professional Development Instructional Conference Site Visit		<p>Enlists stakeholders and ensures the shared vision for high student achievement and college readiness is developed, maintained, clearly articulated, and/or implemented by nearly all staff members. (C)</p> <p>Clearly communicates connection of academic outcomes and decisions to vision and CIP goals; and empowers staff members to lead conversations that connect short-term and long-term vision to CIP goals and activities. (O)</p>
CIP: Goal Setting Observation Setting Business or Parent Meeting Leadership Team Meeting Professional Development Instructional Conference Site Visit		<p>Enlists stakeholders and ensures the shared vision for high student achievement and college readiness is developed, maintained, and/or implemented. (O)</p> <p>Clearly communicates connection of academic outcomes to vision and CIP goals evidenced by most staff members able to clearly articulate and take action on CIP goals and explain what the vision looks like in the short-term and long-term. (O)</p> <p>Collaborates with school leadership team to set rigorous, measurable, CIP goals, based on analysis of multiple sources of teacher evaluation and student achievement data/evidence and root cause analysis. (D - CIP)</p> <p>Ensures measurable indicators for significant and achievable growth for all students, with targeted goals to close student achievement gaps, for prioritized student subgroups and grade-level/course cohorts are in place. (D - CIP)</p>
		<p>Ensures vision and mission promotes high student achievement and college readiness. (O)</p> <p>References connection of academic outcomes to school vision and/or CIP as evidenced by:</p> <ul style="list-style-type: none"> • Posted vision/mission. • References in planning sessions/meetings. • References in communication materials. (O)
		<p>References school vision as evidenced by:</p> <ul style="list-style-type: none"> • Posted vision/mission. • Referenced in planning sessions/meetings. • Referenced in communication materials. (O)
		<p>Sets rigorous, measurable, district-aligned goals for the CIP based on analysis of strengths and weaknesses in teacher evaluation and student achievement data and potential cause/effect relationships. (D - CIP)</p>
		<p>Sets attainable district-aligned student achievement goals. (D - CIP)</p>

Element	Descriptors	Works with the staff to write CIP action plans that include the following:	Writes CIP action plan that includes the following:
CIP: Action Plans Observation Setting Business or Parent Meeting Leadership Team Meeting Professional Development Instructional Conference Site Visit	Works with the staff to write CIP-action plans that include the following: <ul style="list-style-type: none"> Sequenced, task-analyzed objectives that identify milestones toward the CIP goal. Differentiated year-long PD plans with systematic monitoring and coaching. Targeted student intervention systems for identified sub-populations (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication). (D - CIP) 	Works with the staff to write CIP action plans that include the following: <ul style="list-style-type: none"> Task-analyzed objectives that identify milestones toward the CIP goal. Action steps and timelines for achieving objectives. Identified budget funds, resources, and responsible person(s) aligned to each objective. (D - CIP) 	Writes CIP action plan that includes the following: <ul style="list-style-type: none"> Objectives aligned to CIP goal(s). Action steps for each objective in CIP. Source-of funding for identified objectives. (D - CIP)
School Resource Management Observation Setting Business or Parent Meeting Leadership Team Meeting Professional Development Instructional Conference Site Visit	Collaborates with key staff to establish and implement a process for allocating appropriate fiscal resources, evaluate effectiveness of fiscal and other resource allocation (time, schedule, technology, staff, funding), and reallocate resources to meet or exceed student achievement goals. (D - Management System Artifacts)	Collaborates with key staff to establish and implement a process for allocating appropriate fiscal resources to support the school goals and improve student achievement. (D - Management System Artifacts)	Establishes a process to allocate appropriate fiscal resources that support the school goals and improve student achievement. (D - Management System Artifacts)
Observation Setting Business or Parent Meeting Leadership Team Meeting Professional Development Instructional Conference Site Visit	Extends the resources of school, family members, and community; and actively maximizes mutually beneficial relationships with business, religious, political, higher education, and/or service organizations to add programs, services, extra-curricular activities, and staff outreach to meet student and staff needs. (D - Management System Artifacts)	Brings together the resources of school, family members, and community stakeholders to support and sustain programming for learning and wrap-around social services (e.g., interns, non-profit partnerships). (D - Management System Artifacts)	Brings together the resources and stakeholders within the community and school to positively affect student and adult learning. (D - Management System Artifacts)



Rewarding Excellence in Instruction & Leadership Leading Observation Instrument

BUILDING RELATIONSHIPS RUBRIC

The *Building Relationships* rubric is designed to support the school administrator in fostering genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The school administrator affirms and empowers others to work in the best interests of all students.

Element	Descriptors				
Accessibility Observation Setting Business or Parent Meeting Leadership Team Meeting Professional Development Instructional Conference	Structures frequent and regular opportunities for purposeful, planned contact and interactions with students, staff, and parents in classrooms and throughout the school, and with colleagues and district staff (as evidenced by interactions that reflect knowledge of on-going progress of students and staff in meaningful conversations, sense of ease and expectation to interact with administrator, and administrative schedules). (D) (D – Management System Artifacts)	Structures daily opportunities for planned contact and interactions with students, staff, and parents in classrooms and throughout the school (as evidenced by interactions that reflect knowledge of on-going progress of students and staff in meaningful conversations and administrative schedules). (O) (D – Management System Artifacts)	Establishes visibility through daily opportunities for contact and interactions with students, staff, and parents in classrooms and throughout the school (as evidenced by interactions that reflect knowledge of students and staff in meaningful conversations and administrative schedules). (O) (D – Management System Artifacts)	Is visible at various times throughout the school day. (O)	
	Provides accessible information about student expectations, progress and school goal attainment, and next steps to students, parents and staff through an array of forums and formats. (S – Parent, Staff, & Student)	Provides accessible information about student expectations, progress made, and next steps to students, parents, and staff. (S – Parent, Staff, & Student)	Provides accessible information about student expectations and progress to students, parents, and staff. (S – Parent, Staff, & Student)	Provides accessible information about student expectations and progress to students, parents, and staff. (S – Parent, Staff, & Student)	Informs students, parents, and staff about academic and behavioral expectations. (S – Parent, Staff, & Student)
	Partners with parents to create a school community that welcomes and values parents in the school. (S – Parent, Staff, & Student)	Creates a school community that welcomes and values parents in the school (e.g., front office staff, volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councils). (S – Parent, Staff, & Student)	Makes families and communities feel welcome and respected, responds to concerns, and engages in authentic dialogue with parents. (S – Parent, Staff, & Student)	Responds to parent questions and concerns in a timely manner. (S – Parent, Staff, & Student)	

Element	Descriptors			
Mutual Trust & Respect Observation Setting Leadership Team Meeting Professional Development Instructional Conference	Demonstrates active listening; displays empathy and concern for the well-being of individuals; and establishes a positive and appropriate rapport with students, staff, families, and/or community members to facilitate mutual trust and respect. (O) (S – Parent, Staff, & Student)	Demonstrates active listening skills and responds appropriately to differing perspectives or values to foster mutual trust and respect. (O) (S – Parent, Staff, & Student)	Demonstrates active listening in conversations with students, parents, and staff and responds in a respectful way. (O) (S – Parent, Staff, & Student)	Listens to students, parents and staff in a respectful way. (O) (S – Parent, Staff, & Student)
Conflict Resolution Observation Setting Business or Parent Meeting Instructional Conference Site Visit	Analyzes sources of influence to fully understand resistant attitudes or behaviors, makes adjustments to strategies for relationship building based on analysis of patterns of conflicts , engages individuals in crucial conversations when consensus building and other collaborative strategies have not been effective, and addresses inappropriate staff, student, or parent actions when needed. (O)	Analyzes sources of influence to fully understand resistant attitudes or behaviors, engages individuals in crucial conversations when consensus building and other collaborative strategies have not been effective, and addresses inappropriate staff, student, or parent actions when needed. (O)	Engages individuals in crucial conversations when consensus building and other collaborative strategies have not been effective or addresses inappropriate staff, student, or parent actions when needed. (O)	Identifies and resolves most conflict. (O)
Observation Setting Business or Parent Meeting Instructional Conference	Handles dissent from subordinates in a constructive manner and learns from and encourages differing perspectives to gain new perspectives, improve school-wide practices, and build consensus. (S - Staff)	Handles dissent from subordinates in a constructive manner and incorporates different perspectives (including voices of dissent) in conversations to build consensus. (S - Staff)	Handles dissent from subordinates in a constructive manner. (S - Staff)	Handles dissent from subordinates in a neutral manner. (S - Staff)



Rewarding Excellence in Instruction & Leadership Leading Observation Instrument

DEVELOPING THE ORGANIZATION RUBRIC

The *Developing the Organization* rubric is designed to support Line school administrators in building systems that promote a collaborative culture conducive to change, equitably structure the organization for success, and connect the school to its wider environment.

Element	Descriptors			
Group Facilitation	Uses agenda with clearly stated prioritized objectives; harnesses the expertise of participants to monitor progress, advance shared goals, and develop quality products; and participants share in the use of facilitation strategies (maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas). (O) (S – Teacher)	Uses agenda with clearly stated prioritized objectives, makes efficient use of time, makes progress on priority action items, and uses nearly all of the following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O) (S – Teacher)	Uses agenda with clearly stated objectives, makes efficient use of the following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O) (S – Teacher)	Clearly states objectives to provide focus, adheres to agenda, and uses one of the following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O) (S – Teacher)
Observation Setting Instructional Conference Site Visit	Participants reinforce the norms and direct processes to be used in the meeting to match meeting's purpose (dialogue, reflection, shared decision making, planning or problem solving). (O)	Reinforces shared accountability for norms and directs processes and resources to be used in the meeting to match meeting's purpose (dialogue, reflection, shared decision making, planning or problem solving). (O)	Directs the norms, processes, and resources to be used in the meeting to match meeting's purpose (dialogue, reflection, shared decision-making, planning or problem solving). (O)	States the norms or protocols and garners support from group, and uses communication strategies for specific audience. (O)
Change Process Observation Setting Meeting Business of Parent Instructional Conference Site Visit	Checks for understanding with meeting participants to ensure clear expectations for who is responsible, due date, and manner of follow-up. (O) (S – Teacher)	Ensures next steps are clearly identified with clarity for who is responsible and when task should be completed. (O) (S – Teacher)	Ensures all next steps are clearly identified. (O) (S – Teacher)	Identifies next steps (sticks to the agenda, establishes time limits, maintains focus). (O) (S – Teacher)

Element

Descriptors

Communication

Develops and implements systems that **achieve shared decision making** with staff, families, and/or the community regarding **concerns, challenges, and potential obstacles to achieving CIP goals**; and progress monitors for effective and consistent **two-way communication between teachers, students, and families** about student progress.
(D – Management System Artifacts)
(S – Staff & Parents)

Develops and implements systems to increase **shared decision making** with staff, families, and/or the community regarding **shared purpose, key school information, events/programming challenges, decisions, and school improvement; and creates expectations for consistent communication from teachers to families about student progress.**
(D – Management System Artifacts)
(S – Staff & Parents)

Develops systems to promote **two-way communication and participating with staff and/or families regarding key school information, events/programming decisions, and school improvement.**
(D – Management System Artifacts)
(S – Staff & Parents)

Communicates key school information and events to staff on a regular basis and invites staff and parents to participate on committees for school improvement.
(D – Management System Artifacts)
(S – Staff & Parents)

Observation Setting

Leadership Team Meeting

Professional Development

Instructional Conference

Site Visit

Implements a system to formally and informally acknowledge and celebrate individual and team academic successes **that includes rigorous and progressive benchmarks aligned to goals or vision** on a consistent basis.
(D – Management System Artifacts)

Implements a system to formally and informally acknowledge and celebrate individual and team **academic successes on a consistent basis.**
(D – Management System Artifacts)

Celebrates individual and team accomplishments on a **formal and informal basis.**
(D – Management System Artifacts)

Celebrates individual and team accomplishments on an informal basis.
(D – Management System Artifacts)

Management Systems

Engages staff in the analysis of system data at key intervals, to inform the development, maintenance, **monitoring**, and/or revision of effective and consistent systems and administrative routines **for most** operations to address real and potential challenges to safety, security, or teaching and learning.
(D – Management System Artifacts)
(S – Staff)

Engages staff in the development, maintenance, and/or revision of effective and consistent systems and administrative routines **for priority** operations to support instructional priorities, emotional safety and physical safety of students and staff, and an efficient, orderly learning environment free of distractions or disruptions.
(D – Management System Artifacts)
(S – Staff)

Implements **effective and consistent systems and administrative routines for critical operations (e.g., discipline, communication, schedules, attendance)** to support instructional priorities, emotional safety and physical safety of students and staff, and an efficient, orderly learning environment free of distractions or disruptions.
(D – Management System Artifacts)
(S – Staff)

Manages the organization and operation for a clean, safe, orderly, learning environment in compliance with city codes, board policy, state statute, district standard operating procedures, and site procedures.
(D – Management System Artifacts)
(S – Staff)

Observation Setting

Leadership Team Meeting

Professional Development

Instructional Conference

Site Visit

Engages staff in the analysis of system data at key intervals, to inform the development, maintenance, monitoring, and/or revision of effective and consistent systems and administrative routines for most operations to address real and potential challenges to safety, security, or teaching and learning.
(D – Management System Artifacts)
(S – Staff)

Engages staff in the development, maintenance, and/or revision of effective and consistent systems and administrative routines for priority operations to support instructional priorities, emotional safety and physical safety of students and staff, and an efficient, orderly learning environment free of distractions or disruptions.
(D – Management System Artifacts)
(S – Staff)

Implements effective and consistent systems and administrative routines for critical operations (e.g., discipline, communication, schedules, attendance) to support instructional priorities, emotional safety and physical safety of students and staff, and an efficient, orderly learning environment free of distractions or disruptions.
(D – Management System Artifacts)
(S – Staff)

Manages the organization and operation for a clean, safe, orderly, learning environment in compliance with city codes, board policy, state statute, district standard operating procedures, and site procedures.
(D – Management System Artifacts)
(S – Staff)

Element	Descriptors			
Recruitment, Retention, & Successful Planning	<p>Makes high quality staff selections, ensures equitable distribution of highly effective staff members, and establishes systems for recruiting and retaining highly effective educators. (D – Management System Artifacts)</p>	<p>Makes high quality staff selections, ensures equitable distribution of highly effective staff members, and establishes systems for recruiting high quality candidates (i.e. pre-service internships or student teaching). (D – Management System Artifacts)</p>	<p>Makes high quality staff selections and ensures equitable distribution of highly effective staff members. (D – Management System Artifacts)</p>	<p>Makes high-quality staff selections. (D – Management System Artifacts)</p>
Observation Setting	<p>Identifies, equips, and places staff members in career pathway positions or intentional assignments with effective formal and informal mentoring to build leadership capacity and to ensure succession plans for every position in school. (O) (D – Management System Artifacts)</p>	<p>Provides formal or informal leadership opportunities to mentor emerging staff leaders by delegating appropriate leadership tasks to competent staff members, checking on progress, and providing support. (O) (D – Management System Artifacts)</p>	<p>Identifies, trains, and advises effective staff members in order to build leadership capacity consistent to meet school needs. (O) (D – Management System Artifacts)</p>	<p>Identifies developing staff members and pairs with effective staff members for informal mentoring and models of effective practice. (O) (D – Management System Artifacts)</p>
Business or Parent Meeting Professional Development Instructional Conference Site Visit				



Rewarding Excellence in Instruction & Leadership Leading Observation Instrument

LEADING INSTRUCTION RUBRIC

The *Leading Instruction* rubric is designed to support the school administrator in leading the instructional program by maintaining high expectations for learning outcomes and closing the achievement gap, providing high quality differentiated professional learning, ensuring fidelity of instructional alignment to state standards and curriculum, and implementing teacher evaluation process.

Element	Descriptors	Accurately scripts teacher and student statements to provide evidence of observations and evaluation ratings. (D – Evaluation Data or Artifacts)	Scripts teacher and student statements to provide evidence of observations and evaluation ratings. (C – Evaluation Data or Artifacts)	
Observation & Evaluation of Instruction Observation Setting Leadership Team Meeting Professional Development Business or Parent Meeting Site Visit	Accurately scripts teacher and student statements in a comprehensive manner (e.g., <i>time intervals, learner engagement data, teacher movement patterns</i>) to provide evidence of observations and evaluation ratings. (D – Evaluation Data or Artifacts)	Accurately scripts teacher and student statements to provide evidence of observations and evaluation ratings. (D – Evaluation Data or Artifacts)	Scripts teacher and student statements to provide evidence of observations and evaluation ratings. (C – Evaluation Data or Artifacts)	
	Uses REIL Learning Observation/Documentation Process to accurately evaluate assigned teachers' performance as evidenced by a rating of "exceeds" on the annual certified evaluator assessment. (D – Evaluation Data or Artifacts)	Uses REIL Learning Observation/Documentation Process to accurately evaluate assigned teachers' performance, and identifies each assigned teacher's strengths and learning needs . (D – Evaluation Data or Artifacts)	Uses REIL Learning Observation/Documentation Process to evaluate assigned teachers' performance. (D – Evaluation Data or Artifacts)	Uses REIL Learning Observation/Documentation Process to evaluate assigned teachers' performance. (D – Evaluation Data or Artifacts)
	Focuses conference on objectives derived from accurate analysis of instruction, content rigor, student misconceptions, and knowledge of teacher as a learner . (O)	Focuses conference on objectives derived from accurate analysis of instruction, content rigor, and student misconceptions . (O)	Focuses conference on objectives derived from accurate analysis of instruction, content rigor, and student misconceptions. (O)	Conducts teacher conference to focus on conference objectives. (O)
Pre & Post Conference: Data Gathering Observation Setting Leadership Team Meeting Professional Development Business or Parent Meeting Site Visit	Teacher self reflects on lesson assessment data (<i>for whole group, sub groups, and individuals</i>) and teacher plans or actions to make conjectures about the relationship between teaching and student learning. (C)	Guides teacher reflection on lesson assessment data (<i>for whole group and subgroups</i>) and teacher plans or actions to analyze the cause and effect relationship between teaching and student learning . (O)	Engages teacher reflection on <i>whole group and sub-group</i> lesson assessment data and teacher plans or actions. (O)	
	Uses teacher conjectures to adjust or transition with efficient, appropriate, and focused follow-up questions, and ascertains teacher knowledge of elements, attributes, and when and how to use elements effectively . (O)	Uses teacher responses to adjust or transition with follow-up questions and ascertains teacher knowledge of element and attributes . (O)	Uses teacher responses to adjust or transition with follow-up questions and ascertains teacher knowledge of element and attributes . (O)	Engages teacher reflection on <i>whole group lesson assessment data and teacher plans (pre-conference) or actions (post-conference)</i> . (O)
	Focuses conference on objectives derived from accurate analysis of instruction, content rigor, student misconceptions, and knowledge of teacher as a learner . (O)	Focuses conference on objectives derived from accurate analysis of instruction . (O)	Focuses conference on objectives derived from accurate analysis of instruction. (O)	Conducts teacher conference to focus on conference objectives. (O)

Element	Descriptors			
Post Conference: Reinforcement & Refinement Observation Setting Business or Parent Meeting Leadership Team Meeting Professional Development Site Visit	Teacher converses with evaluator and demonstrates exploration of the content discipline and deep, nuanced knowledge of high-leverage strategies integral to the cause/effect relationship between teaching and learning (for whole group, sub groups, and individual needs of students and the needs or interests of the teacher). (O) Teacher demonstrates understanding of conference objective rubric element(s) and their purpose, attributes/steps, and insight about when and how to effectively use the strategy in multiple instructional contexts (i.e. content concepts or groupings). (O)	Builds on teacher comments to transition to reinforcement and refinement and provide meaning for feedback focusing on rubric elements integral to the cause/effect relationship between teaching and learning (for whole group and sub groups), based on evidence from script and student learning artifacts. (O) Shares strategy aligned to conference objective rubric element(s), and teacher applies understanding of purpose, attributes/steps, and when and how to use the strategy to previously taught lesson and future lessons. (O)	Provides relevant feedback focusing on rubric elements integral to the cause/effect relationship between teaching and learning (for whole group), based on evidence from script and student learning artifacts. (O) Shares strategy aligned to conference objective rubric element(s) and teacher applies understanding of purpose, attributes/steps, and when and how to use the strategy to previously taught lesson. (O)	Provides practical and specific feedback based on direct quotes from instruction and examples of student learning. (O) Teacher leader checks for understanding, and teacher restates element and attributes/steps. (O)
Professional Development: New Learning Observation Setting Business or Parent Meeting Leadership Team Meeting Instructional Conference Site Visit	Ensures professional development has a specific, measurable, and ambitious objective that connects to a series of professional development cycles that leads to CIP goal(s). (O) Ensures professional learning is differentiated, team-based, results-oriented, and job-embedded with clear targets for teacher practice and student learning. (O)	Ensures professional development has a specific, measurable, and ambitious objective that connects to a series of professional development cycles that leads to CIP goal(s). (O) Ensures professional learning is differentiated and job-embedded with clear targets for teacher practice and student learning. (O)	Delivers professional development that is aligned to CIP goals. (O) Ensures professional learning is job-embedded with clear targets for teacher practice and student learning. (O)	Ensures professional development aligns to Continuous Improvement Plan (CIP) goals. (O) Engages teachers in the professional learning. (O)

Element	Descriptors
Collaborative Learning Structures Observation Setting Leadership Team Meeting Business or Parent Meeting Instructional Conference Site Visit	<p>Creates and successfully implements multiple flexible structures for professional learning and collaboration to meet vertical, horizontal, and/or integrated team-specific learning/achievement goals with protocols to support team SMART goal development, action plan implementation, discussions about cause/effect relationships between teaching and evidence of learning, and reflection of group processes. (O) (D Management System Artifacts)</p> <p>Creates and supports the utilization of multiple flexible grouping structures for scaffolding professional learning, and teams collaborate to meet team-specific (school, grade level, vertical content, or integration) student learning/achievement goals and individual needs for content or rubric elements. (O) (D Management System Artifacts)</p> <p>Creates and utilizes multiple structures for scaffolding professional learning, and teams collaborate to meet team-specific (school, grade level, or vertical content) student learning/achievement goals and individual needs for content or rubric elements. (O) (D Management System Artifacts)</p> <p>Provides structures (e.g., collaborative learning team common planning time, or grade level/subject area meeting) for the purpose of meeting team specific student learning/achievement goals. (O) (D Management System Artifacts)</p>
Professional Development: Adjusting Support Observation Setting Business or Parent Meeting Professional Development Instructional Conference Site Visit	<p>Accurately analyzes student learning data and in-depth patterns of teacher progress, relevant teacher conceptions/misconceptions, and anecdotal information about teacher. (O) (D Coaching Plans)</p> <p>Accurately identifies high priority next areas for refinements in content, rigor, or pedagogical shifts for differentiated teacher groups and targeted student groups. (O) (D Coaching Plans)</p> <p>Interprets the impact of the type of coaching support and the strategy for delivery (i.e. frequency, duration, and level of scaffolding) on the progress of differentiated groups or individual teachers and makes adjustments to the type of coaching support and strategies for delivery (i.e. frequency, duration, level of scaffolding) to remove obstacles and improve student achievement. (O) (D Coaching Plans)</p> <p>Analyzes student learning data and patterns of teacher progress and teacher conceptions, and teacher misconceptions. (O) (D Coaching Plans)</p> <p>Accurately identifies high priority next areas for refinements in content, rigor, or pedagogical shifts for differentiated groups. (O) (D Coaching Plans)</p> <p>Interprets the impact of coaching strategies on the progress of differentiated groups or assigned individual teachers and makes adjustments to future coaching to remove obstacles and improve student achievement. (O) (D Coaching Plans)</p> <p>Collects and analyzes teacher progress monitoring evidence of instructional effectiveness. (O) (D Coaching Plans)</p> <p>Identifies needs for refinements in content, rigor, and/or pedagogical shifts for differentiated groups. (O) (D Coaching Plans)</p> <p>Identifies relationship between professional development efforts and impact on student learning to adjust coaching support for coaching groups (i.e. planning, content or pedagogy training, application/practice in collaborative teams, observation, coaching, checking for understanding). (O) (D Coaching Plans)</p> <p>Maintains records of teacher progress and can articulate the progress and potential obstacles of individual teachers. (O) (D Coaching Plans)</p> <p>Identifies refinements in pedagogical shifts for at least one teacher group.</p> <p>Identifies areas of professional development support that need adjustment. (O) (D Coaching Plans)</p>



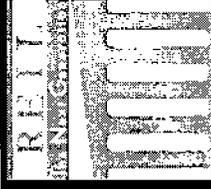
Rewarding Excellence in Instruction & Leadership Leading Observation Instrument

SECURING ACCOUNTABILITY RUBRIC

The *Securing Accountability* rubric is designed to support the school administrator in creating conditions for student success. The school administrator monitors the continuous improvement plan (CIP) to meet or exceed rigorous, student achievement goals in order to close achievement gaps or maintain high levels of performance.

Element	Descriptors	Utilizes an effective process to consistently monitor, review and revise horizontal team goals/action plans and CIP. (O) (D – Student Achievement Data)	Utilizes an effective process to consistently monitor, review and revise the CIP in critical areas (e.g., tracks annual outcomes and monthly/weekly data against plan milestones to monitor, track, and review progress; adjusts strategies in order to reach goals). (O) (D – Student Achievement Data)	Utilizes a process to monitor the school improvement plan. (O) (D – Student Achievement Data)
Accountability for Goals Observation Setting Business or Parent Meeting Professional Development Instructional Conference Site Visit	Utilizes an effective process to consistently monitor, review and revise horizontal and vertical team goals/action plans and CIP. (O) (D – Student Achievement Data) Exceeds whole school performance goals for student achievement and for targeted sub groups in core content areas. (D – Student Achievement Data)	Utilizes an effective process to consistently monitor, review and revise horizontal team goals/action plans and CIP. (O) (D – Student Achievement Data)	Utilizes an effective process to consistently monitor, review, and revise the CIP in critical areas (e.g., tracks annual outcomes and monthly/weekly data against plan milestones to monitor, track, and review progress; adjusts strategies in order to reach goals). (O) (D – Student Achievement Data)	Utilizes a process to monitor the school improvement plan. (O) (D – Student Achievement Data)
Supervision of, Written, Taught, & Tested Curriculum Observation Setting Business or Parent Meeting Leadership Team Meeting Instructional Conference Site Visit	Monitors teaching; assesses school-wide and team-specific gaps between written, taught, and tested curriculum; summarizes school-wide implementation of curricular vertical progressions of core subject content and depth of knowledge; and ensures curriculum is rigorous for college career success. (D – Student Achievement, Evaluation, & Observation Data) Team members demonstrate proficient understanding of curriculum and ability to apply knowledge of curriculum as they unpack standards, map curriculum, develop aligned assessments, select/create resources, and/or develop unit plans aligned to year-long plans. (O)	Monitors teaching; assesses gaps between written, taught, and tested curriculum; and summarizes school-wide implementation of curricular vertical progressions of core subject content and depth of knowledge. (D – Student Achievement, Evaluation, & Observation Data)	Meets performance goals for student achievement in targeted sub groups in core content areas. (D – Student Achievement Data)	Demonstrates measurable student achievement gains in core content goal areas. (D – Student Achievement Data)
Supports implementation of curriculum Observation Setting Business or Parent Meeting Leadership Team Meeting Instructional Conference Site Visit	Guides understanding of curriculum and application to teaching by guiding teachers as they unpack standards, map curriculum, develop aligned assessments, select/create resources, and/or develop unit plans. (O)	Monitors teaching alignment to the standards in all subjects through teacher evaluation process, classroom visitations, supervision of collaborative team meetings/department meetings/grade level meetings, and student achievement results. (D – Student Achievement, Evaluation, & Observation Data)	Meets performance goals for student achievement in core content areas. (D – Student Achievement Data)	Monitors teaching of the standards in core subjects (or assigned core subject for assistant principal) through teacher evaluation process, classroom visitations, and supervision of collaborative team meetings /department meetings/grade level meetings. (D – Student Achievement, Evaluation, & Observation Data)
Supports implementation of curriculum Observation Setting Business or Parent Meeting Leadership Team Meeting Instructional Conference Site Visit	Supports implementation of curriculum by helping teachers to unpack standards map/pack curriculum, and/or develop aligned assessments, and/or select aligned resources for a sequence of lessons that lead to attainment of a standard or performance objective. (O)	Monitors teaching alignment to the standards in all subjects through teacher evaluation process, classroom visitations, supervision of collaborative team meetings/department meetings/grade level meetings, and student achievement results. (D – Student Achievement, Evaluation, & Observation Data)	Meets performance goals for student achievement in core content areas. (D – Student Achievement Data)	Monitors teaching of the standards in core subjects (or assigned core subject for assistant principal) through teacher evaluation process, classroom visitations, and supervision of collaborative team meetings /department meetings/grade level meetings. (D – Student Achievement, Evaluation, & Observation Data)

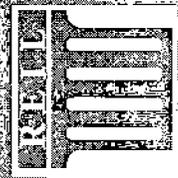
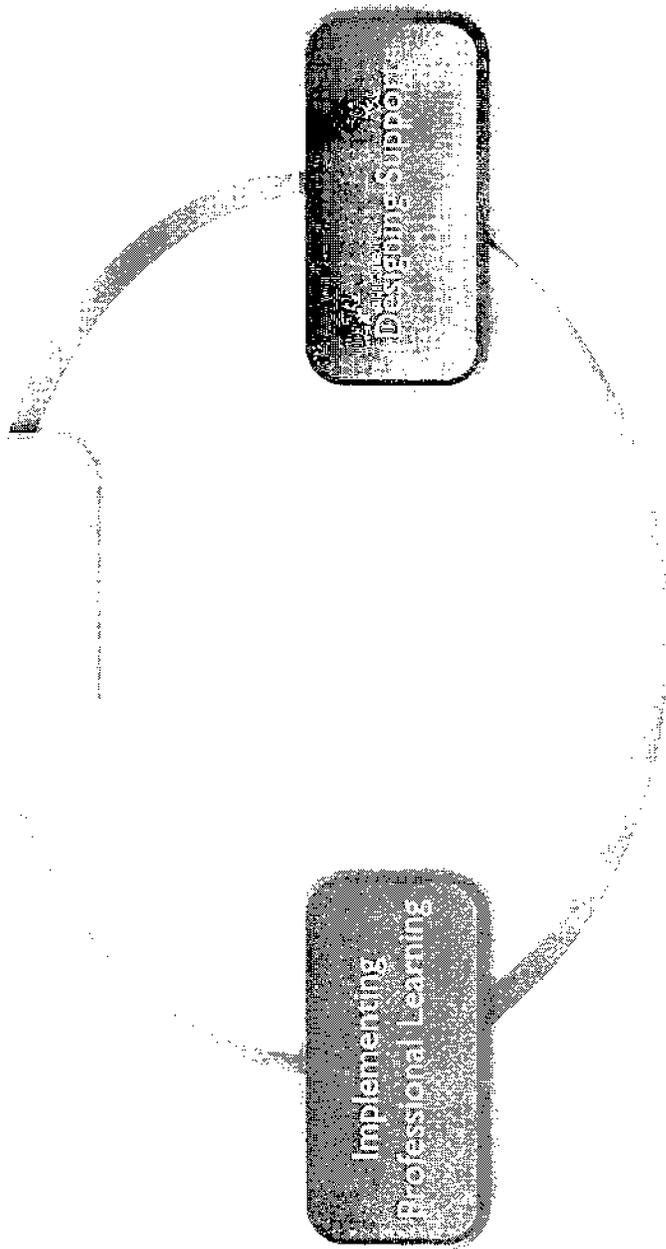
Element	Descriptors	Establishes academic priorities that are non-negotiable, and teachers demonstrate support of strategies to promote the academic priorities. (O)	Establishes academic priorities that are non-negotiable. (O)	Establishes academic priorities. (O)
Collaborative Implementation	Establishes academic priorities that are non-negotiable, and teachers demonstrate implementation of strategies to promote the academic priorities throughout the school or assigned group of teachers. (C)	Establishes academic priorities that are non-negotiable, and teachers demonstrate support of strategies to promote the academic priorities. (O)	Establishes academic priorities that are non-negotiable. (O)	Establishes academic priorities. (O)
Observation Setting	Holds staff and teams accountable for implementing CIP aligned strategies and tracks effectiveness of implementation of strategies by school and team based on teaching and student learning. (D – Management System Artifacts)	Holds staff and teams accountable for implementing CIP aligned strategies and tracks effectiveness of implementation of strategies school-wide. (D – Management System Artifacts)	Holds staff and teams accountable for implementing strategies that align teaching and learning with CIP. (D – Management System Artifacts)	Communicates expectation for implementing strategies that align to CIP. (D – Management System Artifacts)
Observation Setting	Ensures teachers collaborate in teams (at least weekly) to support implementation of strategies and attainment of CIP and team goals through reflection on prior instruction or assessment strategies, lesson or unit planning, examination of student work, analysis of disaggregated data, modification of materials to address gaps, and assessment development. (D – Management System Artifacts)	Ensures teachers collaborate in teams (at least twice monthly) to support implementation of strategies and attainment of CIP and team goals through planning, examination of student work, analysis of disaggregated data, modifications of materials to address gaps, and assessment development. (D – Management System Artifacts)	Ensures (via agenda/notes collection, visitations, verbal feedback to teams, etc.) teachers collaborate within established teams for the purpose of meeting team specific student learning/achievement goals. (D – Management System Artifacts)	
Educator Goal Plans	Develops and/or annually revises Educator Goal Plans in collaboration with teachers that include measurable goals that will have the greatest impact on student learning, aligned action steps, and sufficient support or resources for the teacher clearly identified within the plan and provided to nearly all teachers. (D – Educator Goal Plan)	Develops and/or annually revises Educator Goal Plans in collaboration with teachers that include measurable goals that will have the greatest impact on student learning, aligned action steps, and sufficient support or resources for the teacher clearly identified within the plan and provided to most teachers. (D – Educator Goal Plan)	Develops and/or annually revises Educator Goal Plans in collaboration with teachers that include measurable goals and aligned actions steps for all assigned teachers using student achievement and teacher observation data. (D – Educator Goal Plan)	Develops and/or annually revises Educator Goal Plan for all teachers using refinement goal from assigned teachers' observation(s). (D – Educator Goal Plan)
Observation Setting	Business or Parent Meeting	Business or Parent Meeting	Business or Parent Meeting	Business or Parent Meeting
Observation Setting	Leadership Team Meeting	Leadership Team Meeting	Leadership Team Meeting	Leadership Team Meeting
Observation Setting	Professional Development	Professional Development	Professional Development	Professional Development
Observation Setting	Instructional Conference	Instructional Conference	Instructional Conference	Instructional Conference
Observation Setting	Site Visit	Site Visit	Site Visit	Site Visit



Leading Observation Instrument

	Observation Settings							Documentation							Survey		
	Business or Parent Meeting	Leadership Team Meeting	Professional Development	Instructional Conference	Site Visit	CIP Plans	Coaching Plans	Educator Goal Plans	Student Achievement Data	Management System Artifacts	Teacher Observation Data or Artifacts	Parent Survey	Staff Survey	Student Survey			
Shared Purpose	✓	✓															
CIP: Goal Setting						✓					✓						
CIP: Action Plans						✓											
School Resource Management								✓									
Accessibility					✓				✓		✓	✓	✓	✓			
Mutual Trust & Respect	✓				✓						✓	✓	✓	✓			
Conflict Resolution		✓	✓														
Group Facilitation		✓	✓									✓					
Change Process			✓									✓					
Communication Management Systems	✓								✓		✓	✓	✓	✓			
Recruitment, Retention, & Succession Planning	✓								✓								
Observation & Evaluation of Instruction				✓													
Pre & Post Conference: Data Gathering				✓													
Post Conference: Reinforcement & Refinement				✓													
Professional Development: New Learning			✓														
Collaborative Learning Structures			✓							✓							
Professional Development: Adjusting Support		✓					✓										
Accountability for Goals		✓									✓						
Supervision of Written, Taught, & Tested Curriculum			✓											✓			
Collaborative Implementation					✓									✓			
Educator Goal Plans								✓									

REIL-TNG Coaching Observation Resources

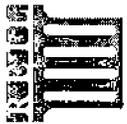


Coaching Observation Instrument



MCESA

Maricopa County Education Service Agency



Rewarding Excellence in Instruction & Leadership Coaching Observation Instrument

ENHANCING CULTURE RUBRIC

The *Enhancing Culture* rubric is designed to support the coach in establishing and maintaining trusting relationships that earn teacher confidence and encourage risk taking. Through active listening and collaboration, the coach can support teachers with focus and shared commitment on common goals that support the vision, mission, and Continuous Improvement Plan (CIP).

Element		Descriptors	Establishes and maintains trusting relationships to promote learning and risk taking through partnership with teacher and sharing responsibility for challenges. (O) (S – Teacher)	Initiates and nurtures valued professional relationships evidenced by most of the following behaviors: <ul style="list-style-type: none"> shows care, concern, and empathy for teachers as individuals identifies and validates the teacher's individual strengths, interests, or ideas makes connections to common ideas or interests asks questions to engage the teacher on a personal and professional level. (O) (S – Teacher) 	Develops cordial and professional relationships with colleagues evidenced by mutual respect, positive interactions, and support. (O) (S – Teacher)
Relationships	Instructional Delivery	Leverages established relationships to engage in challenging conversations that lead to honest or vulnerable reflection, risk taking, and changes in teaching and learning. (O) (S – Teacher)	Earns the confidence of teachers and administrators by understanding and demonstrating confidentiality, and teachers regard coach as critical influence on their success. (O) (S – Teacher)	Earns the confidence of teachers and administrators by understanding and demonstrating confidentiality. (O) (S – Teacher)	Earns the confidence of teachers by understanding and demonstrating confidentiality. (O) (S – Teacher)
	Collaborative Team Meeting				
	Leadership Team				
Active Listening	Instructional Delivery	Teachers actively listen and teacher leader facilitates group acceptance and learning from dissonance and underlying beliefs, gaining new perspective without personalizing the resistance. (O)	Actively listens and analyzes the causes, beliefs, and/or understandings of dissonance; and reframes negatives into positives. (O)	Actively listens and handles diverse opinions or values in a constructive way without reinforcing barriers. (O)	Listens attentively and uses influence with others to promote collegiality. (O)
	Observation Setting				
	Instructional Conference				
	Leadership Team				

Element	Descriptors				
<p>Collaboration</p> <p>Teachers develop ideas and products by using the norms of collaboration with one another (see 2), which result in maintained focus, shared commitments, achieved outcome, and continued positive relationships. (O) (S – Teacher)</p>		<p>Develops ideas and products by using the norms of collaboration most appropriate for the group or context (see 2). (O) (S – Teacher)</p>	<p>Develops ideas and products collaboratively by most of the following:</p> <ul style="list-style-type: none"> ▪ Asking questions to clarify or probe for specificity • Paraphrasing, or restating other ideas • Pausing to allow other voices and eliciting different perspectives and responses from others ▪ Balancing advocacy and inquiry ▪ Paying attention to self and others • Presuming positive intentions (O) (S – Teacher) 	<p>Listens attentively and uses influence with others to promote collegiality. (O) (S – Teacher)</p>	
<p>Observation Setting</p> <p>Instructional Conference</p> <p>Leadership Team</p>					
<p>Goal Orientation</p> <p>Staff frequently references vision, mission, and continuous improvement plan goals and grade-level/department goals in designing and implementing action plans or making decisions. (O)</p>	<p>Staff frequently references vision, mission, and continuous improvement plan goals and grade-level/department goals in designing and implementing action plans or making decisions. (O)</p>	<p>Enlists teachers and actively shares responsibility in developing, maintaining, and/or implementing grade-level/department goals that align to continuous improvement plan with advocacy for vision and mission. (O)</p>	<p>Facilitates conversations to confirm and explicitly connect work to vision, continuous improvement plan, and grade-level/department goals. (O)</p>	<p>References continuous improvement plan or grade-level/department goal to establish purpose. (O)</p>	
<p>Observation Setting</p> <p>Instructional Conference</p> <p>Leadership Team</p>	<p>Holds self and colleagues/mentees to high standards in delivering high-quality learning experiences for students aligned to vision and goals with vertical and horizontal coherence across grade/department teams. (O)</p> <p>Teachers initiate celebrations of measurable student gains and engage in deeper conversations about cause/effect relationship between teaching decisions and student learning. (O)</p>	<p>Holds colleagues/mentees to high standards in delivering high-quality learning experiences for students aligned to vision and goals with horizontal coherence across grade/department teams. (O)</p> <p>Guides sharing celebrations of measurable student gains and facilitates a deeper conversation about cause/effect relationship between teaching decisions and student learning. (O)</p>	<p>Conveys high expectations (verbal & written) for student learning that are aligned to vision and goals. (O)</p> <p>Fosters sharing celebrations of measurable student gains, and peers articulate how they were achieved. (O)</p>	<p>Conveys high expectations (verbal or written) for student learning. (O)</p> <p>Identifies individual teacher practices to promote peers learning from one another. (O)</p>	
<p>Instructional Delivery</p>					



Rewarding Excellence in Instruction & Leadership Coaching Observation Instrument

DESIGNING SUPPORT RUBRIC

The *Designing Support* rubric is designed to support the coach in guiding teachers to systematically identify patterns and relationships in data to improve teacher effectiveness and designing systems of coaching support for the teacher to improve short-term and long-term planning and delivery of instruction. By maintaining, monitoring, and adjusting coaching plans the instructional coach can support the achievement of Continuous Improvement Plan goals, Educator Goal Plans, and student data to ultimately impact improved student achievement.

Element	4	3	2	1	0
Students Needs Analysis	Descriptors				
Observation Setting	Teachers use previous year's summative data and/or recent diagnostic data from several sources aligned to narrowed focus organized for in-depth analysis (e.g., common formative assessments, student work, behavior logs, progress monitoring tools). (O)	Guides use of previous year summative data and/or recent diagnostic data from several sources aligned to narrowed focus organized for in-depth analysis (e.g., common formative assessments, student work, behavior logs, progress monitoring tools). (C)	Guides use of previous year summative data.	Provides data to teacher team. (O)	
Instructional Delivery	Teachers use systematic process to identify specific patterns and relationships in the data, conceptions and misconceptions, root causes, and to develop and test hypotheses or generalizations about specific needs of individual students and sub-populations. (O)	Guides discussion of the evidence of student learning and develops teacher capacity to ask questions of the data linked to specific patterns and relationships, conceptions and misconceptions, and root causes about specific needs of individual students and sub-populations. (C)	Engages teachers in a discussion of the evidence of student learning to identify strengths and high priority areas for improving student learning. (O)	Presents strengths and weaknesses in student learning data. (O)	
Instructional Analysis	Teachers utilize effective protocols to articulate cause/effect relationships between student learning data, teacher content knowledge, and teacher actions to accurately identify how to improve their own effectiveness. (O)	Guides teachers through a protocol to articulate relationship between student data, teacher content knowledge, and teacher actions (i.e. considers factors such as task analysis of the content sub-skills, use of assessment data, personal mastery of specific instructional strategies, choice of instructional strategies to build understanding, learning time, sufficient practice, etc.). (O)	Poses questions to engage teachers in the interpretation of the relationship between student data, teacher content knowledge, and teacher actions. (O)	Offers interpretation of student data to improve teaching and learning. (O)	
Observation Setting					
Collaborative Team Meeting					
Instructional Delivery					

Element	Descriptors	Scaffolds teachers in using in-depth instructional analysis of content, pedagogy, and student learning data to identify high opportunity next steps for short-range and long-range plans and assessment development to meet individual needs. (O)	Directs teachers in whole group and sub-group short-range and long-range planning (for initial instruction, reteaching, interventions, and/or enhancements) or assessment development based on instructional analysis. (O)	Plans whole-group or sub-group instructional plans to support teacher. (O)
Instructional Planning	<p>Teachers use in-depth instructional analysis of content, pedagogy, and student learning data to plan high opportunity next steps for short-range and long-range instructional plans and assessment development to meet individual needs. (O)</p>	Scaffolds teachers in using in-depth instructional analysis of content, pedagogy, and student learning data to identify high opportunity next steps for short-range and long-range instructional plans and assessment development to meet individual needs. (O)	Directs teachers in whole group and sub-group short-range and long-range planning (for initial instruction, reteaching, interventions, and/or enhancements) or assessment development based on instructional analysis. (O)	Plans whole-group or sub-group instructional plans to support teacher. (O)
Observation Setting	Instructional Delivery	Instructional Conference	Collaborative Team Meeting	Leadership Team
Adjusting Support	<p>Accurately analyzes student learning data and in-depth patterns of teacher progress, relevant teacher conceptions/misconceptions, and anecdotal information about teacher. (O) (D – Coaching Plans)</p> <p>Accurately identifies high priority next areas for refinements in content, rigor, or pedagogical shifts for differentiated teacher groups and targeted student groups. (O) (D – Coaching Plans)</p> <p>Interprets the impact of the type of coaching support and the strategy for delivery (i.e. frequency, duration, and level of scaffolding) on the progress of differentiated groups or individual teachers and makes adjustments to the type of coaching support and strategies for delivery (i.e. frequency, duration, level of scaffolding) to remove obstacles and improve student achievement. (O) (D – Coaching Plans)</p>	<p>Analyzes student learning data and patterns of teacher progress and teacher conceptions, and teacher misconceptions. (O) (D – Coaching Plans)</p> <p>Accurately identifies high priority next areas for refinements in content, rigor, or pedagogical shifts for differentiated groups. (O) (D – Coaching Plans)</p> <p>Interprets the impact of coaching strategies on the progress of differentiated groups or assigned individual teachers and makes adjustments to future coaching to remove obstacles and improve student achievement. (O) (D – Coaching Plans)</p>	<p>Collects and analyzes teacher progress monitoring evidence of instructional effectiveness. (O) (D – Coaching Plans)</p> <p>Identifies needs for refinements in content, rigor, and/or pedagogical shifts for differentiated groups. (O) (D – Coaching Plans)</p> <p>Identifies relationship between professional development efforts and impact on student learning to adjust coaching support for coaching groups. (i.e. planning, content or pedagogy training, application/practice in collaborative teams, observation, coaching, checking for understanding). (O) (D – Coaching Plans)</p>	<p>Maintains records of teacher progress and can articulate the progress and potential obstacles of individual teachers. (O) (D – Coaching Plans)</p> <p>Identifies refinements in pedagogical shifts for at least one teacher group. (O)</p> <p>Identifies areas of professional development support that need adjustment. (O) (D – Coaching Plans)</p>
Observation Setting	Instructional Delivery	Collaborative Team Meeting	Instructional Conference	Leadership Team

Element	Descriptors			
Coaching Plans	<p>Consistently includes the following in sequenced and connected monthly coaching plans aligned to school goals and EGP: 1) specific, measurable, and ambitious objectives for the professional development cycle; 2) a scope and sequence of coaching activities that follows a gradual release of individual implementation, and 3) a monitoring system. (D – Coaching Plans)</p>			
Observation Setting	Instructional Delivery	Collaborative Team Meeting	Instructional Conference	Leadership Team
	Writes monthly coaching objectives and plans aligned to analysis/interpretation of teacher needs and school improvement goals. (D - Coaching Plans)	Includes the following in monthly coaching plans aligned to school goals and EGPs: 1) specific, measurable, and ambitious objectives for the professional development cycle; 2) a scope and sequence of coaching activities that follows a gradual release of individual implementation; and 3) a monitoring system. (D - Coaching Plans)	Writes coaching plans aligned to school improvement goals. (D – Coaching Plans)	



Rewarding Excellence in Instruction & Leadership Coaching Observation Instrument

IMPLEMENTING PROFESSIONAL LEARNING RUBRIC

Aligns with In-TASC Standard 2 (Learning Differences), 3 (Learning Environments), 4 (Content Knowledge), 5 (Application of Content), 6 (Assessment), 7 (Planning for Instruction), and 8 (Instructional Strategies). The *Implementing Professional Learning* rubric is designed to support the coach in providing job-embedded, research-driven, team-based, differentiated, and results-oriented professional development aligned to the Continuous Improvement Plan, Educator Goal Plan, and Learning Observation Instrument. Through demonstration of instruction, effective facilitation of collaborative learning teams, and focused dialogue and feedback within instructional conferences all focused on the relationship between teaching and learning, the coach can develop teacher capacity to improve student achievement.

Element	3	2	1	0
Task Analysis	<p>Observation Setting</p> <p>Collaborative Team Meeting</p>	<p>Planned/Taught lesson objective(s), sub-objective(s), & materials are logically organized/sequenced in relation to lesson, unit, and year-long plan. (7c)</p>	<p>Planned/Taught lesson objective(s), sub-objective(s), & materials are aligned to content standards, segmented for learning, reflect prior learning, and are logically organized/sequenced in relation to the lesson. (4d, 4f, 7b, 7c)</p>	<p>Planned/Taught lesson objective(s) and materials are sequenced and aligned to content standards. (7b, 7c)</p>
	<p>Instructional Conference</p> <p>Leadership Team</p>	<p>Planned/Taught lesson objective(s), sub-objective(s), & materials are logically organized/sequenced in relation to the lesson, unit, and year-long plan. (7c)</p>	<p>Planned/Taught lesson objective(s), sub-objective(s), & materials are aligned to content standards, segmented for learning, reflect prior learning, and are logically organized/sequenced in relation to the lesson. (4d, 4f, 7b, 7c)</p>	<p>Planned/Taught lesson objective(s) and materials are sequenced and aligned to content standards. (7b, 7c)</p>
	<p>Instructional Delivery</p>	<p>Planned/Taught lesson objective(s), sub-objective(s), & materials are logically organized/sequenced in relation to the lesson, unit, and year-long plan. (7c)</p>	<p>Planned/Taught lesson objective(s), sub-objective(s), & materials are aligned to content standards, segmented for learning, reflect prior learning, and are logically organized/sequenced in relation to the lesson. (4d, 4f, 7b, 7c)</p>	<p>Planned/Taught lesson objective(s) and materials are sequenced and aligned to content standards. (7b, 7c)</p>
Conceptual Understanding	<p>Observation Setting</p> <p>Collaborative Team Meeting</p>	<p>Guides all students to create or select their own representations and explanations of concepts; ensures students demonstrate understanding of concepts through multiple ways/examples</p>	<p>Utilizes effective representations and explanations of concepts throughout the lesson that capture key ideas and details that build conceptual understanding in the discipline; prompts students to demonstrate understanding of concepts through multiple ways/examples.</p>	<p>Utilizes representations and explanations of concepts that capture key ideas essential to build understanding of the lesson outcome.</p>
	<p>Instructional Conference</p> <p>Leadership Team</p>	<p>Guides all students to create or select their own representations and explanations of concepts; ensures students demonstrate understanding of concepts through multiple ways/examples</p>	<p>Utilizes effective representations and explanations of concepts throughout the lesson that capture key ideas and details that build conceptual understanding in the discipline; prompts students to demonstrate understanding of concepts through multiple ways/examples.</p>	<p>Utilizes representations and explanations of concepts that capture key ideas essential to build understanding of the lesson outcome.</p>
Observation Setting	<p>Instructional Conference</p>	<p>Utilizes questions at essential sub-objectives with increasing complexity or depth of content; that are differentiated according to student cognitive level. (7a, 7c, 4a, 8i)</p>	<p>Utilizes questions at essential sub-objectives that support student understanding in the discipline and stimulate discussion for a specific purpose (e.g., <i>probing for learner understanding, helping learners articulate their ideas and thinking processes, encouraging students to question and analyze ideas from diverse perspectives</i>). (4a, 4b, 8i)</p>	<p>Utilizes questions within the lesson to probe for learner understanding related to the lesson outcome. (4a, 8i)</p>
	<p>Instructional Delivery</p>	<p>Utilizes questions at essential sub-objectives with increasing complexity or depth of content; that are differentiated according to student cognitive level. (7a, 7c, 4a, 8i)</p>	<p>Utilizes questions at essential sub-objectives that support student understanding in the discipline and stimulate discussion for a specific purpose (e.g., <i>probing for learner understanding, helping learners articulate their ideas and thinking processes, encouraging students to question and analyze ideas from diverse perspectives</i>). (4a, 4b, 8i)</p>	<p>Utilizes questions within the lesson to probe for learner understanding related to the lesson outcome. (4a, 8i)</p>

Descriptors

<p>Instructional Approach</p>	<p>Explicitly models an exemplary product/procedure/performance by labeling steps or concepts with precise academic vocabulary and clear articulation of meta-cognition.</p>	<p>Explicitly models an exemplary product/procedure/performance by labeling steps or concepts with precise academic vocabulary and clear articulation of meta-cognition.</p>	<p>Explicitly models an exemplary product/procedure/performance by labeling steps or concepts with precise academic vocabulary.</p> <p>Supports students, at essential sub-objectives in using clear academic vocabulary/labels (<i>verbal, written, or non-linguistic representation</i>) to solidify learning.</p>	<p>Models a task/performance by labeling the steps/criteria.</p>
<p>Observation Setting</p>	<p>Engages all students in examining their own thinking and/or learning; students effectively provide support for one another. (3b, 5f)</p>	<p>Provides sufficient, aligned practice or conceptual development activity aligned to appropriate sub-objective(s).</p> <p>Effectively provides scaffolding for students who need assistance and support as needed to ensure all students are challenged to move toward independence. (2b)</p>	<p>Provides sufficient, aligned practice or conceptual development activity to support successful learning of the lesson objective.</p> <p>Actively guides and scaffolds individual students as they practice the objective and move toward independence (<i>e.g., re-framing posted responses, coaching, questioning, prompting, cueing</i>). (2a)</p>	<p>Provides opportunity for students to practice the lesson objective before independent practice is assigned; or provides opportunity during the conceptual development activity for students to work toward mastery of the lesson objective.</p>

<p>Instructional Delivery</p>	<p>Collaborative Team Meeting</p>	<p>Instructional Conference</p>	<p>Leadership Team</p>
<p>Practice/Aligned Activity</p>	<p>Collaborative Team Meeting</p>	<p>Instructional Conference</p>	<p>Leadership Team</p>
<p>Instructional Delivery</p>	<p>Collaborative Team Meeting</p>	<p>Instructional Conference</p>	<p>Leadership Team</p>

Element	Descriptors	Monitor and Adjust	Monitor and Adjust	Monitor and Adjust	Monitor and Adjust
Authentic Engagement Observation Setting Collaborative Team Meeting Instructional Conference Leadership Team Instructional Delivery	Facilitates authentic engagement by: <ul style="list-style-type: none"> (1) Involving all students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work; and (2) Collaborates with all students to design and implement relevant learning experiences. (2a, 3b, 5f, 5g, 7a, 8c, 8i) 	Checks for understanding by eliciting overt responses from all students at essential sub-objective levels.	Utilizes student responses to appropriately move forward with or adjust one or more of the following at the individual level : <ul style="list-style-type: none"> Instructional approach (e.g., <i>pacing, modeling, questioning, guided practice, feedback, etc.</i>) Content sub-skills or complexity (e.g., <i>number in problem or lexile</i>) Depth of knowledge Grouping Task/Product requirements (2b, 8a, 8b) 	Checks for understanding by eliciting overt responses from all students at essential sub-objective levels.	Facilitates authentic engagement by assigning differentiated, meaningful tasks that require complex thinking, that most students associate with a result or outcome that has clear meaning and personal relevance. (2a, 7a, 8c, 8i)
	Facilitates authentic engagement by assigning differentiated, meaningful tasks that require complex thinking, that most students associate with a result or outcome that has clear meaning and personal relevance. (2a, 7a, 8c, 8i)	Utilizes student responses to appropriately move forward with or adjust one or more of the following at the sub-group level : <ul style="list-style-type: none"> Instructional approach (e.g., <i>pacing, modeling, questioning, guided practice, feedback, etc.</i>) Content sub-skills or complexity (e.g., <i>number in problem or lexile</i>) Depth of knowledge Grouping Task/Product requirements (2b, 8a, 8b) 	Checks for understanding by eliciting overt responses from most students (75% or more) at essential sub-objective levels .	Facilitates authentic engagement by assigning tasks that most students associate with a result or outcome that has clear meaning and personal relevance (<i>connects task(s) to learning for outcome relative to big idea; purpose for learning</i>). (7a, 8c, 8i)	
	Utilizes student responses to appropriately move forward with or adjust one or more of the following at the individual level : <ul style="list-style-type: none"> Instructional approach (e.g., <i>pacing, modeling, questioning, guided practice, feedback, etc.</i>) Content sub-skills or complexity (e.g., <i>number in problem or lexile</i>) Depth of knowledge Grouping Task/Product requirements (2b, 8a, 8b) 	Utilizes student responses to appropriately move forward with or adjust one or more of the following at the sub-group level : <ul style="list-style-type: none"> Instructional approach (e.g., <i>pacing, modeling, questioning, guided practice, feedback, etc.</i>) Content sub-skills or complexity (e.g., <i>number in problem or lexile</i>) Depth of knowledge Grouping Task/Product requirements (2b, 8a, 8b) 	Checks for understanding by eliciting overt responses from most students (75% or more) at essential sub-objective levels .	Facilitates authentic engagement by assigning tasks that most students associate with a result or outcome that has clear meaning and personal relevance (<i>connects task(s) to learning for outcome relative to big idea; purpose for learning</i>). (7a, 8c, 8i)	
Authentic Engagement Observation Setting Collaborative Team Meeting Instructional Conference Leadership Team Instructional Delivery	Facilitates authentic engagement by: <ul style="list-style-type: none"> (1) Involving all students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work; and (2) Collaborates with all students to design and implement relevant learning experiences. (2a, 3b, 5f, 5g, 7a, 8c, 8i) 	Checks for understanding by eliciting overt responses from all students at essential sub-objective levels.	Utilizes student responses to appropriately move forward with or adjust one or more of the following at the individual level : <ul style="list-style-type: none"> Instructional approach (e.g., <i>pacing, modeling, questioning, guided practice, feedback, etc.</i>) Content sub-skills or complexity (e.g., <i>number in problem or lexile</i>) Depth of knowledge Grouping Task/Product requirements (2b, 8a, 8b) 	Checks for understanding by eliciting overt responses from all students at essential sub-objective levels.	Facilitates authentic engagement by assigning differentiated, meaningful tasks that require complex thinking, that most students associate with a result or outcome that has clear meaning and personal relevance. (2a, 7a, 8c, 8i)
	Facilitates authentic engagement by assigning differentiated, meaningful tasks that require complex thinking, that most students associate with a result or outcome that has clear meaning and personal relevance. (2a, 7a, 8c, 8i)	Utilizes student responses to appropriately move forward with or adjust one or more of the following at the sub-group level : <ul style="list-style-type: none"> Instructional approach (e.g., <i>pacing, modeling, questioning, guided practice, feedback, etc.</i>) Content sub-skills or complexity (e.g., <i>number in problem or lexile</i>) Depth of knowledge Grouping Task/Product requirements (2b, 8a, 8b) 	Checks for understanding by eliciting overt responses from most students (75% or more) at essential sub-objective levels .	Facilitates authentic engagement by assigning tasks that most students associate with a result or outcome that has clear meaning and personal relevance (<i>connects task(s) to learning for outcome relative to big idea; purpose for learning</i>). (7a, 8c, 8i)	
	Utilizes student responses to appropriately move forward with or adjust one or more of the following at the individual level : <ul style="list-style-type: none"> Instructional approach (e.g., <i>pacing, modeling, questioning, guided practice, feedback, etc.</i>) Content sub-skills or complexity (e.g., <i>number in problem or lexile</i>) Depth of knowledge Grouping Task/Product requirements (2b, 8a, 8b) 	Utilizes student responses to appropriately move forward with or adjust one or more of the following at the sub-group level : <ul style="list-style-type: none"> Instructional approach (e.g., <i>pacing, modeling, questioning, guided practice, feedback, etc.</i>) Content sub-skills or complexity (e.g., <i>number in problem or lexile</i>) Depth of knowledge Grouping Task/Product requirements (2b, 8a, 8b) 	Checks for understanding by eliciting overt responses from most students (75% or more) at essential sub-objective levels .	Facilitates authentic engagement by assigning tasks that most students associate with a result or outcome that has clear meaning and personal relevance (<i>connects task(s) to learning for outcome relative to big idea; purpose for learning</i>). (7a, 8c, 8i)	

Element	Descriptors
Professional Development: New Learning Observation Setting Collaborative Team Meeting Instructional Conference Leadership Team Instructional Delivery	<p>Ensures professional development has a specific, measurable, and ambitious objective that connects to a series of professional development cycles that leads to CIP goal(s). (O)</p> <p>Ensures professional learning is differentiated, team-based, results-oriented, and job-embedded with clear targets for teacher practice and student learning. (O)</p> <p>Engages teachers in reflective interactions applying learning to previous and future instructional practice within multiple contexts. (O)</p> <p>Teachers identify and apply current research from multiple sources to foster an ongoing discussion of best practices and relationship to the LOI teaching practices and learning processes that meet the needs of all students. (O)</p>
Research Observation Setting Collaborative Team Meeting Instructional Conference Leadership Team Instructional Delivery	<p>Ensures professional development has a specific, measurable, and ambitious objective that connects to a series of professional development cycles that leads to CIP goal(s). (O)</p> <p>Ensures professional learning is differentiated and job-embedded with clear targets for teacher practice and student learning. (O)</p> <p>Engages teachers in reflective interactions applying learning to previous and future instructional practice. (O)</p> <p>Guides teachers in researching current literature, utilizing the LOI, connecting to school and district professional development, and other resources (i.e. professional organizations, workshops, journals, study groups, local action research, the internet, the community, and other relevant sources). (O)</p>
Standards Implementation Observation Setting Collaborative Team Meeting Instructional Conference Leadership Team Instructional Delivery	<p>Communicates an in-depth understanding of content through vertical progressions and can apply knowledge in more than one subject. (O)</p> <p>Guides understanding of curriculum and application to teaching by guiding teachers as they unpack standards, map curriculum, develop aligned assessments, select/create resources, and/or develop unit plans. (O)</p> <p>Team members demonstrate proficient understanding of curriculum and ability to apply knowledge of curriculum as they unpack standards, map curriculum, develop aligned assessments, select/create resources, and/or develop unit plans aligned to year-long plans. (O)</p>
Standards Implementation Observation Setting Collaborative Team Meeting Instructional Conference Leadership Team Instructional Delivery	<p>Communicates an in-depth understanding of content through vertical progressions. (O)</p> <p>Supports implementation of curriculum by helping teachers to unpack standards map/pack curriculum, develop aligned assessments, and/or select aligned resources for a sequence of lessons that lead to attainment of a standard or performance objective. (O)</p>
Standards Implementation Observation Setting Collaborative Team Meeting Instructional Conference Leadership Team Instructional Delivery	<p>Engages teachers in the professional learning. (O)</p> <p>Makes available aligned professional resources for reference and connects to Learning Observation Instrument (LOI). (O)</p> <p>Communicates an in-depth understanding of some content concepts and how concepts progress within a cluster of grades. (O)</p> <p>Supports implementation of curriculum by helping teachers to unpack standards and map curriculum for application to daily lesson planning. (O)</p>

Element

Descriptors

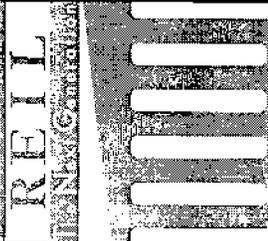
<p>Group Facilitation</p>	<p>Uses agenda with clearly stated prioritized objectives, harnesses the expertise of participants to monitor progress, advance shared goals, and develop quality products; and participants share in the use of facilitation strategies (<i>maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas</i>). (O) (S - Teacher)</p>	<p>Uses agenda with clearly stated prioritized objectives, makes efficient use of time, and uses nearly all of the following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O) (S - Teacher)</p>	<p>Uses agenda with clearly stated objectives, makes efficient use of time; makes progress on majority of action items, and uses a few of the following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O) (S - Teacher)</p>	<p>Clearly states objectives to provide focus, adheres to agenda, and uses one of the following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O) (S - Teacher)</p>
<p>Observation Setting Instructional Delivery Collaborative Team Meeting Instructional Conference Leadership Team</p>	<p>Participants reinforce the norms and direct processes to be used in the meeting to match meeting's purpose (<i>dialogue, reflection, shared decision making, planning or problem solving</i>). (O)</p> <p>Checks for understanding with meeting participants to ensure clear expectations for who is responsible, due date, and manner of follow-up. (O) (S - Teacher)</p>	<p>Reinforces shared accountability for norms and directs processes and resources to be used in the meeting to match meeting's purpose (<i>dialogue, reflection, shared decision making, planning or problem solving</i>). (O)</p> <p>Ensures next steps are clearly identified with clarity for who is responsible and when task should be completed. (O) (S - Teacher)</p>	<p>Directs the norms, processes, and resources to be used in the meeting to match meeting's purpose (<i>dialogue, reflection, shared decision-making, planning or problem solving</i>). (O)</p> <p>Ensures all next steps are clearly identified. (O) (S - Teacher)</p>	<p>States the norms or protocols and garners support from group, and uses communication strategies for specific audience. (O)</p> <p>Identifies next steps (<i>sticks to the agenda, establishes time limits, maintains focus</i>). (O) (S - Teacher)</p>
<p>Pre and Post Conference: Data Gathering</p>	<p>Focuses conference on objectives derived from accurate analysis of instruction, content rigor, student misconceptions, and knowledge of teacher as a learner. (O)</p> <p>Teacher self reflects on lesson assessment data (<i>for whole group, sub groups, and individuals</i>) and teacher plans or actions to make conjectures about the relationship between teaching and student learning. (O)</p>	<p>Focuses conference on objectives derived from accurate analysis of instruction, content rigor, and student misconceptions. (O)</p> <p>Guides teacher reflection on lesson assessment data (<i>for whole group and subgroups</i>) and teacher plans or actions to analyze the cause and effect relationship between teaching and student learning. (O)</p>	<p>Focuses conference on objectives derived from accurate analysis of instruction. (O)</p> <p>Engages teacher reflection on (<i>whole group and sub-group</i>) lesson assessment data and teacher plans or actions. (O)</p>	<p>Conducts teacher conference to focus on conference objectives. (O)</p> <p>Engages teacher reflection on whole group lesson assessment data and teacher plans (<i>pre-conference</i>) or actions (<i>post-conference</i>). (O)</p>
<p>Observation Setting Instructional Delivery Collaborative Team Meeting Instructional Conference Leadership Team</p>	<p>Uses teacher conjectures to adjust or transition with efficient, appropriate, and focused follow-up questions; and ascertains teacher knowledge of elements, attributes, and when and how to use elements effectively. (O)</p>	<p>Uses teacher responses to adjust or transition with follow-up questions and ascertains teacher knowledge of element and attributes. (O)</p>	<p>Asks initial questions and follow-up questions aligned to conference objectives to probe deeper. (O)</p>	<p>Asks questions aligned to conference objectives. (O)</p>

Element	Descriptors			
<p>Pre and Post Conference: Reinforcement and Refinement</p>	<p>Teacher converses with evaluator in exploration of the content discipline and deep, nuanced knowledge of high-leverage strategies integral to the cause/effect relationship between teaching and learning (<i>for whole group, sub groups, and individual needs of students and the needs or interests of the teacher</i>). (C)</p>	<p>Builds on teacher comments to transition to reinforcement and refinement and provide meaning for feedback focusing on rubric elements integral to the cause/effect relationship between teaching and learning (<i>for whole group and sub groups</i>), based on evidence from script and student learning artifacts. (O)</p>	<p>Provides relevant feedback focusing on rubric elements integral to the cause/effect relationship between teaching and learning (<i>for whole group</i>), based on evidence from script and student learning artifacts. (O)</p>	<p>Provides practical and specific feedback based on direct quotes from instruction and examples of student learning. (O)</p>
<p>Observation Setting Instructional Conference Collaborative Team Meeting Instructional Delivery Leadership Team</p>	<p>Teacher demonstrates understanding of conference objective rubric element(s) and their purpose, attributes/steps, and insight about when and how to effectively use the strategy in multiple instructional contexts (<i>i.e. content concepts or groupings</i>). (O)</p> <p>Holds teachers accountable for acting on next steps which are calendared, clearly listed, attainable, and connected to team goals and/or EGP. (O)</p>	<p>Shares strategy aligned to conference objective rubric element(s), and teacher can apply understanding of purpose, attributes/steps, and when and how to use the strategy to previously taught lesson and future lessons. (O)</p> <p>Holds teacher accountable for next steps, establishes a timeline for follow up, and connects feedback to EGP. (O)</p>	<p>Shares strategy aligned to conference objective rubric element(s) and teacher can apply understanding of purpose, attributes/steps, and when and how to use the strategy to previously taught lesson. (O)</p> <p>Connects feedback to EGP. (O)</p>	<p>Teacher leader checks for understanding, and teacher restates understanding of element and attributes/steps. (O)</p> <p>Connects feedback to prior conference feedback. (O)</p>
<p>Conference Process Observation Setting Collaborative Team Meeting Instructional Delivery Leadership Team</p>	<p>Ensures conference is clear, well-paced, relevant, time-efficient, and engages teacher with authentic interaction throughout conference. (O)</p> <p>Uses mirroring body language and oral language that is plural, open-ended, and framed with positive presuppositions, which results in setting teacher at ease to focus on professional learning and future lessons. (O)</p>	<p>Ensures conference is clear, well-paced, relevant, and engages teacher interest and active involvement in conference. (O)</p> <p>Uses mirroring body language and oral language that is plural, open-ended, and framed with positive presuppositions to focus on future lessons. (O)</p>	<p>Ensures conference is clear, well-paced, and relevant. (O)</p> <p>Uses oral language that is free of judgment and framed with positive pre-suppositions. (O)</p>	<p>Ensures conference is clear and relevant. (O)</p> <p>Uses oral language that is mostly free of judgment. (O)</p>

Element

Descriptors

Results	Provides evidence that nearly all coaching groups achieve monthly coaching objectives; individuals within coaching groups who have not achieved the objective demonstrated progress toward the group goal and their own educator goal plan goals. (D - coaching records)	Provides evidence that nearly all assigned coaching groups make progress toward monthly coaching objectives and has a plan for advancing the effectiveness of teachers within coaching groups who have not achieved the group objective. (D - coaching records)	Provides evidence that nearly all assigned coaching groups make progress toward monthly coaching objectives. (D - coaching records)	Evaluates on-going effectiveness of own monthly coaching cycle objectives, implemented professional development, and coaching strategies. (D - coaching records)
Instructional Delivery Collaborative Team Meeting Instructional Conference Leadership Team	Demonstrates coaching effectiveness by 90% of assigned teachers meeting the instructional element component of their educator goal plans (<i>end of year only</i>). (D - EGP's)	Demonstrates coaching effectiveness by 80% of assigned teachers meeting the instructional element component of their educator goal plan goals (<i>end of year only</i>). (D - EGP's)	Demonstrates coaching effectiveness by 70% of assigned teachers meeting the instructional element component of their educator goal plan goals (<i>end of year only</i>). (D - EGP's)	Demonstrates coaching effectiveness by less than 70% of assigned teachers meeting the instructional element component of their educator goal plan goals (<i>end of year only</i>). (D - EGP's)



Coaching Observation Instrument

	Observation Settings				Documentation			Survey
	Instructional Delivery	Collaborative Team Meeting	Instructional Conference	Leadership Team	Coaching Plans	Coaching Data Records	EGPs	
Relationships			▶					▶
Active Listening		▶						▶
Collaboration		▶						▶
Goal Orientation		▶						
Student Needs Analysis		▶						
Instructional Analysis		▶						
Instructional Planning		▶						
Adjusting Support				▶	▶	▶		
Coaching Plans								
Task Analysis	▶							
Conceptual Understanding	▶							
Modeling/Constructing	▶							
Practice/Aligned Activity	▶							
Authentic Engagement	▶							
Monitor and Adjust	▶							
Professional Development: New Learning	▶							
Research		▶						
Standards Implementation		▶						
Group Facilitation		▶						▶
Pre and Post Conference: Data Gathering			▶					
Post Conference: Reinforcement and Refinement			▶					
Conference Process			▶					
Results						▶		▶

Designing Support

Implementing Professional Learning

Current LEA HCMS Policies

Current LEA HCMS Policies

	ADJC	BESD	MCRSD	MESD	PESD	RESD	WESD
Advisory committees B1200 BDF		√	√	√	√	√	√
G-0050 GA Personnel Goals/Priority Objectives		√	√	√	√	√	√
G-2050 © GCA Professional Staff Positions		√	√	√	√	√	√
G-2200 © GCBA Professional Staff Salary Schedules		√	√	√	√	√	√
G-3450 © GCF Professional Staff Hiring	√	√	√	√	√	√	√
G-3463 © GCF-RC Professional Staff Hiring					√		
G-4100 © GCI Professional Staff Development	√	√	√	√	√	√	√
G-4111 © GCI – R Professional Growth / Horizontal Movement on Salary Schedule		√		√	√		
G-4500 GCK Professional Staff Assignments & Transfers	√	√	√	√	√	√	√
G-4511 GCK-R Professional Staff Assignments & Transfers					√		
G-5361 GCO-R Evaluation of Professional Staff Members		√	√	√	√	√	√
Policy 2003.07 Employee Standards; Policy GOP 2008 Resignations and Dismissals; Policy GOP 2009.01 Interviews; Policy 2014.01A Performance Appraisal; Policy GOP 2014.01C Notice of Necessity to Improve;	√						
G-5800 © GCQA Reduction in Force		√	√	√	√	√	√

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Teacher Incentive Fund (TIF) Budget

Non-Federal Funds

REIL-TNG Budget Narrative

Year 1

Non-federal Funds:

The method for calculating the proposed match for personnel for year 1 is based on: 1) an average percentage (7%) of LEA administrative personnel costs designated for REIL-TNG program implementation and administrative requirement such as policy making decisions; and 2) an average percentage (20%) of LEA instructional support services personnel costs designated for REIL-TNG program implementation. These percentages reflect only Maintenance and Operating funds from the Partner LEAs.

The following activities are included in the LEA instructional support services area:

- Improvement of instruction
- Instruction and curriculum development
- Instructional staff training

Year 1	Budget	Allocation %	Match
Category	(b)(4)		
LEA Instructional Support Services			
LEA Administrative Personnel			
Totals			

Personnel (b)(4)
Benefits -

Teacher Incentive Fund (TIF) Budget

Non-Federal Funds

REIL-TNG Budget Narrative

Year 2

Non-federal Funds:

The method for calculating the proposed match for personnel for year 1 is based on: 1) an average percentage (7%) of LEA administrative personnel costs designated for REIL-TNG program implementation and administrative requirement such as policy making decisions; and 2) an average percentage (30%) of LEA instructional support services personnel costs designated for REIL-TNG program implementation. These percentages reflect only Maintenance and Operating funds from the Partner LEAs.

The following activities are included in the LEA instructional support services area:

- Improvement of instruction
- Instruction and curriculum development
- Instructional staff training

Year 2 Category	Budget		Allocation %	Match	
	Salary	Benefits		Salary	Benefits
LEA Instructional Support Services	(b)(4)				
LEA Administrative Personnel					
Totals					

In year 2, the instructional support percentage allocation increases as a result of activities associated with the adoption of a performance-based compensation model. This enables the implementation of the transition to a performance-based compensation schedule at the start of year 3.

Personnel (b)(4)
Benefits -

Teacher Incentive Fund (TIF) Budget

REIL-TNG Budget Narrative

Year 3

Non-federal Funds:

The method for calculating the proposed match for personnel for year 1 is based on: 1) an average percentage (7%) of LEA administrative personnel costs designated for REIL-TNG program implementation and administrative requirement such as policy making decisions; and 2) an average percentage (50%) of LEA instructional support services personnel costs designated for REIL-TNG program implementation. These percentages reflect only Maintenance and Operating funds from the Partner LEAs.

The following activities are included in the LEA instructional support services area:

- Improvement of instruction
- Instruction and curriculum development
- Instructional staff training

Year 3	Category	Budget		Allocation %	Match	
		Salary	Benefits		Salary	Benefits
	LEA Instructional Support Services	(b)(4)				
	LEA Administrative Personnel					
	Totals					

In year 3, the instructional support percentage allocation increases as a result of activities associated with the implementation of the transition to a performance- based compensation schedule.

Personnel	(b)(4)
Benefits -	

Teacher Incentive Fund (TIF) Budget

REIL-TNG Budget Narrative

Year 4

Non-federal Funds:

The method for calculating the proposed match for personnel for year 1 is based on: 1) an average percentage (7%) of LEA administrative personnel costs designated for REIL-TNG program implementation and administrative requirement such as policy making decisions; and 2) an average percentage (50%) of LEA instructional support services personnel costs designated for REIL-TNG program implementation. These percentages reflect only Maintenance and Operating funds from the Partner LEAs.

The following activities are included in the LEA instructional support services area:

- Improvement of instruction
- Instruction and curriculum development
- Instructional staff training

Year 4 Category	Budget		Allocation %	Match	
	Salary	Benefits		Salary	Benefits
LEA Instructional Support Services	(b)(4)				
LEA Administrative Personnel					
Totals					

In year 4, the instructional support percentage allocation remains the same as a result of activities associated with the continuation of the transition to a performance- based compensation schedule.

Personnel	(b)(4)
Benefits -	

Teacher Incentive Fund (TIF) Budget

REIL-TNG Budget Narrative

Year 5

Non-federal Funds:

The method for calculating the proposed match for personnel for year 1 is based on: 1) an average percentage (7%) of LEA administrative personnel costs designated for REIL-TNG program implementation and administrative requirement such as policy making decisions; and 2) an average percentage (40%) of LEA instructional support services personnel costs designated for REIL-TNG program implementation. These percentages reflect only Maintenance and Operating funds from the Partner LEAs.

The following activities are included in the LEA instructional support services area:

- Improvement of instruction
- Instruction and curriculum development
- Instructional staff training

Year 5 Category	Budget		Allocation %	Match	
	Salary	Benefits		Salary	Benefits
LEA Instructional Support Services	(b)(4)				
LEA Administrative Personnel					
Totals					

In year 5, the instructional support percentage allocation decreases as experience and sustainability become embedded in the culture of the LEA.

Personnel (b)(4)
Benefits - \$ (b)(4)

TOTAL NON-FEDERAL FUNDS - (b)(4)

Personnel - (b)(4)
Benefits - \$ (b)(4)

Project Congressional Districts –

AZ-004

AZ-005

AZ-006

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DR. SUSAN HAAG	
MS. LAURIE KING	
MS. CANDACE DIEHL	
MS. APRILLE SLUTSKY	
MR. MARK MASON	
MR. JEFFREY POWELL	

Application Reference Chart

Application Reference Charts

Instructions: These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to <http://www2.ed.gov/programs/teacherincentive/applicant.html> to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

Please indicate your eligibility classification

Instructions: Check the eligibility classification that applies to your application.

Applications from a single entity:

In the case of a single applicant that is an IEA, check this box.

LEA

Group Applications:

Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

2 or more LEAs

One or more SEAs and one or more LEAs

One or more nonprofit organizations and one or more LEAs (no SEA)

One or more nonprofit organizations and one or more LEAs and one or more SEAs

Instructions

Instructions: In each column of the table below, please specify where your application discusses each priority or requirement -- including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed.

Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.

Absolute Priority 1

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) where the requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.</p>	<p>Section: Absolute Priority 1: An LEA-Wide Human Capital Management System (HCMS) With Educator Evaluation Systems At The Center</p> <p>Section: Absolute Priority 1.1: How the HCMS is or will be aligned with the LEA's vision of instructional improvement. Selection Criteria A.1.</p>	<p>Pages 2-20</p> <p>Pages 2-6</p>	<p>Current LEA HCMS Policies, Other attachments page 215.</p> <p>Career Pathway Core Competencies Other attachments page 122.</p>
	<p>Section: Absolute Priority 1.2: How the LEA uses or will use the information generated by the evaluation systems to inform key human capital decisions.</p>	<p>Pages 6-13</p>	

	<p>Selection Criteria A.2(i) and Selection Criteria A.2 (ii)</p> <p>Section: Absolute Priority 1.3: The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators. Selection Criteria A.2(v)</p> <p>Section: Absolute Priority 1.4: The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators. Selection Criteria A.2(iii)</p>	<p>Pages 13-15</p> <p>Pages 15-20</p>	
<p>(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;</p>	<p>Section: Absolute Priority 1.1: How the HCMS is or will be aligned with the LEA's vision of instructional improvement. Selection Criteria A.1.</p> <p>Section: Competitive Preference Priority 5.A: Describe the extent to which and how each LEA will use overall evaluation ratings to determine educator salaries</p> <p>Section: (C). Professional development systems to support the needs of teachers and principals identified through the evaluation process, Professional development system criteria C.1: High-quality plan for professional development.</p>	<p>Pages 2-6</p> <p>Pages 21-22</p> <p>Pages 39-45</p>	<p>REIL-TNG Learning Observation Resources:</p> <ul style="list-style-type: none"> • Learning Observation Instrument • Learning Observation Instrument Handbook • Pre-Conference Form • Post-Conference Form <p>Other attachments, page 145.</p> <p>REIL-TNG Leading Observation Resources:</p> <ul style="list-style-type: none"> • Leading Observation Instrument • Observation and Documentation Settings Matrix <p>Other attachments page 185.</p>

	<p>systems to support the needs of teachers and principals identified through the evaluation process, Professional Development System Criteria C.1: High-quality plan for professional development.</p> <p>Section: Project Management Criteria E.5: Specifies realistic and achievable timelines. Subsection: Table 23: Program Management Activities</p>	<p>Pages 62-68</p>	<p>Professional Learning Series PD</p> <ul style="list-style-type: none"> • Example Professional Learning Series Facilitator Materials <p>Other attachments page 140.</p>
<p>(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators</p>	<p>Section: Absolute Priority 1.3: The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators. Selection Criteria A.2 (iii) and Selection Criteria A.2 (iv)</p>	<p>Pages 13-15</p>	<p>Current LEA HCMS Policies Other attachments page 215.</p> <p>REIL-TNG Career Pathways Resources:</p> <ul style="list-style-type: none"> • Career Pathways Core Competencies • STEP and PATH Process <p>Other attachments page 122.</p>

<p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant's proposed PBCS in high-need schools begins no later than the third year of the grant's project period in the high-need schools listed in response to paragraph (a) of <u>Requirement 3--Documentation of High-Need Schools</u>.</p>	<p>Subsection: <i>HCMS Strategies: Now and in the Future and Obstacles to Implementation</i></p> <p>Section: Absolute Priority 1.4: Modifications to existing HCMS and timelines</p> <p>Subsection: Table 5: Timeline for Implementation</p>	<p>Pages 10-13</p> <p>Pages 15-17</p> <p>Pages 16-17</p>	<p>Current LEA HCMS Policies Other attachments page 217.</p> <p>High Need Documentation Required attachments page 21.</p>
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Absolute Priority 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 2: Educator Evaluation Systems</p> <p>To meet this priority, an applicant</p>	<p>Heading: Absolute Priority 2: LFA-Wide Educator Evaluation System Based, in Significant Part on Student Growth</p>	<p>Pages 26-39</p>	<p>REIL-TNG Common Score Conversion Chart Other attachments page 107.</p>

<p>must include, as part of its application, a plan describing how it will develop and implement its proposed LHA-wide educator evaluation systems. The plan must describe-</p>	<p>Section: Project Management Criteria E.5: Specifies realistic and achievable timelines. Subsection: Table 23: Program Management Activities</p>	<p>Pages 62-68</p>	
<p>(1) The frequency of evaluations, which must be at least annually;</p>	<p>Heading: Absolute Priority 2.1: A plan describing how it will develop and implement its proposed LHA-wide educator evaluation systems.</p>	<p>Pages 26-29</p>	<p>Evaluator Chart: Positions and Qualifications, Other attachments page 111.</p>
	<p>Section: Project Management Criteria E.5: Specifies realistic and achievable timelines. Subsection: Table 23: Program Management Activities</p>	<p>Page 62-68</p>	<p>Qualified and Certified Evaluator Resources:</p> <ul style="list-style-type: none"> • Qualified Evaluator Training • Certified Evaluator Training • Certified Evaluator Assessment <p>Other attachments page 114.</p>
<p>(2) The evaluation rubric for educators that includes at least three performance levels and the following--</p>	<p>Heading: Absolute Priority 2.2: A plan describing how it will develop and implement its proposed LHA-wide educator evaluation systems.</p>	<p>Pages 29-33</p>	<p>REIL-TNG Common Score Conversion Chart Other attachments page 107.</p>
<p>(i) Two or more observations during each evaluation period;</p>	<p>Heading: Absolute Priority 2.1: A plan describing how it will develop and implement its propose LHA-wide educator evaluation systems.</p>	<p>Page 27-29</p>	<p>REIL-TNG Learning Observation Resources:</p> <ul style="list-style-type: none"> • Learning Observation Instrument Handbook <p>Other attachments page 145.</p>
	<p>Heading: Project Management Criteria E.5: Specifies realistic and achievable timelines. Subheading: Selection Criteria E.5(i): Implementing the components of the IICMS, PBCS, and educator evaluation systems</p>	<p>Pages 62-68</p>	<p>REIL-TNG Leading Observation Resources:</p> <ul style="list-style-type: none"> • Leading Observation Instrument <p>Other attachments page 185.</p>

<p>(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and</p>	<p>Section: Absolute Priority 2.2: <i>A plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems, Selection Criteria B.2(i) and B.2(ii): Student Growth Model</i></p>	<p>Pages 29-33</p>	<p>Assessment Development 5 Year Plan Other attachments page 136.</p>
	<p>Section: Selection Criteria B.2(i) and B.2(ii): Student Growth Model</p>	<p>Pages 32-33</p>	<p>REIL-TNG Common Score Conversion Chart Other attachments page 107.</p>
	<p>Section: Absolute Priority 2.3: <i>A plan describing how the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth, Selection Criteria B.5(i) and B.6(i).</i></p>	<p>Page 33</p>	
	<p>Section: Selection Criteria B.4: The extent to which the participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems.</p>	<p>Pages 35-36</p>	
<p>(iii) Additional factors determined by the LEA;</p>	<p>Section: Absolute Priority 2.2: <i>A plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems.</i></p>	<p>Pages 29-33</p>	
<p>(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and</p>	<p>Section: Absolute Priority 2.3: <i>A plan describing how the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth</i></p>	<p>Pages 33-35</p>	<p>Assessment Development 5 Year Plan Other attachments page 136.</p>
	<p>Section: Selection Criteria B.2(ii): Student Growth Model</p>	<p>Pages 30-33</p>	

(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	Section: Absolute Priority 2.4: A plan describing the applicant's timeline for implementing its proposed I.E.A.-wide educator evaluation systems	Pages 34-35	Assessment Development 5 Year Plan , other attachments page 136.
	Section: Project Management Criteria E.5: Specifies realistic and achievable timelines. Selection Criteria E.5(j): Implementing the components of the HCMS, PBCS, and educator evaluation systems	Pages 62-68	Qualified and Certified Evaluator Resources: <ul style="list-style-type: none"> • Qualified Evaluator Training • Certified Evaluator Training • Certified Evaluator Assessment Other attachments page 114.

Absolute Priority 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Absolute Priority 3: STEM Plan (if applicable) To meet this priority, an applicant must include a plan in its application that describes the applicant's strategies for improving instruction in STEM subjects through various	NA		

<p>components of each participating LEA's HCMS, including its professional development, evaluation systems, and PBCS. At a minimum, the plan must describe—</p>		
<p>(1) How each LEA will develop a corps of STEM master teachers who are skilled at modeling for peer teachers pedagogical methods for teaching STEM skills and content at the appropriate grade level by providing additional compensation to teachers who—</p> <ul style="list-style-type: none"> (i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application; (ii) Are selected based on criteria that are predictive of the ability to lead other teachers; (iii) Demonstrate effectiveness in one or more STEM subjects; and (iv) Accept STEM-focused career ladder positions; 	<p>NA</p>	

<p>(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;</p>	<p>NA</p>	
<p>(3) How each LEA will identify hard-to-staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;</p>	<p>NA</p>	
<p>(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;</p>	<p>NA</p>	
<p>(5) How each LEA will ensure that financial and nonfinancial incentives, including performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and</p>	<p>NA</p>	
<p>(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.</p>	<p>NA</p>	

Competitive Preference Priority 4

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Competitive Preference Priority 4: New and Rural Applicants (if applicable) To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts:</p>			
<p>(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.</p>	<p>Section: Competitive Preference Priority 4: New or Rural Applicants To The Teacher Incentive Fund</p> <p>Subsection: Competitive Preference Priority 4A: Assurance that each LEA to be served by the project has not previously participated in a TIF-supported project</p>	<p align="center">Page 20</p>	
<p>(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).</p>	<p align="center">NA</p>		

Competitive Preference Priority 5

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness (if applicable)</p>	<p>Section: Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness</p>	<p>Pages 20-26</p>	
<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant's project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p>	<p>Section: Project Management Criteria E.5: Specifies realistic and achievable timelines. Selection Criteria E.5(i): Implementing the components of the HCMS, PBCS, and educator evaluation systems</p>	<p>Pages 62-68</p>	
	<p>Section: (F) Sustainability. Project Management Criteria F.1. The extent to which the sustainability plan identified and commits sufficient non-TIF resources, financial and nonfinancial to support the PBCS and education evaluation systems during the grant period.</p>	<p>Page 68-72</p>	
<p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries:</p>	<p>Section: Competitive Preference Priority 5.A: <i>Describe the extent to which and how each LEA will use overall evaluation ratings to determine educator salaries</i></p>	<p>Pages 21-22</p>	
	<p>Section: Absolute Priority 1.3: The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain</p>	<p>Page 13</p>	

	effective educators.		
	Section: Using Educator Effectiveness as a Factor in HCMS Decisions	Pages 17-18	
(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and	Section: Competitive Preference Priority 5.B: <i>Describe how each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement (a).</i>	Pages 22-23	
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	Section: Competitive Preference Priority 5.C: <i>Describe the extent to which the proposed implementation is feasible.</i>	Pages 23-26	Survey Data: <ul style="list-style-type: none"> • Teacher Survey • Administrator Survey Required attachment page 82.

Requirement 1

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	Section: Competitive Preference Priority 5: An educator salary structure based on effectiveness / Requirement 1: Performance-based Compensation for Teachers, Principals, and other Personnel. Requirement 1: Describe how the proposed PBCS will meet the definition of a PBCS.	Pages 20-22	

<ul style="list-style-type: none"> Design Model 1 or 2 	<p>Section: Competitive Preference Priority 5: An educator salary structure based on effectiveness / Requirement 1: Performance-based Compensation for Teachers, Principals, and other Personnel, Requirement 1: Describe how the proposed PBCS will meet the definition of a PBCS.</p> <p>Section: Absolute Priority 1.3: The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators.</p> <p>Section: Competitive Preference 5.A: Describe the extent to which and how each LEA will use overall evaluation ratings to determine educator salaries.</p>	<p>Pages 20-22</p>
<ul style="list-style-type: none"> PBCS Optional Features 	<p>Section: Competitive Preference Priority 5: An educator salary structure based on effectiveness / Requirement 1: Performance-based Compensation for Teachers, Principals, and other Personnel, Requirement 1: Describe how the proposed PBCS will meet the definition of a PBCS.</p> <p>Section: Selection Criteria A.2(v): The extent to which the IICMS is likely to increase the number of effective educators in the LEA's schools as demonstrated by the adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>	<p>Pages 13-15</p> <p>Pages 20-22</p> <p>Pages 13-15</p>

Requirement 2

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 2: Involvement and Support of Teachers and Principals</p> <p>In its application, the applicant must include--</p> <p>(a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;</p>	<p>Section: Requirement 2: Involvement And Support of Teachers and Principals. Requirement 2(A): Evidence that educators in each participating lea have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application</p> <p>Sections: Support For Proposed PBCS And Educator Evaluation System / Tif4 MOU / Letters Of Support; Prior Support From Tif4 LEAs / Collection of Feedback / Teacher And Administrator Survey Data / LEA Communication Plans:</p> <p>Sction: Project Management Criteria E.5: Specifies realistic and achievable timelines. Selection Criteria E.5(i): Implementing the components of the HCMIS, PBCS, and educator evaluation systems</p>	<p>Pages 46-50</p> <p>Pages 50-53</p> <p>Pages 62-68</p>	<p>Memorandum of Understanding (MOU) Required attachment page 24.</p> <p>Communications:</p> <ul style="list-style-type: none"> • LEA Communication Plans • Learning Observation Instrument Feedback Collection and Revision Plan <p>Other attachments page 56.</p> <p>Letters of Support Required attachment page 67.</p> <p>Assessment Development 5 Year Plan Other attachments page 136.</p>

<p>(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and</p>	<p>Section: Requirement 2(B): Inclusion of a description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems.</p>	<p>Pages 50-53</p>	<p>Letters of Support Required attachment page 67.</p>
<p></p>	<p>Sections: Support For Proposed PBCS And Educator Evaluation System / Tif4 MOU / Letters Of Support; Prior Support From Tif4 LEAs / Collection of Feedback / Teacher And Administrator Survey Data / LEA Communication Plans.</p>		<p>Communications:</p> <ul style="list-style-type: none"> • Learning Observation Instrument Feedback Collection and Revision Plan • LEA Communication Plans <p>Other attachments page 56.</p>
<p></p>			<p>Survey Data:</p> <ul style="list-style-type: none"> • Teacher Survey • Administrator Survey <p>Required attachment page 82.</p>
<p>(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.</p>	<p>Heading: Requirement 2: Involvement and Support of Teachers and Principals / Selection Criteria (d). Involvement of Educators Subheading: Requirement 2(c): A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.</p>	<p>Page 53</p>	<p>Memorandum of Understanding (MOU) Required attachment page 24.</p>

Requirement 3

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 3: Documentation of High-Need Schools</p> <p>Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--</p>			<p>High Need Documentation Required attachment page 21.</p>
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>			<p>High Need Documentation Required attachment page 21.</p>
<p>(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). <i>[Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will not accept LEA- or State-level data for purposes</i></p>			<p>High Need Documentation Required attachment page 21.</p>

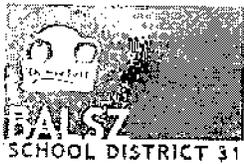
<p><i>of documenting whether a school is a high-poverty school; and</i></p>			
<p>(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

High Needs Documentation

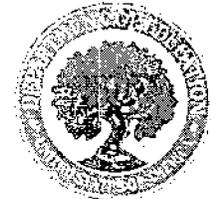
District (LEA)	School	% Free plus Reduced Eligible
Arizona Department of Juvenile Corrections		
	Adobe Mountain	100%
Balsz Elementary District		
	Balsz School	91.43%
	Brunson-Lee Elementary School	91.07%
	David Crockett School	87.58%
	Griffith Elementary School	83.28%
	Orangedale Junior High Prep Academy	80.04%
Maricopa County Regional District		
	Durango	100.00%
	Mesa	100.00%
	Southwest Keys	100.00%
	Tumbleweed	100.00%
Mobile Elementary District		
	Mobile Elementary School	70.00%
Phoenix Elementary District		
	Augustus H Shaw Jr School	82.61%
	Capitol Elementary School	88.28%
	Garfield School	95.73%
	Kenilworth Elementary School	81.07%
	Lowell School	83.33%
	Magnet Traditional School	71.54%
	Maie Bartlett Heard School	73.40%
	Mary Mcleod Bethune School	94.79%
	Paul Dunbar Lawrence School	77.34%
	Ralph Waldo Emerson Elementary School	90.69%
	Silvestre S Herrera School	86.52%
	Thomas A Edison School	89.35%
	Whittier Elementary School	93.35%
Roosevelt Elementary District		
	Amy L. Houston Academy	81.58%
	Bernard Black Elementary School	80.62%
	C J Jorgensen School	86.67%
	C O Greenfield School	93.27%
	Cesar E Chavez Community School	83.96%
	Cloves C Campbell Sr Elementary School	85.54%
	Ed & Verma Pastor Elementary School	91.19%
	Ignacio Conchos School	93.24%
	John F Kennedy Elementary School	91.28%
	John R Davis School	86.04%

	Martin Luther King Jr Elementary School	80.42%
	Maxine O Bush Elementary School	83.00%
	Percy L Julian School	92.78%
	Rose Linda School	92.82%
	Southwest Elementary School	92.49%
	Sunland Elementary School	93.43%
	T G Barr School	87.83%
	V H Lassen Elementary School	93.05%
	Valley View School	89.91%
Wilson Elementary District	Wilson Elementary School	96.73%
	Wilson Primary School	97.02%

Memorandum of Understanding (MOU)



MCESA
Maricopa County Education Service Agency



**Memorandum of Understanding between
 BALSZ ELEMENTARY SCHOOL DISTRICT # 31 and
 MARICOPA COUNTY EDUCATION SERVICE AGENCY**

The Balsz Elementary School District # 31, an eligible LEA alliance school district with high-need schools, Maricopa County Education Service Agency, the lead applicant, hereafter referred to as MCESA, and in conjunction with the United States Department of Education of the Teacher Incentive Fund (TIF) program CFDA: 84-374A and 34 CFR 75.128 and CFR 75.129, hereafter referred to as USDOE, affirm the commitments and responsibilities of Balsz Elementary School District and MCESA through this Memorandum of Understanding (MOU), beginning upon award of TIF grant through December 30, 2017, to ensure the implementation and accomplishment of the vision, mission, goals, objectives, critical work activities, and program evaluations for *Rewarding Excellence in Instruction and Leadership—The Next Generation*.

OVERVIEW

The Balsz Elementary School District, in collaboration with other alliance school district members and MCESA shall mutually agree to the commitments and responsibilities that will accomplish district-wide implementation of *Rewarding Excellence in Instruction and Leadership—The Next Generation*. The LEA aligns itself with *Rewarding Excellence in Instruction and Leadership* (REIL, TIF 2010) and commits to the new *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG, TIF 2012) as a new alliance school district member. The anticipated combined total of REIL and REIL-TNG alliance school district members represents approximately 16 local education agencies (LEA's), and educates 84,530 K-12 students of which 71,850 (72%) students live in poverty. These students are being served by 109 schools; 5,007 teachers; 295 principals and assistant principals; 152 district level administrators; 32 superintendents and assistant superintendents; and 67 governing board school members.

COLLABORATIVE ALLIANCE MEMBER VISION OF *Rewarding Excellence in Instruction and Leadership—The Next Generation*:

Remove students from the shackles of poverty and close achievement gaps that will enable all alliance school district member's students to realize a positive, productive, and economically secure life throughout their adult years.

COLLABORATIVE ALLIANCE MEMBER MISSION OF *Rewarding Excellence in Instruction and Leadership—The Next Generation*:

The Balsz Elementary School District joins with the *Rewarding Excellence in Instruction and Leadership—The Next Generation* alliance to design and implement a sustainable Human Capital Management System (HCMS) with instructional improvement at its core, to ensure that Balsz Elementary School District's students will be prepared to graduate career and/or college ready—no exceptions!

PRIORITY GOALS:

1. Design and implement a LEA-wide human capital management system with an embedded educator evaluation system at the center.
2. Implement a LEA-wide teacher and principal performance-based evaluation system with significant focus on increasing student academic progress and achievement.
3. Increase student academic progress and achievement in science, technology, engineering, and mathematics (STEM).
4. As a first-time LEA TIF participant, implement new strategies and sustainable performance-based compensation systems for attracting, retaining, and sustaining effective teachers and principals in their high needs schools utilizing the expertise and support of MCESA.
5. Design, customize and implement a LEA-wide educator's salary structure that aligns LEA goals and strategies to overall rewards for highly effective teachers and principals who demonstrate instructional improvement, increased student academic progress, and achievement through a common vision of continuous instructional and student achievement.

As alliance partners, Balsz Elementary School District and MCESA will adopt the following commitments and responsibilities to ensure the accomplishment of the vision, mission, and goals for *Rewarding Excellence in Instruction and Leadership—The Next Generation* in accordance with the United States Office of Education Teacher Incentive Fund CFDA 84.374A.

1.0 MCESA COMMITMENTS AND RESPONSIBILITIES

MCESA makes the following commitments and accepts the following responsibilities to the LEA to ensure the accomplishment of the vision, mission and goals of *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG):

- 1.1 Coordinate the implementation of the district's human capital management system through the use of the REILize Decision Support System (RDSS) for data management,

administration and reporting; student/teacher link; REIL teacher effectiveness score calculation; educator goal plans; data analysis; role-based user management and verification tools; and professional development.

- 1.2 Facilitate the LEA's use of its' refined human capital management system to use data for implementing professional development programs aligned to the vision of instructional improvement articulated through the REIL Learning and Leading Observation Instruments and the resulting educator goal plans; distribute educators across the District's high needs schools; provide additional compensation opportunities via variable pay and/or base-pay progression per grant requirements for instructional leadership positions instituted as part of REIL-TNG; inform recruitment, hiring, placement, retention, promotion and dismissal of educators; and develop competitive salary schedules that will assist in recruitment and retention of highly effective teachers and leaders.
- 1.3 Provide access and training for implementing REIL's valid and reliable Learning Observation and Leading Observation Instruments (LnOI and LdOI) for teachers and principals. Utilize collected observation data gathered by REIL's computer-based REILize Decision Support System (RDSS) to develop REIL post-conference educator goal plans for professional improvement (e.g. video bank, video types, content management aligned to standards and assessments; and face-to-face professional development).
- 1.4 Implement REIL's assessment system for tested and non-tested areas in order to determine student academic progress and achievement.
- 1.5 Facilitate the usage of REIL's Science, Technology, Engineering, and Mathematics (STEM) "Immersion Matrix" to determine the extent of each district school's level of becoming a STEM School and provide strategic and tactical plans of action to ensure all district schools are developing into highly functioning STEM schools. Design, develop and implement an alternative STEM career pathway to recruit, develop and retain highly effective and effective STEM teachers and leaders.
- 1.6 Validate initial and continuous eligibility of the LEA as a high-needs school district. Facilitate and implement new strategic and tactical plans of action for Human Capital Management Systems that will attract, retain, motivate, and financially sustain 'highly effective' and 'effective' teachers and principals in the LEA's highest needs schools through alignment of governing board policies, administrative regulations, and state statutes.
- 1.7 Facilitate the development of a customized, financially feasible, and acceptable LEA salary structure which strategically aligns goals and strategies to intrinsic and extrinsic rewards for 'highly effective' and 'effective' teachers and principals who demonstrate

instructional improvement, increased student academic progress and achievement as opposed to a salary structure that utilizes only years of experience and coursework.

- 1.8 Collaboratively develop and implement innovative strategies that build the capacity of teachers, principals, and school leaders to increase student academic progress, achievement, and success, enabling each student to successfully enter post-secondary education and/or demonstrate career-readiness.
- 1.9 Communicate the vision, mission, goals, objectives, critical work activities and evaluation of the REIL-TNG program to appropriate stakeholders, e.g. teachers, school leaders, principals, district office administrators, support personnel, governing school board members, and the community in alignment with the REIL stakeholder engagement & communication plan.
- 1.10 Facilitate the development of the district-level REIL-TNG stakeholder engagement & communication plan in order to ensure ongoing strategic and tactical plans of action for comprehensive and effective communications.
- 1.11 Provide highly effective REIL-TNG support systems to the LEA, including but not limited to: Highly qualified REIL-TNG support staff; consultants; technological support systems, supplemental TIF funding for performance-based compensation systems and salary schedules to ensure that the LEA will accomplish the vision, mission, goals, objectives, critical work activities and evaluation of program.
- 1.12 As lead applicant, retain sole responsibility for the management of grant funds and for ensuring the overall implementation of the REIL-TNG project.

2.0 BALSZ ELEMENTARY SCHOOL DISTRICT COMMITMENTS AND RESPONSIBILITIES

Realizing that continuous improvement requires commitment, Balsz Elementary School District commits, with due diligence, to the following in support of the program goals, objectives, activities and program evaluations for successful implementation of *Rewarding Excellence in Instruction and Leadership---The Next Generation* (REIL-TNG):

- 2.1 Implement and support the implementation of MCESA's commitments to the LEA as numerated in items 1.0 through 1.11 above.
- 2.2 Utilize the REILize Decision Support System and populate relevant student achievement and teacher and leader evaluation data in the system in collaboration with MCESA and ADE.
- 2.3 Conduct necessary and appropriate evaluations using the REIL Learning and Leading Observation Instruments.

- 2.5 Participate in the collaborative development and implementation of innovative strategies that build the capacity of teachers, principals, and school leaders to increase student academic progress, achievement, and success.
- 2.6 Effectively communicate the components of the program to teachers, school leaders, principals, district office administrators, other school personnel, and the community.
- 2.7 Ensure involvement and support of the vision, mission, goals, objectives, activities and program evaluation, where appropriate, from teachers, school leaders, principals, other certified personnel and community.
- 2.8 Implement a systemic and fiscally sustainable performance-based compensation and evaluation system for teachers, principals, and school leaders.
- 2.9 Utilize a system for on-going, inter-rater reliability/agreement certification for all evaluators of teachers and principals.
- 2.10 Provide sufficient time for on-going, job-embedded professional learning opportunities for superintendent, central office staff, teachers, and principals.

MUTUAL COMMITMENT:

Maricopa County Education Service Agency and the Balsz Elementary School District mutually commit, with due diligence, to support each other to ensure the successful implementation and accomplishment of *Rewarding Excellence in Instruction and Leadership—the Next Generation’s* vision, mission, goals, objectives, activities and evaluations.

Signatures on Next Page

**MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN
BALSZ ELEMENTARY SCHOOL DISTRICT # 31 AND
MARICOPA COUNTY EDUCATION SERVICE AGENCY
ON BEHALF OF REWARDING EXCELLENCE IN INSTRUCTION AND
LEADERSHIP—THE NEXT GENERATION (REIL-TNG) AND THE TEACHER
INCENTIVE FUND (TIF) PROGRAM CFDA 84.374A**

SIGNATURE PAGE

IN WITNESS WHEREOF, the parties hereto have executed the entire contents of this Memorandum of Understanding on the dates indicated below:

On Behalf of the Balsz Elementary School District # 31:

(b)(6)

Dr. Jeff Smith, Superintendent

President Governing Board

Date: 6.12.12

Date: 12 June 2012

(b)(6)

Principal's Representative

Teacher's Representative

Date: 6/12/12

Date: 6/12/12

On Behalf of Maricopa County Service Agency (MCESA):

(b)(6)

Dr. Don Covey, Superintendent

Ms. Kristine Morris, Chief Deputy Supt.

Date: _____

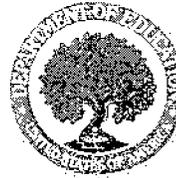
Date: 6/12/12

Arizona Department of
Juvenile Corrections



MCESA

Maricopa County Education Service Agency



**Memorandum of Understanding between
ARIZONA DEPARTMENT OF JUVENILE CORRECTIONS and
MARICOPA COUNTY EDUCATION SERVICE AGENCY**

The Arizona Department of Juvenile Corrections, an eligible LEA alliance school district with high-need schools, Maricopa County Education Service Agency, the lead applicant, hereafter referred to as MCESA, and in conjunction with the United States Department of Education of the Teacher Incentive Fund (TIF) program CFDA: 84-374A and 34 CFR 75.128 and CFR 75.129, hereafter referred to as USDOE, affirm the commitments and responsibilities of the Arizona Department of Juvenile Corrections and MCESA through this Memorandum of Understanding (MOU), beginning upon award of TIF grant through December 30, 2017, to ensure the implementation and accomplishment of the vision, mission, goals, objectives, critical work activities, and program evaluations for *Rewarding Excellence in Instruction and Leadership—The Next Generation*.

OVERVIEW

The Arizona Department of Juvenile Corrections, in collaboration with other alliance school district members and MCESA shall mutually agree to the commitments and responsibilities that will accomplish district-wide implementation of *Rewarding Excellence in Instruction and Leadership—The Next Generation*. The LEA aligns itself with *Rewarding Excellence in Instruction and Leadership* (REIL, TIF 2010) and commits to the new *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG, TIF 2012) as a new alliance school district member. The anticipated combined total of REIL and REIL-TNG alliance school district members represents approximately 16 local education agencies (LEA's), and educates 84,530 K-12 students of which 71,850 (72%) students live in poverty. These students are being served by 109 schools; 5,007 teachers; 295 principals and assistant principals; 152 district level administrators; 32 superintendents and assistant superintendents; and 67 governing board school members.

COLLABORATIVE ALLIANCE MEMBER VISION OF *Rewarding Excellence in Instruction and Leadership—The Next Generation*:

Remove students from the shackles of poverty and close achievement gaps that will enable all alliance school district member's students to realize a positive, productive, and economically secure life throughout their adult years.

COLLABORATIVE ALLIANCE MEMBER MISSION OF *Rewarding Excellence in Instruction and Leadership—The Next Generation*:

The Arizona Department of Juvenile Corrections joins with the *Rewarding Excellence in Instruction and Leadership—The Next Generation* alliance to design and implement a sustainable Human Capital Management System (HCMS) with instructional improvement at its core, to ensure that Arizona Department of Juvenile Correction’s students will be prepared to graduate career and/or college ready—no exceptions!

PRIORITY GOALS:

1. Design and implement a LEA-wide human capital management system with an embedded educator evaluation system at the center.
2. Implement a LEA-wide teacher and principal performance-based evaluation system with significant focus on increasing student academic progress and achievement.
3. Increase student academic progress and achievement in science, technology, engineering, and mathematics (STEM).
4. As a first-time LEA TIF participant, implement new strategies and sustainable performance-based compensation systems for attracting, retaining, and sustaining effective teachers and principals in their high needs schools utilizing the expertise and support of MCESA.
5. Design, customize and implement a LEA-wide educator’s salary structure that aligns LEA goals and strategies to overall rewards for highly effective teachers and principals who demonstrate instructional improvement, increased student academic progress, and achievement through a common vision of continuous instructional and student achievement.

As alliance partners, the Arizona Department of Juvenile Corrections and MCESA will adopt the following commitments and responsibilities to ensure the accomplishment of the vision, mission, and goals for *Rewarding Excellence in Instruction and Leadership—The Next Generation* in accordance with the United States Office of Education Teacher Incentive Fund CFDA 84.374A.

1.0 MCESA COMMITMENTS AND RESPONSIBILITIES

MCESA makes the following commitments and accepts the following responsibilities to the LEA to ensure the accomplishment of the vision, mission and goals of *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG):

- 1.1 Coordinate the implementation of the district’s human capital management system through the use of the REILize Decision Support System (RDSS) for data management,

administration and reporting; student/teacher link; REIL teacher effectiveness score calculation; educator goal plans; data analysis; role-based user management and verification tools; and professional development.

- 1.2 Facilitate the LEA's use of its' refined human capital management system to use data for implementing professional development programs aligned to the vision of instructional improvement articulated through the REIL Learning and Leading Observation Instruments and the resulting educator goal plans; distribute educators across the District's high needs schools; provide additional compensation opportunities via variable pay and/or base-pay progression per grant requirements for instructional leadership positions instituted as part of REIL-TNG; inform recruitment, hiring, placement, retention, promotion and dismissal of educators; and develop competitive salary schedules that will assist in recruitment and retention of highly effective teachers and leaders.
- 1.3 Provide access and training for implementing REIL's valid and reliable Learning Observation and Leading Observation Instruments (LnOI and LdOI) for teachers and principals. Utilize collected observation data gathered by REIL's computer-based REILize Decision Support System (RDSS) to develop REIL post-conference educator goal plans for professional improvement (e.g. video bank, video types, content management aligned to standards and assessments; and face-to-face professional development).
- 1.4 Implement REIL's assessment system for tested and non-tested areas in order to determine student academic progress and achievement.
- 1.5 Facilitate the usage of REIL's Science, Technology, Engineering, and Mathematics (STEM) "Immersion Matrix" to determine the extent of each district school's level of becoming a STEM School and provide strategic and tactical plans of action to ensure all district schools are developing into highly functioning STEM schools. Design, develop and implement an alternative STEM career pathway to recruit, develop and retain highly effective and effective STEM teachers and leaders.
- 1.6 Validate initial and continuous eligibility of the LEA as a high-needs school district. Facilitate and implement new strategic and tactical plans of action for Human Capital Management Systems that will attract, retain, motivate, and financially sustain 'highly effective' and 'effective' teachers and principals in the LEA's highest needs schools through alignment of governing board policies, administrative regulations, and state statutes.
- 1.7 Facilitate the development of a customized, financially feasible, and acceptable LEA salary structure which strategically aligns goals and strategies to intrinsic and extrinsic rewards for 'highly effective' and 'effective' teachers and principals who demonstrate

instructional improvement, increased student academic progress and achievement as opposed to a salary structure that utilizes only years of experience and coursework.

- 1.8 Collaboratively develop and implement innovative strategies that build the capacity of teachers, principals, and school leaders to increase student academic progress, achievement, and success, enabling each student to successfully enter post-secondary education and/or demonstrate career-readiness.
- 1.9 Communicate the vision, mission, goals, objectives, critical work activities and evaluation of the REIL-TNG program to appropriate stakeholders, e.g. teachers, school leaders, principals, district office administrators, support personnel, governing school board members, and the community in alignment with the REIL stakeholder engagement & communication plan.
- 1.10 Facilitate the development of the district-level REIL-TNG stakeholder engagement & communication plan in order to ensure ongoing strategic and tactical plans of action for comprehensive and effective communications.
- 1.11 Provide highly effective REIL-TNG support systems to the LEA, including but not limited to: Highly qualified REIL-TNG support staff; consultants; technological support systems, supplemental TIF funding for performance-based compensation systems and salary schedules to ensure that the LEA will accomplish the vision, mission, goals, objectives, critical work activities and evaluation of program.
- 1.12 As lead applicant, retain sole responsibility for the management of grant funds and for ensuring the overall implementation of the REIL-TNG project.

2.0 ARIZONA DEPARTMENT OF JUVENILE CORRECTIONS COMMITMENTS AND RESPONSIBILITIES

Realizing that continuous improvement requires commitment, Arizona Department of Juvenile Corrections commits, with due diligence, to the following in support of the program goals, objectives, activities and program evaluations for successful implementation of *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG):

- 2.1 Implement and support the implementation of MCESA’s commitments to the LEA as numerated in items 1.0 through 1.11 above.
- 2.2 Utilize the REILize Decision Support System and populate relevant student achievement and teacher and leader evaluation data in the system in collaboration with MCESA and ADE.
- 2.3 Conduct necessary and appropriate evaluations using the REIL Learning and Leading Observation Instruments.

- 2.4 Develop a customized, financially feasible, and acceptable salary structure which strategically aligns goals and strategies to intrinsic and extrinsic rewards for 'highly effective' and 'effective' teachers and principals who demonstrate instructional improvement, increased student academic progress and achievement as opposed to a salary structure that utilizes only years of experience and coursework.
- 2.5 Participate in the collaborative development and implementation of innovative strategies that build the capacity of teachers, principals, and school leaders to increase student academic progress, achievement, and success.
- 2.6 Effectively communicate the components of the program to teachers, school leaders, principals, district office administrators, other school personnel, and the community.
- 2.7 Ensure involvement and support of the vision, mission, goals, objectives, activities and program evaluation, where appropriate, from teachers, school leaders, principals, other certified personnel and community.
- 2.8 Implement a systemic and fiscally sustainable performance-based compensation and evaluation system for teachers, principals, and school leaders.
- 2.9 Utilize a system for on-going, inter-rater reliability/agreement certification for all evaluators of teachers and principals.
- 2.10 Provide sufficient time for on-going, job-embedded professional learning opportunities for superintendent, central office staff, teachers, and principals.

MUTUAL COMMITMENT:

Maricopa County Education Service Agency and the Arizona Department of Juvenile Corrections mutually commit, with due diligence, to support each other to ensure the successful implementation and accomplishment of *Rewarding Excellence in Instruction and Leadership—the Next Generation's* vision, mission, goals, objectives, activities and evaluations.

Signatures on Next Page

**MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN
ARIZONA DEPARTMENT OF JUVENILE CORRECTIONS AND
MARICOPA COUNTY EDUCATION SERVICE AGENCY
ON BEHALF OF *REWARDING EXCELLENCE IN INSTRUCTION AND
LEADERSHIP—THE NEXT GENERATION* (REIL-TNG) AND THE TEACHER
INCENTIVE FUND (TIF) PROGRAM CFDA 84.374A**

SIGNATURE PAGE

IN WITNESS WHEREOF, the parties hereto have executed the entire contents of this Memorandum of Understanding on the dates indicated below:

On Behalf of the Arizona Department of Juvenile Corrections:

(b)(6)

Mr. Charles Flanagan, Director

Date: 5-21-12

(b)(6)

Dr. Gail Jacobs, Superintendent

Date: 5-23-12

(b)(6)

Teacher Representative

Date: 5-23-12

On Behalf of Maricopa County Service Agency (MCESA):

(b)(6)

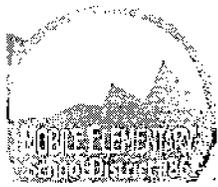
Dr. Don Covey, Superintendent

Date: 5-29-2012

(b)(6)

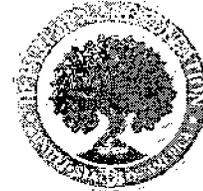
Ms. Kristine Morris, Chief Deputy Supt.

Date: 5-23-12



MCESA

Maricopa County Education Service Agency



**Memorandum of Understanding between
MOBILE ELEMENTARY SCHOOL DISTRICT # 86 and
MARICOPA COUNTY EDUCATION SERVICE AGENCY**

The Mobile Elementary School District # 86, an eligible LEA alliance school district with high-need schools, Maricopa County Education Service Agency, the lead applicant, hereafter referred to as MCESA, and in conjunction with the United States Department of Education of the Teacher Incentive Fund (TIF) program CFDA: 84-374A and 34 CFR 75.128 and CFR 75.129, hereafter referred to as USDOE, affirm the commitments and responsibilities of Mobile Elementary School District and MCESA through this Memorandum of Understanding (MOU), beginning upon award of TIF grant through December 30, 2017, to ensure the implementation and accomplishment of the vision, mission, goals, objectives, critical work activities, and program evaluations for *Rewarding Excellence in Instruction and Leadership—The Next Generation*.

OVERVIEW

The Mobile Elementary School District, in collaboration with other alliance school district members and MCESA shall mutually agree to the commitments and responsibilities that will accomplish district-wide implementation of *Rewarding Excellence in Instruction and Leadership—The Next Generation*. The LEA aligns itself with *Rewarding Excellence in Instruction and Leadership* (REIL, TIF 2010) and commits to the new *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG, TIF 2012) as a new alliance school district member. The anticipated combined total of REIL and REIL-TNG alliance school district members represents approximately 16 local education agencies (LEA's), and educates 84,530 K-12 students of which 71,850 (72%) students live in poverty. These students are being served by 109 schools; 5,007 teachers; 295 principals and assistant principals; 152 district level administrators; 32 superintendents and assistant superintendents; and 67 governing board school members.

COLLABORATIVE ALLIANCE MEMBER VISION OF *Rewarding Excellence in Instruction and Leadership—The Next Generation*:

Remove students from the shackles of poverty and close achievement gaps that will enable all alliance school district member's students to realize a positive, productive, and economically secure life throughout their adult years.

COLLABORATIVE ALLIANCE MEMBER MISSION OF *Rewarding Excellence in Instruction and Leadership—The Next Generation*:

The Mobile Elementary School District joins with the *Rewarding Excellence in Instruction and Leadership—The Next Generation* alliance to design and implement a sustainable Human Capital Management System (HCMS) with instructional improvement at its core, to ensure that Mobile Elementary School District's students will be prepared to graduate career and/or college ready—no exceptions!

PRIORITY GOALS:

1. Design and implement a LEA-wide human capital management system with an embedded educator evaluation system at the center.
2. Implement a LEA-wide teacher and principal performance-based evaluation system with significant focus on increasing student academic progress and achievement.
3. Increase student academic progress and achievement in science, technology, engineering, and mathematics (STEM).
4. As a first-time LEA TIF participant, implement new strategies and sustainable performance-based compensation systems for attracting, retaining, and sustaining effective teachers and principals in their high needs schools utilizing the expertise and support of MCESA.
5. Design, customize and implement a LEA-wide educator's salary structure that aligns LEA goals and strategies to overall rewards for highly effective teachers and principals who demonstrate instructional improvement, increased student academic progress, and achievement through a common vision of continuous instructional and student achievement.

As alliance partners, Mobile Elementary School District and MCESA will adopt the following commitments and responsibilities to ensure the accomplishment of the vision, mission, and goals for *Rewarding Excellence in Instruction and Leadership—The Next Generation* in accordance with the United States Office of Education Teacher Incentive Fund CFDA 84.374A.

1.0 MCESA COMMITMENTS AND RESPONSIBILITIES

MCESA makes the following commitments and accepts the following responsibilities to the LEA to ensure the accomplishment of the vision, mission and goals of *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG):

- 1.1 Coordinate the implementation of the district's human capital management system through the use of the REILize Decision Support System (RDSS) for data management,

administration and reporting; student/teacher link; REIL teacher effectiveness score calculation; educator goal plans; data analysis; role-based user management and verification tools; and professional development.

- 1.2 **Facilitate the LEA's use of its' refined human capital management system to use data for implementing professional development programs aligned to the vision of instructional improvement articulated through the REIL Learning and Leading Observation Instruments and the resulting educator goal plans; distribute educators across the District's high needs schools; provide additional compensation opportunities via variable pay and/or base-pay progression per grant requirements for instructional leadership positions instituted as part of REIL-TNG; inform recruitment, hiring, placement, retention, promotion and dismissal of educators; and develop competitive salary schedules that will assist in recruitment and retention of highly effective teachers and leaders.**
- 1.3 **Provide access and training for implementing REIL's valid and reliable Learning Observation and Leading Observation Instruments (LoOI and LdOI) for teachers and principals. Utilize collected observation data gathered by REIL's computer-based REILize Decision Support System (RDSS) to develop REIL post-conference educator goal plans for professional improvement (e.g. video bank, video types, content management aligned to standards and assessments; and face-to-face professional development).**
- 1.4 **Implement REIL's assessment system for tested and non-tested areas in order to determine student academic progress and achievement.**
- 1.5 **Facilitate the usage of REIL's Science, Technology, Engineering, and Mathematics (STEM) "Immersion Matrix" to determine the extent of each district school's level of becoming a STEM School and provide strategic and tactical plans of action to ensure all district schools are developing into highly functioning STEM schools. Design, develop and implement an alternative STEM career pathway to recruit, develop and retain highly effective and effective STEM teachers and leaders.**
- 1.6 **Validate initial and continuous eligibility of the LEA as a high-needs school district. Facilitate and implement new strategic and tactical plans of action for Human Capital Management Systems that will attract, retain, motivate, and financially sustain 'highly effective' and 'effective' teachers and principals in the LEA's highest needs schools through alignment of governing board policies, administrative regulations, and state statutes.**
- 1.7 **Facilitate the development of a customized, financially feasible, and acceptable LEA salary structure which strategically aligns goals and strategies to intrinsic and extrinsic rewards for 'highly effective' and 'effective' teachers and principals who demonstrate**

instructional improvement, increased student academic progress and achievement as opposed to a salary structure that utilizes only years of experience and coursework.

- 1.8 Collaboratively develop and implement innovative strategies that build the capacity of teachers, principals, and school leaders to increase student academic progress, achievement, and success, enabling each student to successfully enter post-secondary education and/or demonstrate career-readiness.
- 1.9 Communicate the vision, mission, goals, objectives, critical work activities and evaluation of the REIL-TNG program to appropriate stakeholders, e.g. teachers, school leaders, principals, district office administrators, support personnel, governing school board members, and the community in alignment with the REIL stakeholder engagement & communication plan.
- 1.10 Facilitate the development of the district-level REIL-TNG stakeholder engagement & communication plan in order to ensure ongoing strategic and tactical plans of action for comprehensive and effective communications.
- 1.11 Provide highly effective REIL-TNG support systems to the LEA, including but not limited to: Highly qualified REIL-TNG support staff; consultants; technological support systems, supplemental TIF funding for performance-based compensation systems and salary schedules to ensure that the LEA will accomplish the vision, mission, goals, objectives, critical work activities and evaluation of program.
- 1.12 As lead applicant, retain sole responsibility for the management of grant funds and for ensuring the overall implementation of the REIL-TNG project.

2.0 MOBILE ELEMENTARY SCHOOL DISTRICT COMMITMENTS AND RESPONSIBILITIES

Realizing that continuous improvement requires commitment, Mobile Elementary School District commits, with due diligence, to the following in support of the program goals, objectives, activities and program evaluations for successful implementation of *Rewarding Excellence in Instruction and Leadership—The Next Generation (REIL-TNG)*:

- 2.1 Implement and support the implementation of MCESA's commitments to the LEA as numerated in items 1.0 through 1.11 above.
- 2.2 Utilize the REILize Decision Support System and populate relevant student achievement and teacher and leader evaluation data in the system in collaboration with MCESA and ADE.
- 2.3 Conduct necessary and appropriate evaluations using the REIL Learning and Leading Observation Instruments.

- 2.4 Adopt and implement a step-less salary schedule embedded with performance based compensation as a component of a Human Capital Management System.
- 2.5 Participate in the collaborative development and implementation of innovative strategies that build the capacity of teachers, principals, and school leaders to increase student academic progress, achievement, and success.
- 2.6 Effectively communicate the components of the program to teachers, school leaders, principals, district office administrators, other school personnel, and the community.
- 2.7 Ensure involvement and support of the vision, mission, goals, objectives, activities and program evaluation, where appropriate, from teachers, school leaders, principals, other certified personnel and community.
- 2.8 Implement a systemic and fiscally sustainable performance-based compensation and evaluation system for teachers, principals, and school leaders.
- 2.9 Utilize a system for on-going, inter-rater reliability/agreement certification for all evaluators of teachers and principals.
- 2.10 Provide sufficient time for on-going, job-embedded professional learning opportunities for superintendent, central office staff, teachers, and principals.

MUTUAL COMMITMENT:

Maricopa County Education Service Agency and the Mobile Elementary School District mutually commit, with due diligence, to support each other to ensure the successful implementation and accomplishment of *Rewarding Excellence in Instruction and Leadership—the Next Generation’s* vision, mission, goals, objectives, activities and evaluations.

Signatures on Next Page

MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN
MOBILE ELEMENTARY SCHOOL DISTRICT # 86 AND
MARICOPA COUNTY EDUCATION SERVICE AGENCY
ON BEHALF OF REWARDING EXCELLENCE IN INSTRUCTION AND
LEADERSHIP—THE NEXT GENERATION (REIL-TNG) AND THE TEACHER
INCENTIVE FUND (TIF) PROGRAM CFDA 84.374A

SIGNATURE PAGE

IN WITNESS WHEREOF, the parties hereto have executed the entire contents of this Memorandum of Understanding on the dates indicated below:

On Behalf of the Mobile Elementary School District # 86:

(b)(6)

Dr. Kit Wood, Superintendent

President Governing Board

Date: 5/23/12

Date: 5-23-12

(b)(6)

Principal's Representative

Teacher's Representative

Date: 5/23/12

Date: 5/23/12

On Behalf of Maricopa County Service Agency (MCSA):

(b)(6)

Dr. Don Covey, Superintendent

Ms. Kristine Morris, Chief Deputy Supt.

Date: 6/23/12

Date: 6/23/12



Phoenix Elementary School District #1
10000 N. 19th Avenue, Phoenix, AZ 85021



MCESA

Maricopa County Education Service Agency



**Memorandum of Understanding between
PHOENIX ELEMENTARY SCHOOL DISTRICT #1 and
MARICOPA COUNTY EDUCATION SERVICE AGENCY**

The Phoenix Elementary School District #1, an eligible LEA alliance school district with high-need schools, Maricopa County Education Service Agency, the lead applicant, hereafter referred to as MCESA, and in conjunction with the United States Department of Education of the Teacher Incentive Fund (TIF) program CFDA: 84-374A and 34 CFR 75.128 and CFR 75.129, hereafter referred to as USDOE, affirm the commitments and responsibilities of Phoenix Elementary School District #1 and MCESA through this Memorandum of Understanding (MOU), beginning upon award of TIF grant through December 30, 2017, to ensure the implementation and accomplishment of the vision, mission, goals, objectives, critical work activities, and program evaluations for *Rewarding Excellence in Instruction and Leadership—The Next Generation*.

OVERVIEW

The Phoenix Elementary School District, in collaboration with other alliance school district members and MCESA shall mutually agree to the commitments and responsibilities that will accomplish district-wide implementation of *Rewarding Excellence in Instruction and Leadership—The Next Generation*. The LEA aligns itself with *Rewarding Excellence in Instruction and Leadership* (REIL, TIF 2010) and commits to the new *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG, TIF 2012) as a new alliance school district member. The anticipated combined total of REIL and REIL-TNG alliance school district members represents approximately 16 local education agencies (LEA's), and educates 84,530 K-12 students of which 71,850 (72%) students live in poverty. These students are being served by 109 schools; 5,007 teachers; 295 principals and assistant principals; 152 district level administrators; 32 superintendents and assistant superintendents; and 67 governing board school members.

COLLABORATIVE ALLIANCE MEMBER VISION OF *Rewarding Excellence in Instruction and Leadership—The Next Generation*:

Remove students from the shackles of poverty and close achievement gaps that will enable all alliance school district member's students to realize a positive, productive, and economically secure life throughout their adult years.

COLLABORATIVE ALLIANCE MEMBER MISSION OF *Rewarding Excellence in Instruction and Leadership—The Next Generation*:

The Phoenix Elementary School District joins with the *Rewarding Excellence in Instruction and Leadership—The Next Generation* alliance to design and implement a sustainable Human Capital Management System (HCMS) with instructional improvement at its core, to ensure that Phoenix Elementary School District’s students will be prepared to graduate career and/or college ready—no exceptions!

PRIORITY GOALS:

1. Design and implement a LEA-wide human capital management system with an embedded educator evaluation system at the center.
2. Implement a LEA-wide teacher and principal performance-based evaluation system with significant focus on increasing student academic progress and achievement.
3. Increase student academic progress and achievement in science, technology, engineering, and mathematics (STEM).
4. As a first-time LEA TIF participant, implement new strategies and sustainable performance-based compensation systems for attracting, retaining, and sustaining effective teachers and principals in their high needs schools utilizing the expertise and support of MCESA.
5. Design, customize and implement a LEA-wide educator’s salary structure that aligns LEA goals and strategies to overall rewards for highly effective teachers and principals who demonstrate instructional improvement, increased student academic progress, and achievement through a common vision of continuous instructional and student achievement.

As alliance partners, the Phoenix Elementary School District and MCESA will adopt the following commitments and responsibilities to ensure the accomplishment of the vision, mission, and goals for *Rewarding Excellence in Instruction and Leadership—The Next Generation* in accordance with the United States Office of Education Teacher Incentive Fund CFDA 84.374A.

1.0 MCESA COMMITMENTS AND RESPONSIBILITIES

MCESA makes the following commitments and accepts the following responsibilities to the LEA to ensure the accomplishment of the vision, mission and goals of *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG):

- 1.1 Coordinate the implementation of the district’s human capital management system through the use of the REILize Decision Support System (RDSS) for data management,

administration and reporting; student/teacher link; REIL teacher effectiveness score calculation; educator goal plans; data analysis; role-based user management and verification tools; and professional development.

- 1.2 Facilitate the LEA's use of its' refined human capital management system to use data for implementing professional development programs aligned to the vision of instructional improvement articulated through the REIL Learning and Leading Observation Instruments and the resulting educator goal plans; distribute educators across the District's high needs schools; provide additional compensation opportunities via variable pay and/or base-pay progression per grant requirements for instructional leadership positions instituted as part of REIL-TNG; inform recruitment, hiring, placement, retention, promotion and dismissal of educators; and develop competitive salary schedules that will assist in recruitment and retention of highly effective teachers and leaders.
- 1.3 Provide access and training for implementing REIL's valid and reliable Learning Observation and Leading Observation Instruments (LnOI and LdOI) for teachers and principals. Utilize collected observation data gathered by REIL's computer-based REILize Decision Support System (RDSS) to develop REIL post-conference educator goal plans for professional improvement (e.g. video bank, video types, content management aligned to standards and assessments; and face-to-face professional development).
- 1.4 Implement REIL's assessment system for tested and non-tested areas in order to determine student academic progress and achievement.
- 1.5 Facilitate the usage of REIL's Science, Technology, Engineering, and Mathematics (STEM) "Immersion Matrix" to determine the extent of each district school's level of becoming a STEM School and provide strategic and tactical plans of action to ensure all district schools are developing into highly functioning STEM schools. Design, develop and implement an alternative STEM career pathway to recruit, develop and retain highly effective and effective STEM teachers and leaders.
- 1.6 Validate initial and continuous eligibility of the LEA as a high-needs school district. Facilitate and implement new strategic and tactical plans of action for Human Capital Management Systems that will attract, retain, motivate, and financially sustain 'highly effective' and 'effective' teachers and principals in the LEA's highest needs schools through alignment of governing board policies, administrative regulations, and state statutes.
- 1.7 Facilitate the development of a customized, financially feasible, and acceptable LEA salary structure which strategically aligns goals and strategies to intrinsic and extrinsic rewards for 'highly effective' and 'effective' teachers and principals who demonstrate

instructional improvement, increased student academic progress and achievement as opposed to a salary structure that utilizes only years of experience and coursework.

- 1.8 Collaboratively develop and implement innovative strategies that build the capacity of teachers, principals, and school leaders to increase student academic progress, achievement, and success, enabling each student to successfully enter post-secondary education and/or demonstrate career-readiness.
- 1.9 Communicate the vision, mission, goals, objectives, critical work activities and evaluation of the REIL-TNG program to appropriate stakeholders, e.g. teachers, school leaders, principals, district office administrators, support personnel, governing school board members, and the community in alignment with the REIL stakeholder engagement & communication plan.
- 1.10 Facilitate the development of the district-level REIL-TNG stakeholder engagement & communication plan in order to ensure ongoing strategic and tactical plans of action for comprehensive and effective communications.
- 1.11 Provide highly effective REIL-TNG support systems to the LEA, including but not limited to: Highly qualified REIL-TNG support staff; consultants; technological support systems, supplemental TIF funding for performance-based compensation systems and salary schedules to ensure that the LEA will accomplish the vision, mission, goals, objectives, critical work activities and evaluation of program.
- 1.12 As lead applicant, retain sole responsibility for the management of grant funds and for ensuring the overall implementation of the REIL-TNG project.

2.0 PHOENIX ELEMENTARY SCHOOL DISTRICT COMMITMENTS AND RESPONSIBILITIES

Realizing that continuous improvement requires commitment, Phoenix Elementary School District # 1 commits, with due diligence, to the following in support of the program goals, objectives, activities and program evaluations for successful implementation of *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG):

- 2.1 Implement and support the implementation of MCESA's commitments to the LEA as numerated in items 1.0 through 1.11 above.
- 2.2 Utilize the REILize Decision Support System and populate relevant student achievement and teacher and leader evaluation data in the system in collaboration with MCESA and ADE.
- 2.3 Conduct necessary and appropriate evaluations using the REIL Learning and Leading Observation Instruments.

- 2.4 Adopt and implement a step-less salary schedule embedded with performance based compensation as a component of a Human Capital Management System.
- 2.5 Participate in the collaborative development and implementation of innovative strategies that build the capacity of teachers, principals, and school leaders to increase student academic progress, achievement, and success.
- 2.6 Effectively communicate the components of the program to teachers, school leaders, principals, district office administrators, other school personnel, and the community.
- 2.7 Ensure involvement and support of the vision, mission, goals, objectives, activities and program evaluation, where appropriate, from teachers, school leaders, principals, other certified personnel and community.
- 2.8 Implement a systemic and fiscally sustainable performance-based compensation and evaluation system for teachers, principals, and school leaders.
- 2.9 Utilize a system for on-going, inter-rater reliability/agreement certification for all evaluators of teachers and principals.
- 2.10 Provide sufficient time for on-going, job-embedded professional learning opportunities for superintendent, central office staff, teachers, and principals.

MUTUAL COMMITMENT:

Maricopa County Education Service Agency and the Phoenix Elementary School District mutually commit, with due diligence, to support each other to ensure the successful implementation and accomplishment of *Rewarding Excellence in Instruction and Leadership—the Next Generation*'s vision, mission, goals, objectives, activities and evaluations.

Signatures on Next Page

**MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN
PHOENIX ELEMENTARY SCHOOL DISTRICT # 1 AND
MARICOPA COUNTY EDUCATION SERVICE AGENCY
ON BEHALF OF REWARDING EXCELLENCE IN INSTRUCTION AND
LEADERSHIP—THE NEXT GENERATION (REIL-TNG) AND THE TEACHER
INCENTIVE FUND (TIF) PROGRAM CFDA 84.374A**

SIGNATURE PAGE

IN WITNESS WHEREOF, the parties hereto have executed the entire contents of this Memorandum of Understanding on the dates indicated below:

On Behalf of the Phoenix Elementary School District # 1:

(b)(6)

Dr. Myrahan Roca, Superintendent

Date: 6/21/12

President Governing Board

Date: 06/21/2012

(b)(6)

Principal's Representative

Date: 6/21/12

Teacher's Representative

Date: 6/21/12

On Behalf of Maricopa County Service Agency (MCESA):

(b)(6)

Dr. Don Covey, Superintendent

Date: _____

Ms. Kristine Morris, Chief Deputy Supt.

Date: 6/23/12



MCESA
 Maricopa County Education Service Agency



**Memorandum of Understanding between
 MARICOPA COUNTY REGIONAL SCHOOL DISTRICT and
 MARICOPA COUNTY EDUCATION SERVICE AGENCY**

The Maricopa County Regional School District, an eligible LEA alliance school district with high-need schools, Maricopa County Education Service Agency, the lead applicant, hereafter referred to as MCESA, and in conjunction with the United States Department of Education of the Teacher Incentive Fund (TIF) program CFDA: 84-374A and 34 CFR 75.128 and CFR 75.129, hereafter referred to as USDOE, affirm the commitments and responsibilities of Maricopa County Regional School District and MCESA through this Memorandum of Understanding (MOU), beginning upon award of TIF grant through December 30, 2017, to ensure the implementation and accomplishment of the vision, mission, goals, objectives, critical work activities, and program evaluations for *Rewarding Excellence in Instruction and Leadership—The Next Generation*.

OVERVIEW

The Maricopa County Regional School District, in collaboration with other alliance school district members and MCESA shall mutually agree to the commitments and responsibilities that will accomplish district-wide implementation of *Rewarding Excellence in Instruction and Leadership—The Next Generation*. The LEA aligns itself with *Rewarding Excellence in Instruction and Leadership* (REIL, TIF 2010) and commits to the new *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG, TIF 2012) as a new alliance school district member. The anticipated combined total of REIL and REIL-TNG alliance school district members represents approximately 16 local education agencies (LEA’s), and educates 84,530 K-12 students of which 71,850 (72%) students live in poverty. These students are being served by 109 schools; 5,007 teachers; 295 principals and assistant principals; 152 district level administrators; 32 superintendents and assistant superintendents; and 67 governing board school members.

COLLABORATIVE ALLIANCE MEMBER VISION OF *Rewarding Excellence in Instruction and Leadership—The Next Generation*:

Remove students from the shackles of poverty and close achievement gaps that will enable all alliance school district member’s students to realize a positive, productive, and economically secure life throughout their adult years.

COLLABORATIVE ALLIANCE MEMBER MISSION OF *Rewarding Excellence in Instruction and Leadership—The Next Generation*:

The Maricopa County Regional School District joins with the *Rewarding Excellence in Instruction and Leadership—The Next Generation* alliance to design and implement a sustainable Human Capital Management System (HCMS) with instructional improvement at its core, to ensure that Maricopa County Regional School District's students will be prepared to graduate career and/or college ready—no exceptions!

PRIORITY GOALS:

1. Design and implement a LEA-wide human capital management system with an embedded educator evaluation system at the center.
2. Implement a LEA-wide teacher and principal performance-based evaluation system with significant focus on increasing student academic progress and achievement.
3. Increase student academic progress and achievement in science, technology, engineering, and mathematics (STEM).
4. As a first-time LEA TIF participant, implement new strategies and sustainable performance-based compensation systems for attracting, retaining, and sustaining effective teachers and principals in their high needs schools utilizing the expertise and support of MCESA.
5. Design, customize and implement a LEA-wide educator's salary structure that aligns LEA goals and strategies to overall rewards for highly effective teachers and principals who demonstrate instructional improvement, increased student academic progress, and achievement through a common vision of continuous instructional and student achievement.

As alliance partners, the Maricopa County Regional School District and MCESA will adopt the following commitments and responsibilities to ensure the accomplishment of the vision, mission, and goals for *Rewarding Excellence in Instruction and Leadership—The Next Generation* in accordance with the United States Office of Education Teacher Incentive Fund CFDA 84.374A.

1.0 MCESA COMMITMENTS AND RESPONSIBILITIES

MCESA makes the following commitments and accepts the following responsibilities to the LEA to ensure the accomplishment of the vision, mission and goals of *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG):

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- 1.4 Implement REIL's assessment system for tested and non-tested areas in order to determine student academic progress and achievement.
- 1.5 Facilitate the usage of REIL's Science, Technology, Engineering, and Mathematics (STEM) "Immersion Matrix" to determine the extent of each district school's level of becoming a STEM School and provide strategic and tactical plans of action to ensure all district schools are developing into highly functioning STEM schools. Design, develop and implement an alternative STEM career pathway to recruit, develop and retain highly effective and effective STEM teachers and leaders.
- 1.6 Validate initial and continuous eligibility of the LEA as a high-needs school district. Facilitate and implement new strategic and tactical plans of action for Human Capital Management Systems that will attract, retain, motivate, and financially sustain 'highly effective' and 'effective' teachers and principals in the LEA's highest needs schools through alignment of governing board policies, administrative regulations, and state statutes.
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instructional improvement, increased student academic progress and achievement as opposed to a salary structure that utilizes only years of experience and coursework.

- 1.8 Collaboratively develop and implement innovative strategies that build the capacity of teachers, principals, and school leaders to increase student academic progress, achievement, and success, enabling each student to successfully enter post-secondary education and/or demonstrate career-readiness.
- 1.9 Communicate the vision, mission, goals, objectives, critical work activities and evaluation of the REIL-TNG program to appropriate stakeholders, e.g. teachers, school leaders, principals, district office administrators, support personnel, governing school board members, and the community in alignment with the REIL stakeholder engagement & communication plan.
- 1.10 Facilitate the development of the district-level REIL-TNG stakeholder engagement & communication plan in order to ensure ongoing strategic and tactical plans of action for comprehensive and effective communications.
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- 1.12 As lead applicant, retain sole responsibility for the management of grant funds and for ensuring the overall implementation of the REIL-TNG project.

2.0 MARICOPA COUNTY REGIONAL SCHOOL DISTRICT COMMITMENTS AND RESPONSIBILITIES

Realizing that continuous improvement requires commitment, Maricopa County Regional School District commits, with due diligence, to the following in support of the program goals, objectives, activities and program evaluations for successful implementation of *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG):

- 2.1 Implement and support the implementation of MCESA's commitments to the LEA as numerated in items 1.0 through 1.11 above.
- 2.2 Utilize the REILize Decision Support System and populate relevant student achievement and teacher and leader evaluation data in the system in collaboration with MCESA and ADE.
- 2.3 Conduct necessary and appropriate evaluations using the REIL Learning and Leading Observation Instruments.

- 2.4 Adopt and implement a step-less salary schedule embedded with performance based compensation as a component of a Human Capital Management System.
- 2.5 Participate in the collaborative development and implementation of innovative strategies that build the capacity of teachers, principals, and school leaders to increase student academic progress, achievement, and success.
- 2.6 Effectively communicate the components of the program to teachers, school leaders, principals, district office administrators, other school personnel, and the community.
- 2.7 Ensure involvement and support of the vision, mission, goals, objectives, activities and program evaluation, where appropriate, from teachers, school leaders, principals, other certified personnel and community.
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- 2.10 Provide sufficient time for on-going, job-embedded professional learning opportunities for superintendent, central office staff, teachers, and principals.

MUTUAL COMMITMENT:

Maricopa County Education Service Agency and the Maricopa County Regional School District mutually commit, with due diligence, to support each other to ensure the successful implementation and accomplishment of *Rewarding Excellence in Instruction and Leadership—the Next Generation’s* vision, mission, goals, objectives, activities and evaluations.

Signatures on Next Page

**MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN
MARICOPA COUNTY REGIONAL SCHOOL DISTRICT AND
MARICOPA COUNTY EDUCATION SERVICE AGENCY
ON BEHALF OF *REWARDING EXCELLENCE IN INSTRUCTION AND
LEADERSHIP—THE NEXT GENERATION* (REIL-TNG) AND THE TEACHER
INCENTIVE FUND (TIF) PROGRAM CFDA 84.374A**

SIGNATURE PAGE

IN WITNESS WHEREOF, the parties hereto have executed the entire contents of this Memorandum of Understanding on the dates indicated below:

On Behalf of the Maricopa County Regional School District:

(b)(6)

Dr. Ernest Rose, Superintendent

President Governing Board

Date: 07/11/12

Date: 07/10/12

(b)(6)

Principal's Representative

Teacher's Representative

Date: 7/12/12

Date: 7/11/12

On Behalf of Maricopa County Service Agency (MCESA):

(b)(6)

Dr. Don Covey, Superintendent

Ms. Kristine Morris, Chief Deputy Supt.

Date: 07/10/12

Date: 7/10/12



MCESA

Maricopa County Education Service Agency



**Memorandum of Understanding between
ROOSEVELT SCHOOL DISTRICT #66 and
MARICOPA COUNTY EDUCATION SERVICE AGENCY**

The Roosevelt School District #66, an eligible LEA alliance school district with high-need schools, Maricopa County Education Service Agency, the lead applicant, hereafter referred to as MCESA, and in conjunction with the United States Department of Education of the Teacher Incentive Fund (TIF) program CFDA: 84-374A and 34 CFR 75.128 and CFR 75.129, hereafter referred to as USDOE, affirm the commitments and responsibilities of Roosevelt School District #66 and MCESA through this Memorandum of Understanding (MOU), beginning upon award of TIF grant through December 30, 2017, to ensure the implementation and accomplishment of the vision, mission, goals, objectives, critical work activities, and program evaluations for *Rewarding Excellence in Instruction and Leadership—The Next Generation*.

OVERVIEW

The Roosevelt School District, in collaboration with other alliance school district members and MCESA shall mutually agree to the commitments and responsibilities that will accomplish district-wide implementation of *Rewarding Excellence in Instruction and Leadership—The Next Generation*. The LEA aligns itself with *Rewarding Excellence in Instruction and Leadership* (REIL, TIF 2010) and commits to the new *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG, TIF 2012) as a new alliance school district member. The anticipated combined total of REIL and REIL-TNG alliance school district members represents approximately 16 local education agencies (LEA's), and educates 84,530 K-12 students of which 71,850 (72%) students live in poverty. These students are being served by 109 schools; 5,007 teachers; 295 principals and assistant principals; 152 district level administrators; 32 superintendents and assistant superintendents; and 67 governing board school members.

COLLABORATIVE ALLIANCE MEMBER VISION OF *Rewarding Excellence in Instruction and Leadership—The Next Generation*:

Remove students from the shackles of poverty and close achievement gaps that will enable all alliance school district member's students to realize a positive, productive, and economically secure life throughout their adult years.

COLLABORATIVE ALLIANCE MEMBER MISSION OF *Rewarding Excellence in Instruction and Leadership—The Next Generation*:

The Roosevelt School District joins with the *Rewarding Excellence in Instruction and Leadership—The Next Generation* alliance to design and implement a sustainable Human Capital Management System (HCMS) with instructional improvement at its core, to ensure that Roosevelt School District’s students will be prepared to graduate career and/or college ready—no exceptions!

PRIORITY GOALS:

1. Design and implement a LEA-wide human capital management system with an embedded educator evaluation system at the center.
2. Implement a LEA-wide teacher and principal performance-based evaluation system with significant focus on increasing student academic progress and achievement.
3. Increase student academic progress and achievement in science, technology, engineering, and mathematics (STEM).
4. As a first-time LEA TIF participant, implement new strategies and sustainable performance-based compensation systems for attracting, retaining, and sustaining effective teachers and principals in their high needs schools utilizing the expertise and support of MCESA.
5. Design, customize and implement a LEA-wide educator’s salary structure that aligns LEA goals and strategies to overall rewards for highly effective teachers and principals who demonstrate instructional improvement, increased student academic progress, and achievement through a common vision of continuous instructional and student achievement.

As alliance partners, the Roosevelt School District and MCESA will adopt the following commitments and responsibilities to ensure the accomplishment of the vision, mission, and goals for *Rewarding Excellence in Instruction and Leadership—The Next Generation* in accordance with the United States Office of Education Teacher Incentive Fund CFDA 84.374A.

1.0 MCESA COMMITMENTS AND RESPONSIBILITIES

MCESA makes the following commitments and accepts the following responsibilities to the LEA to ensure the accomplishment of the vision, mission and goals of *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG):

- 1.1 Coordinate the implementation of the district’s human capital management system through the use of the REILize Decision Support System (RDSS) for data management, administration and reporting; student/teacher link; REIL teacher effectiveness score

calculation; educator goal plans; data analysis; role-based user management and verification tools; and professional development.

- 1.2 Facilitate the LEA's use of its' refined human capital management system to use data for implementing professional development programs aligned to the vision of instructional improvement articulated through the REIL Learning and Leading Observation Instruments and the resulting educator goal plans; distribute educators across the District's high needs schools; provide additional compensation opportunities via variable pay and/or base-pay progression per grant requirements for instructional leadership positions instituted as part of REIL-TNG; inform recruitment, hiring, placement, retention, promotion and dismissal of educators; and develop competitive salary schedules that will assist in recruitment and retention of highly effective teachers and leaders.
- 1.3 Provide access and training for implementing REIL's valid and reliable Learning Observation and Leading Observation Instruments (LnOI and LdOI) for teachers and principals. Utilize collected observation data gathered by REIL's computer-based REILize Decision Support System (RDSS) to develop REIL post-conference educator goal plans for professional improvement (e.g. video bank, video types, content management aligned to standards and assessments; and face-to-face professional development).
- 1.4 Implement REIL's assessment system for tested and non-tested areas in order to determine student academic progress and achievement.
- 1.5 Facilitate the usage of REIL's Science, Technology, Engineering, and Mathematics (STEM) "Immersion Matrix" to determine the extent of each district school's level of becoming a STEM School and provide strategic and tactical plans of action to ensure all district schools are developing into highly functioning STEM schools. Design, develop and implement an alternative STEM career pathway to recruit, develop and retain highly effective and effective STEM teachers and leaders.
- 1.6 Validate initial and continuous eligibility of the LEA as a high-needs school district. Facilitate and implement new strategic and tactical plans of action for Human Capital Management Systems that will attract, retain, motivate, and financially sustain 'highly effective' and 'effective' teachers and principals in the LEA's highest needs schools through alignment of governing board policies, administrative regulations, and state statutes.
- 1.7 Facilitate the development of a customized, financially feasible, and acceptable LEA salary structure which strategically aligns goals and strategies to intrinsic and extrinsic rewards for 'highly effective' and 'effective' teachers and principals who demonstrate

instructional improvement, increased student academic progress and achievement as opposed to a salary structure that utilizes only years of experience and coursework.

- 1.8 Collaboratively develop and implement innovative strategies that build the capacity of teachers, principals, and school leaders to increase student academic progress, achievement, and success, enabling each student to successfully enter post-secondary education and/or demonstrate career-readiness.
- 1.9 Communicate the vision, mission, goals, objectives, critical work activities and evaluation of the REIL-TNG program to appropriate stakeholders, e.g. teachers, school leaders, principals, district office administrators, support personnel, governing school board members, and the community in alignment with the REIL stakeholder engagement & communication plan.
- 1.10 Facilitate the development of the district-level REIL-TNG stakeholder engagement & communication plan in order to ensure ongoing strategic and tactical plans of action for comprehensive and effective communications.
- 1.11 Provide highly effective REIL-TNG support systems to the LEA, including but not limited to: Highly qualified REIL-TNG support staff; consultants; technological support systems, supplemental TIF funding for performance-based compensation systems and salary schedules to ensure that the LEA will accomplish the vision, mission, goals, objectives, critical work activities and evaluation of program.
- 1.12 As lead applicant, retain sole responsibility for the management of grant funds and for ensuring the overall implementation of the REIL-TNG project.

2.0 ROOSEVELT SCHOOL DISTRICT COMMITMENTS AND RESPONSIBILITIES

Realizing that continuous improvement requires commitment, Roosevelt School District # 66 commits, with due diligence, to the following in support of the program goals, objectives, activities and program evaluations for successful implementation of *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG):

- 2.1 Implement and support the implementation of MCESA's commitments to the LEA as numerated in items 1.0 through 1.11 above.
- 2.2 Utilize the REILize Decision Support System and populate relevant student achievement and teacher and leader evaluation data in the system in collaboration with MCESA and ADE.
- 2.3 Conduct necessary and appropriate evaluations using the REIL Learning and Leading Observation Instruments.
- 2.4 Adopt and implement a step-less salary schedule embedded with performance based compensation as a component of a Human Capital Management System.

- 2.5 Participate in the collaborative development and implementation of innovative strategies that build the capacity of teachers, principals, and school leaders to increase student academic progress, achievement, and success.
- 2.6 Effectively communicate the components of the program to teachers, school leaders, principals, district office administrators, other school personnel, and the community.
- 2.7 Ensure involvement and support of the vision, mission, goals, objectives, activities and program evaluation, where appropriate, from teachers, school leaders, principals, other certified personnel and community.
- 2.8 Implement a systemic and fiscally sustainable performance-based compensation and evaluation system for teachers, principals, and school leaders.
- 2.9 Utilize a system for on-going, inter-rater reliability/agreement certification for all evaluators of teachers and principals.
- 2.10 Provide sufficient time for on-going, job-embedded professional learning opportunities for superintendent, central office staff, teachers, and principals.

MUTUAL COMMITMENT:

Maricopa County Education Service Agency and the Roosevelt School District mutually commit, with due diligence, to support each other to ensure the successful implementation and accomplishment of *Rewarding Excellence in Instruction and Leadership—the Next Generation's* vision, mission, goals, objectives, activities and evaluations.

Signatures on Next Page

**MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN
ROOSEVELT SCHOOL DISTRICT # 66 AND
MARICOPA COUNTY EDUCATION SERVICE AGENCY
ON BEHALF OF *REWARDING EXCELLENCE IN INSTRUCTION AND
LEADERSHIP—THE NEXT GENERATION* (REIL-TNG) AND THE TEACHER
INCENTIVE FUND (TIF) PROGRAM CFDA 84.374A**

SIGNATURE PAGE

IN WITNESS WHEREOF, the parties hereto have executed the entire contents of this Memorandum of Understanding on the dates indicated below:

On Behalf of the Roosevelt School District # 66:

(b)(6)

Dr. Jacqueline Jackson, Superintendent

Date: 6/5/12

President Governing Board

Date: 6-13-12

(b)(6)

Principal's Representative

Date: 6/6/12

Teacher's Representative

Date: 6/6/12

On Behalf of Maricopa County Service Agency (MCESA):

(b)(6)

Dr. Don Covey, Superintendent

Date: 6-6-12

Ms. Kristine Morris, Chief Deputy Supt.

Date: 6-6-12



**Memorandum of Understanding between
WILSON SCHOOL DISTRICT NO. 7 and
MARICOPA COUNTY EDUCATION SERVICE AGENCY**

The Wilson School District No. 7, an eligible LEA alliance school district with high-need schools, Maricopa County Education Service Agency, the lead applicant, hereafter referred to as MCESA, and in conjunction with the United States Department of Education of the Teacher Incentive Fund (TIF) program CFDA: 84-374A and 34 CFR 75.128 and CFR 75.129, hereafter referred to as USDOE, affirm the commitments and responsibilities of Wilson School District No. 7 and MCESA through this Memorandum of Understanding (MOU), beginning upon award of TIF grant through December 30, 2017, to ensure the implementation and accomplishment of the vision, mission, goals, objectives, critical work activities, and program evaluations for *Rewarding Excellence in Instruction and Leadership— The Next Generation*.

OVERVIEW

The Wilson School District, in collaboration with other alliance school district members and MCESA shall mutually agree to the commitments and responsibilities that will accomplish district-wide implementation of *Rewarding Excellence in Instruction and Leadership—The Next Generation*. The LEA aligns itself with *Rewarding Excellence in Instruction and Leadership* (REIL, TIF 2010) and commits to the new *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG, TIF 2012) as a new alliance school district member. The anticipated combined total of REIL and REIL-TNG alliance school district members represents approximately 16 local education agencies (LEA's), and educates 84,530 K-12 students of which 71,850 (72%) students live in poverty. These students are being served by 109 schools; 5,007 teachers; 295 principals and assistant principals; 152 district level administrators; 32 superintendents and assistant superintendents; and 67 governing board school members.

COLLABORATIVE ALLIANCE MEMBER VISION OF *Rewarding Excellence in Instruction and Leadership—The Next Generation*:

Remove students from the shackles of poverty and close achievement gaps that will enable all alliance school district member's students to realize a positive, productive, and economically secure life throughout their adult years.

COLLABORATIVE ALLIANCE MEMBER MISSION OF *Rewarding Excellence in Instruction and Leadership—The Next Generation*:

The Wilson School District joins with the *Rewarding Excellence in Instruction and Leadership—The Next Generation* alliance to design and implement a sustainable Human Capital Management System (HCMS) with instructional improvement at its core, to ensure that Wilson School District's students will be prepared to graduate career and/or college ready—no exceptions!

PRIORITY GOALS:

1. Design and implement a LEA-wide human capital management system with an embedded educator evaluation system at the center.
2. Implement a LEA-wide teacher and principal performance-based evaluation system with significant focus on increasing student academic progress and achievement.
3. Increase student academic progress and achievement in science, technology, engineering, and mathematics (STEM).
4. As a first-time LEA TIF participant, implement new strategies and sustainable performance-based compensation systems for attracting, retaining, and sustaining effective teachers and principals in their high needs schools utilizing the expertise and support of MCESA.
5. Design, customize and implement a LEA-wide educator's salary structure that aligns LEA goals and strategies to overall rewards for highly effective teachers and principals who demonstrate instructional improvement, increased student academic progress, and achievement through a common vision of continuous instructional and student achievement.

As alliance partners, the Wilson School District and MCESA will adopt the following commitments and responsibilities to ensure the accomplishment of the vision, mission, and goals for *Rewarding Excellence in Instruction and Leadership—The Next Generation* in accordance with the United States Office of Education Teacher Incentive Fund CFDA 84.374A.

1.0 MCESA COMMITMENTS AND RESPONSIBILITIES

MCESA makes the following commitments and accepts the following responsibilities to the LEA to ensure the accomplishment of the vision, mission and goals of *Rewarding Excellence in Instruction and Leadership –The Next Generation* (REIL-TNG):

- 1.1 Coordinate the implementation of the district’s human capital management system through the use of the REILize Decision Support System (RDSS) for data management, administration and reporting; student/teacher link; REIL teacher effectiveness score calculation; educator goal plans; data analysis; role-based user management and verification tools; and professional development.
- 1.2 Facilitate the LEA’s use of its’ refined human capital management system to use data for implementing professional development programs aligned to the vision of instructional improvement articulated through the REIL Learning and Leading Observation Instruments and the resulting educator goal plans; distribute educators across the District’s high needs schools; provide additional compensation opportunities via variable pay and/or base-pay progression per grant requirements for instructional leadership positions instituted as part of REIL-TNG; inform recruitment, hiring, placement, retention, promotion and dismissal of educators; and develop competitive salary schedules that will assist in recruitment and retention of highly effective teachers and leaders.
- 1.3 Provide access and training for implementing REIL’s valid and reliable Learning Observation and Leading Observation Instruments (LnOI and LdOI) for teachers and principals. Utilize collected observation data gathered by REIL’s computer-based REILize Decision Support System (RDSS) to develop REIL post-conference educator goal plans for professional improvement (e.g. video bank, video types, content management aligned to standards and assessments; and face-to-face professional development).
- 1.4 Implement REIL’s assessment system for tested and non-tested areas in order to determine student academic progress and achievement.
- 1.5 Facilitate the usage of REIL’s Science, Technology, Engineering, and Mathematics (STEM) “Immersion Matrix” to determine the extent of each district school’s level of becoming a STEM School and provide strategic and tactical plans of action to ensure all district schools are developing into highly functioning STEM schools. Design, develop and implement an alternative STEM career pathway to recruit, develop and retain highly effective and effective STEM teachers and leaders.
- 1.6 Validate initial and continuous eligibility of the LEA as a high-needs school district. Facilitate and implement new strategic and tactical plans of action for Human Capital Management Systems that will attract, retain, motivate, and financially sustain ‘highly

effective' and 'effective' teachers and principals in the LEA's highest needs schools through alignment of governing board policies, administrative regulations, and state statutes.

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- 1.9 Communicate the vision, mission, goals, objectives, critical work activities and evaluation of the REIL-TNG program to appropriate stakeholders, e.g. teachers, school leaders, principals, district office administrators, support personnel, governing school board members, and the community in alignment with the REIL stakeholder engagement & communication plan.
- 1.10 Facilitate the development of the district-level REIL-TNG stakeholder engagement & communication plan in order to ensure ongoing strategic and tactical plans of action for comprehensive and effective communications.
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- 1.12 As lead applicant, retain sole responsibility for the management of grant funds and for ensuring the overall implementation of the REIL-TNG project.

2.0 WILSON SCHOOL DISTRICT COMMITMENTS AND RESPONSIBILITIES

Realizing that continuous improvement requires commitment, Wilson School District commits, with due diligence, to the following in support of the program goals, objectives, activities and program evaluations for successful implementation of *Rewarding Excellence in Instruction and Leadership—The Next Generation* (REIL-TNG):

- 2.1 Implement and support the implementation of MCESA's commitments to the LEA as numerated in items 1.0 through 1.11 above.

- 2.2 Utilize the REILize Decision Support System and populate relevant student achievement and teacher and leader evaluation data in the system in collaboration with MCESA and ADE.
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- 2.4 Adopt and implement a step-less salary schedule embedded with performance based compensation as a component of a Human Capital Management System.
- 2.5 Participate in the collaborative development and implementation of innovative strategies that build the capacity of teachers, principals, and school leaders to increase student academic progress, achievement, and success.
- 2.6 Effectively communicate the components of the program to teachers, school leaders, principals, district office administrators, other school personnel, and the community.
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- 2.10 Provide sufficient time for on-going, job-embedded professional learning opportunities for superintendent, central office staff, teachers, and principals.

MUTUAL COMMITMENT:

Maricopa County Education Service Agency and the Wilson School District mutually commit, with due diligence, to support each other to ensure the successful implementation and accomplishment of *Rewarding Excellence in Instruction and Leadership—the Next Generation’s* vision, mission, goals, objectives, activities and evaluations.

Signatures on Next Page

**MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN
WILSON SCHOOL DISTRICT NO. 7 AND
MARICOPA COUNTY EDUCATION SERVICE AGENCY
ON BEHALF OF REWARDING EXCELLENCE IN INSTRUCTION AND
LEADERSHIP—THE NEXT GENERATION (REIL-TNG) AND THE TEACHER
INCENTIVE FUND (TIF) PROGRAM CFDA 84.374A**

SIGNATURE PAGE

IN WITNESS WHEREOF, the parties hereto have executed the entire contents of this Memorandum of Understanding on the dates indicated below:

On Behalf of the Wilson School District No. 7:

(b)(6)

Dr. Antonio Sanchez, Superintendent

President Governing Board

Date: 7/17/12

Date: 7-17-2012

(b)(6)

Principal's Representative

Teacher's Representative

Date: 7-17-12

Date: 7-18-2012

On Behalf of Maricopa County Service Agency (MCESA):

(b)(6)

Dr. Don Covey, Superintendent

Ms. Kristine Morris, Chief Deputy Supt.

Date: 7/18/12

Date: 7-18-12

Letters of Support



STATE OF ARIZONA

JANICE K. BREWER
GOVERNOR

EXECUTIVE OFFICE

July 11, 2012

Mr. Arne Duncan, U.S. Secretary of Education
U.S. Department of Education, Office of Elementary and Secondary Education
400 Maryland Avenue, Room 7W311
Washington, D.C. 20202-6200

Ref: Teacher Incentive Fund (CDFA 84-374A)
Rewarding Excellence in Instruction and Leadership—The Next Generation

Dear Secretary Duncan,

I am writing to express my support for Maricopa County Education Service Agency's (MCESA) Teacher Incentive Fund application, *Rewarding Excellence in Instruction and Leadership—The Next Generation (REIL-TNG)*. My vision for education "Arizona Ready", is very much aligned to the over-arching goal of the Teacher Incentive Fund to ensure that each participating *REIL-TNG* school district designs, implements, and sustains a Human Capital Management System (HCMS) with instructional improvement at its core, to ensure that district students graduate career and/or college ready.

I am impressed with the comprehensive involvement of the major stakeholders in the development of the *REIL-TNG* grant. The unique and unprecedented collaboration of each participating school district's teachers, principals, administrators, superintendents, school governing board member's, and charter holders shows a clear understanding and support of the goals and objectives of *REIL-TNG*, which will ensure successful implementation of the grant. *REIL* and *REIL-TNG* School District Alliance members represent fourteen (14) Local Education Agencies; approximately 60,530 K-12 students; 3,750 teachers; 186 school principals and assistant principals located in 93 schools; served by 150 district level administrators; 29 superintendents and assistant superintendents; and 55 Governing School Board members have great potential to catalyze change in our State. I am confident that through *REIL-TNG* they will achieve the Teacher Incentive Grant goals of:

1. Implementing LEA-wide Human Capital Management Systems with an embedded educator evaluation system at the center.
2. Increasing Student Academic Progress and Achievement through a LEA-wide teacher and principal performance-based evaluation system.

1700 WEST WASHINGTON STREET, PHOENIX, ARIZONA 85007
602-542-4931 • FAX 602-542-7602

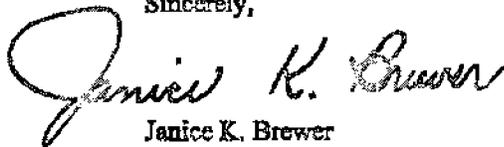
3. **Increasing Student Academic Progress and Achievement including a specific focus on Science, Technology, Engineering and Mathematics (STEM).**
4. **Reforming the Traditional Compensation Salary Systems in order to attract, retain, and sustain effective teachers and principals.**

I recently signed HB 2823 into law which will have a profound impact on Arizona's education system. *Rewarding Excellence in Instruction and Leadership—The Next Generation (REIL-TNG)*, will ensure that the Alliance members are able to meet and exceed the expectations of House Bill 2823 requiring that by school year 2014-2015 the Governing Boards of each school district and charter schools shall:

1. Evaluate teachers and principals using instruments that meet the data requirements established by the State Board of Education.
2. Implement policies that describe incentives for teachers and principals in the highest performance classifications.
3. Support and consequences for teachers and principals in the lowest performance classifications.
4. Allow teacher and principal evaluation and performance levels to be shared with other school districts or charter schools for the hiring process.
5. Create incentives for teachers and principals who accept positions in struggling schools.
6. Adopt dismissal policies for teachers and principals who continue to be designated in the lowest performance classification.
7. Enact policies that support and consequence teachers and principals designated in the lowest performance levels.
8. Create policies that require an individual teacher's performance be a portion of the performance-based compensation system.

Maricopa County's *REIL-TNG* has the enabling policy, best research, and committed practitioner support to make this a stellar example of a Human Capital Management System not only for Arizona, but for the Nation. As a State, we are faced with an increasing demand for highly effective principals and teachers who can increase student academic growth and achievement. I fully support *REIL-TNG* and will assist with advocating any policy changes, based on statistically significant results garnered within the five (5) years of the Grant, to serve as a model for our State. I am very optimistic and enthusiastic about *Rewarding Excellence in Instruction and Leadership - The Next Generation* and the potential it has to help me realize the Vision and Goals and make "Arizona Ready" for the future.

Sincerely,



Janice K. Brewer
Governor



State of Arizona
Department of Education
Office of John Huppenthal
Superintendent of Public Instruction

July 12, 2012

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
LBJ Education Building, Room 7W311
400 Maryland Avenue, SW
Washington, DC 20202

Ref: **Teacher Incentive Fund (CFDA: 84-374A)**
Rewarding Excellence in Instruction and Leadership—The Next Generation

Dear Secretary Duncan:

As Arizona State Superintendent of Public Instruction I am submitting this letter of support on behalf the Maricopa County Education Service Agency's (MCESA) Grant Proposal *Rewarding Excellence in Instruction and Leadership—The Next Generation (REIL-TNG)*. Over the past twenty years in my role as Arizona's State Superintendent of Public Instruction and previously as Chairman of the Arizona Senate Education Committee, I have championed education accountability and reform policies with the goal of ensuring that all of our schools have highly qualified and effective teachers and school principals who can increase student academic progress and achievement. *REIL-TNG* is aligned to many of those same education initiatives and through this grant, will provide the resources and utilize existing expertise, developed from MCESA's prior Teacher Incentive Fund (TIF) grant, to implement sustainable and innovative solutions to ensure children and youth leave high school prepared for college and career.

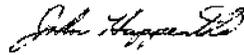
During the past 18 months the Arizona Department of Education and MCESA, through its' previous *Rewarding Excellence in Instruction and Leadership (REIL)* TIF grant, have collaborated in the design and implementation of a national model for data management systems. The system will provide on-line, real time diagnostic information to assist our teachers and principals in the improvement of instruction. It will enable the delivery of targeted professional development opportunities to increase student academic progress and achievement. Even more significant, the data system provides a summative educator effectiveness score by merging a teacher's and principal's observation scores with student academic progress scores to determine the educator's performance level from highly effective to ineffective. Our collective work will result in a fully functional model for teacher and principal evaluation systems as required by the recent passage of HB 2823 and signed by our Governor into law.



1535 West Jefferson Street, Phoenix, Arizona 85007 • (602) 542-5460 • www.azed.gov

MCESA's ability to design and implement a LEA-wide Human Capital Management System, with an embedded educator's evaluation system at the center is one of their strongest accomplishments. ADE and MCESA know that a well-managed data system will help ensure the accomplishment of all of the goals of *Rewarding Excellence for Instruction and Leadership-The Next Generation* and we look forward to continuing our work together.

Sincerely,



John Huppenthal
Superintendent of Public Instruction



DORIS GOODALE
1700 WEST WASHINGTON SUITE H
PHOENIX, ARIZONA 85007-2344
CAPITOL PHONE: (602) 328-5408
CAPITOL FAX: (602) 417-8163
TOLL FREE: 1-800-352-5404
dgoodale@azleg.gov



COMMITTEES.
EDUCATION, CHAIRMAN
HIGHER EDUCATION, INNOVATION
AND REFORM
JUDICIARY

DISTRICT 3

Arizona House of Representatives
Phoenix, Arizona 85007

July 12, 2012

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central Avenue, Suite 1200
Phoenix, Arizona 85012

Ref: Support for Teacher Incentive Fund (CDFA 84-374A)
Rewarding Excellence in Instruction and Leadership—The Next Generation

Dear Dr. Covey,

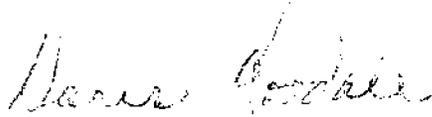
As Chair of the Arizona House of Representative's Education Committee, I am pleased to submit this letter of support on behalf of the Maricopa County Education Service Agency's (MCESA) *Rewarding Excellence in Instruction and Leadership—The Next Generation (REIL-TNG)* Grant Proposal. We share a mutual goal of ensuring that all of our schools have highly qualified and effective teachers and school principals who can ensure increased student academic progress and achievement. My sponsorship of House Bill 2823 (HB 2823) provides clarity of Arizona's legislation for *Education Reform and Accountability*. The *REIL-TNG* goals all parallel our intent of HB 2823, which was signed into law by Governor Jan Brewer. Specifically, your *REIL-TNG* proposal can assist us to fully implement the major elements of HB 2823, including but not limited to:

- Strengthening principal and teacher accountability, rewarding effective principals and teachers, creating a process for schools to bring struggling principals and teachers to an effective level, and providing a decisive pathway out of the profession for non-performing principals and teachers.
- Implementing a common classification system for all evaluations; Assisting LEA's to create policies on how to reward highly effective principals and teachers; Requiring policies on managing ineffective principals and teachers; Strengthening teacher's right to meaningful classroom observations; Assisting struggling principals and teachers through district supported professional development programs; Strengthening the observation process for principals and teachers, and Linking teacher effectiveness to performance-based compensation.

Dr. Covey, for all of these reasons, as well as having worked with you on the implementation of the original *Rewarding Excellence in Instruction and Leadership* Grant, I am professionally and personally supportive of the implementation of the goals and performance-based outcomes for *Rewarding Excellence in Instruction and Leadership—The Next Generation*, and look forward to

your input on future legislation that will continue to ensure that all of Arizona's students graduate career-and college-ready.

Very Truly,

A handwritten signature in cursive script, appearing to read "Doris Goodale".

Representative Doris Goodale.

Chair for the Arizona House of Representative Education Committee

Rich Crandall
DISTRICT 19

STATE SENATOR
FIFTIETH LEGISLATURE

CAPITOL COMPLEX, SENATE BUILDING
PHOENIX, ARIZONA 85007-2890
PHONE: (602) 926-4481
FAX: (602) 417-3252
EMAIL: rcrandall@azleg.gov

Arizona State Senate

COMMITTEES:

EDUCATION, CHAIRMAN

APPROPRIATIONS

ECONOMIC DEVELOPMENT AND
JOBS CREATION

PUBLIC SAFETY AND HUMAN SERVICES

July 11, 2012

Maricopa County Education Service Agency
Dr. Donald D. Covey, Superintendent of Schools
Career Success High School
4041 North Central Avenue, Suite 1200
Phoenix, Arizona 85012

Re: Support for Teacher Incentive Fund (CDFA 84-374A)
Rewarding Excellence in Instruction and Leadership—The Next Generation

Dear Dr. Covey,

As a former Governing Board Member of a School District and Current Chairman of the Senate Education Committee, I am pleased to submit this letter in support of Maricopa County Education Service Agency's Teacher and Principal Incentive Grant Proposal (CDFA # 84-374A); *Rewarding Excellence in Instruction and Leadership—The Next Generation (REIL-TNG)*.

The Senate Education Committee has continuously supported rigorous standards for student achievement, effective teachers, and school principals to ensure all students make sufficient progress to "Move on When Ready" to the next grade level. I fully agree with the over-arching goal of your grant proposal which is to "Design and implement a sustainable Human Capital Management System (HCMS) with instructional improvement at its core and to ensure Alliance School District students are prepared to graduate career-and-college-ready." I support your program's operational goals of:

1. **Implementing a LEA-Wide Teacher and Principal Performance-Based Evaluation System** with a significant focus on increasing student academic progress and achievement.
2. **Designing Alliance Member School District Compensation Salary Structures** to align to School District's goals and strategies; reward highly effective teachers and principals who demonstrate instructional improvement; increase student academic progress and achievement through a common vision of continuous instructional and student achievement.
3. **Increasing Student Academic Progress and Achievement** including a specific focus on Science, Technology, Engineering and Mathematics (STEM) for all *REIL-TNG* Alliance School District students.

RC:ld

Arizona State Senate

Through my role as Chairman of the Senate Education Committee a legislative priority has been placed upon Education Reform and Accountability. We share in the mutual goal of ensuring that all of our schools have highly qualified and effective teachers and school principals. I have high levels of confidence in your leadership for successfully implementing the Vision, Mission and Goals for *REIL-TNG*. As you progress with successful implementation and accomplishments of each program goal and discover the need for amended and/or new legislation that would enable our State to sustain a system that increases the effectiveness of teachers and school principals in all of our schools, please do not hesitate to forward your recommendations to me.

I am very enthusiastic about the systemic and collaborative approach with all of the relevant stakeholders to ensure highly effective teachers and school leaders. You have my fullest support and commitment to assist you with the successful implementation of the goals and objectives of *Rewarding Excellence in Instruction and Leadership—The Next Generation*.

Sincerely,



Senator Rich Crandall



ARIZONA SCHOOL
ADMINISTRATORS

July 9, 2012

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central Avenue, Suite 1200
Phoenix, Arizona 85012

Ref: **Teacher Incentive Fund (CTDA: 84-374A)**
Rewarding Excellence in Instruction and Leadership—The Next Generation

Dear Dr. Covey,

The Arizona School Administrators, Inc. (ASA) is very supportive of Maricopa Education Service Agency's (MCESA) proposed *Rewarding Excellence in Instruction and Leadership—The Next Generation (REIL-TNG)* Grant application. We continue our support based on our knowledge and experience as a REIL Advisory Council Member. MCESA continues to sustain exemplary fidelity of delivering and implementing the goals and objectives of education reform initiatives.

As a State, we are challenged with an increasing demand for highly qualified and effective teachers and principals who have the skills, knowledge, and disposition to lead schools to higher levels of achievement. This demand, coupled with the increasing needs to turn-around our lowest performing and most challenging schools requires us to explore a more systemic approach to attracting, retaining, sustaining, training and supporting current teachers and principals. ASA has confidence *REIL-TNG* will provide the resources and framework to support the increasing demand for highly effective teachers and principals. I particularly advocate for two of *REIL-TNG*'s priority goals.

1. Design and implement a LEA-wide Human Capital Management System (HCMS) with an embedded educator evaluation system at the center.
2. Implement a LEA-wide teacher and principal performance-based evaluation system with significant focus on increasing student academic progress and achievement; (we must attract, retain and sustain effective teachers and principals in all of our schools to ensure our students graduate career and /or college ready)

ASA embraces your commitments to improving the quality of Arizona's K-12 educational future and is looking forward to our continuation as a Member of the Advisory Council for *Rewarding Excellence in Instruction and Leadership—The Next Generation* and assisting you with the implementation of the Goals, Objectives, Activities, and Evaluations of the Program Grant.

Sincerely,

Debra Duvall, Ph.D., Executive Director
Arizona School Administrators, Inc.

1010 W. WASHINGTON ST., PHOENIX, AZ 85009 602.252.0141 (TOLL FREE) 482.9753 FAX 602.252.8800 WWW.AZSA.ORG

July 12, 2012

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central Avenue, Suite 1200
Phoenix, Arizona 85012

Re: Teacher Incentive Fund (CFDA: 84-371A)

Rewarding Excellence in Instruction and Leadership -- The Next Generation

Dear Dr. Covey,

Arizona Association of School Business Officials (AASBO) is pleased to submit this letter of support on behalf of the Maricopa County Education Service Agency's *Rewarding Excellence in Instruction and Leadership -- The Next Generation (REIL-TNG)* proposal. We support the Maricopa County Education Service Agency (MCHSA) based on the outstanding commitments that have been made during the past four years and envision for the next five years. We are impressed with such a comprehensive Alliance membership with a representation of fourteen (14) *REIL-TNG* LEA's and Public/Private representative member agencies which includes some of the following: Governor of the State of Arizona, Arizona Superintendent for Public Instruction, Chairs of the Arizona Senate and House of Representatives Education Committees, Arizona School Boards Association, Arizona Association of School Administrators, Arizona Business and Education Coalition, and of course, Arizona Association of School Business Officials. This inclusive alliance has and will continue to demonstrate an effective consensus decision-making process with the goals of increasing student academic progress and achievement and ensuring that all students graduate career-and-college-ready. We have no doubt that the envisioned Alliance for *REIL-TNG* and AASBO being a *REIL-TNG* member of the Advisory Council can mutually accomplish all program goals.

Pursuant to your conversations with Dr. Chuck Essigs, Director for Governmental Relations, Arizona School Business Officials, will collaborate with you regarding public policies that will realize the accomplishment of:


Arizona Association of
School Business Officials

4041 North Central Avenue, Suite 1200 • Phoenix, Arizona 85012

tel: 602.252.5576 fax: 602.253.5764

Designing, customizing and implementing a LEA-wide educator's salary structure that aligns LEA goals and strategies to reward effective teachers and principals who demonstrate instructional improvement, increase student academic progress and achievement.

As you are aware, HB 2823 which unites A.R.S. 15-203 (Teacher and Principal Observations and Student Academic Progress), with A.R.S. 15-977 (Performance-Based Compensation Systems) over the next three years, will have a profound effect on teacher and principals "incentive awards". *REIL-TNG* will inform LEA practice not only in Maricopa County, but throughout the state of Arizona regarding the implementation of HB 2823.

We look forward to a continuous and productive working relationship with MCESA and reaffirming our *REIL-TNG* Alliance Membership with you. We are very enthusiastic and optimistic about *REIL-TNG* and what it will bring to our State. We fully support and will assist your leadership with the implementation of the Goals and Objectives of the *Rewarding Excellence in Instruction and Leadership – The Next Generation* proposal.

Sincerely,

Sincerely,

(b)(6)

David Lewis,
Executive Director
Arizona School Business Officials

Chuck Essigs,
Director of Governmental Relations
Arizona School Business Officials



July 13, 2012

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central Avenue, Suite 1200
Phoenix, Arizona 85012

RE: Teacher Incentive Fund (CFDA: 84-374A)
Rewarding Excellence in Instruction and Leadership—The Next Generation

Dear Dr. Covey,

Arizona Business & Education Coalition (ABEC) is pleased to submit this letter to the United States Department of Education in support of the Maricopa County Education Service Agency's (MCESA) *Rewarding Excellence in Instruction and Leadership—The Next Generation (REIL-TNG)* grant request. Our support is based on the outstanding commitments and accomplishments MCESA has achieved during the past four years focusing on increasing student academic progress and achievement. You have implemented highly inclusive Alliances which have demonstrated effective consensus decision-making and communication processes. Clearly your actions far exceed your words when it comes to empowering private and public inclusive alliances. We have no doubt that the envisioned Alliance for *REIL-TNG* and ABEC, as a member of the *REIL-TNG* Advisory Council, can accomplish mutual goals and objectives outlined in *REIL-TNG*.

As you are aware, the Arizona Business & Education Coalition's Strategic Plan is focused on increasing the trust between the business and education communities by acknowledging their synergies and symbolic relationships to provide a common voice for education in the state. We advocate for effective policy that ensures all students graduate college-and career-ready. This advocacy includes fiscal and educational accountability; school funding that is equitable and evidenced-based; and innovation to support increasing levels of student academic achievement. I believe we share these same values and see evidence of said values with *REIL-TNG*. We are very impressed with two of the major priorities:

- Design and implement a LEA-wide Human Capital Management System with an embedded educator evaluation system.
- Design, customize, and implement a LEA-wide educator's salary structure that aligns LEA goals and strategies while rewarding highly effective teachers and principals who demonstrate instructional improvement, increased student academic progress and achievement.

The Mission of *REIL-TNG* states: "Remove students from the shackles of poverty and close achievement gaps that will enable all alliance school district members' students to realize a positive, productive and economically secure life throughout their adult years". ABEC agrees. As William Harris, President and CEO of Science Foundation Arizona, underscores, "Arizona could be either a great place to live and work, or an uncompetitive, unsustainable place where the standard of living stagnates or declines and the position of Arizona tumbles from its historic attractiveness to undesirable". We, as a community, need to ensure that Arizona is a great place and *REIL-TNG* is a step in that right direction.

We look forward to working with you and the successful implementation of *Rewarding Excellence in Instruction and Leadership - The Next Generation* during the next five years.

Truly yours,

(b)(6)

Susan Carlson
Executive Director
Arizona Business & Education Coalition

EXECUTIVE DIRECTOR
Dr. Timothy Ogle

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Cynthia Matus-Morris



"Quality leadership and advocacy for children in public schools."

July 12, 2012

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1200
Phoenix, Arizona 85012

Ref: **Teacher Incentive Fund (COFA # 84-374A)**
Rewarding Excellence in Instruction and Leadership - The Next Generation

Dear Dr. Covey

Arizona School Boards Association (ASBA) is pleased to submit this letter of support on behalf of the Maricopa County Education Service Agency's (MCESA) proposal *Rewarding Excellence in Instruction and Leadership—The Next Generation (REIL-TNG)*. We continue to embrace our ongoing Alliances and ASBA's close collaboration with your appointment of Governing Members for vacant Governing Board positions on behalf of the 52 school districts in Maricopa County. As a result of our strong relationship during the past four years, ASBA and MCESA have accomplished mutual goals by assuring highly effective Governing Board Members, Superintendents, Principals, and Teachers, which is critical to student academic progress and achievement. Arizona's education initiatives are in a better place because of the strong alliances our two agencies have developed with the Governor's Office, the Legislature, the Business Community, and a plethora of private and public sectors all focused on ensuring students will graduate career-and-college-ready and able to compete in a Global Economy.

Now comes the opportunity to extend REIL to a total of a fourteen (14) Local Education Agencies (LEAs) through REIL-TNG, each who along with me embrace the proposed grant's mission to "Remove students from the shackles of poverty and close the achievement gaps that will enable all alliance school districts' students to realize a positive, productive, and economically secure life throughout their adult years." Of particular interest is REIL-TNG's priority goal to "design and implement a LEA-wide Human Capital Management System with an embedded educator evaluation system at its center". This goal has powerful implications and will help the districts successfully implement recently passed legislation HB 2823. I can envision the impact this legislation will have on Governing Board Policies; Administrative Procedures, and Instructional Programs and look forward to the resources and expert support that MCESA will provide through this grant.

Additionally, I am very much aware of the challenges for attracting, retaining and sustaining effective teachers and principals in our schools. Again, HB 2823 requires "earned incentives effective teachers and principals". REIL-TNG's goal to "design, customize and implement LEA-wide educator's salary structures that aligns with LEA goals and strategies that rewards highly effective teachers and principals who demonstrate instructional improvement, increased student academic progress, and achievement" is in parallel with HB 2823 and the goal of retaining and sustaining talented teachers and administrators in our schools.

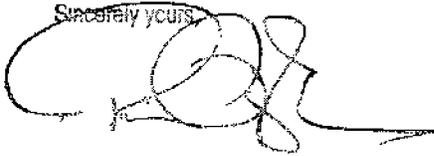
ARIZONA SCHOOL BOARDS ASSOCIATION

2100 North Central Avenue, Suite 200, Phoenix, Arizona 85004 • 602.254.1100 • FAX 602.254.1177

Dr. Donald D. Covey, Superintendent of Schools
Teacher Incentive Fund (ODFA # 84-374A)
PAGE TWO

As a State, we are faced with a growing demand for highly effective teachers and principals who can increase student academic progress, achievement and success. I support and will assist MCEA, in any manner, with the implementation of *Rewarding Excellence in Instruction and Leadership—The Next Generation* as a continuing Advisory Council Alliance Member, reaffirming our professional partnership and personal relationship for the next five years.

Sincerely yours,

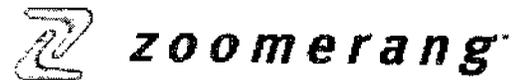
A handwritten signature in black ink, appearing to read "Tim Ogle", written over the typed name "Tim Ogle, PhD., Executive Director". The signature is stylized and cursive.

Tim Ogle, PhD., Executive Director
Arizona School Boards Association

Survey Data

Teacher Survey for REIL: The Next Generation

Results Overview



Date: 7/4/2012 11:11 PM PST

Responses: Completes

Filter: Without AF.LU

1. In what position do you currently serve?

Classroom teacher		229	76%
Instructional coach, mentor, etc.		28	9%
Other		46	15%
Total		303	100%

2. In what district or school do you currently work?

Agua Fria High School District		0	0%
Balsz Elementary School District		53	17%
Laveen Elementary School District		0	0%
Mobile Elementary School District		3	1%
Phoenix Elementary School District		68	22%
Roosevelt Elementary School District		69	23%
Union Elementary School District		0	0%
Wilson Elementary School District		63	21%
Maricopa County Regional School District		1	0%
Arizona Department of Juvenile Corrections		28	9%
Carden Traditional School		18	6%
Total		303	100%

3. Including this school year (2011-12), how many total years of teaching experience do you have?

0-3 years		43	15%
4-9 years		84	29%

10 years or more		165	57%
	Total	292	100%

4. Including this school year (2011-12), how many total years have you been employed within your current district?

0-3 years		86	29%
4-9 years		89	30%
10 years or more		118	40%
	Total	293	100%

5. Including this school year (2011-12), how many total years have you been employed within your current school?

0-3 years		109	37%
4-9 years		97	33%
10 years or more		91	31%
	Total	297	100%

6. Please select from the list below the option that best represents the school in which you work:

elementary school		124	41%
middle school		27	9%
high school		24	8%
K-8 school		109	36%
K-12 school		3	1%
K-12 charter school		1	0%
elementary charter school		6	2%
charter school 9-12		1	0%
alternative learning center or special education school		6	2%
pre-school		1	0%
	Total	302	100%

7. In your current position this school year, which subject(s) do you teach? Please MARK ALL THAT APPLY.

English/Language Arts/Reading		188	63%
Mathematics		160	54%
Science		122	41%

Social Studies/History	121	40%
Foreign Language	1	0%
Special instruction for English Language Learners (ELL)	50	17%
Visual or Performing Arts	14	5%
Special Education	41	14%
Physical Education	10	3%
Vocational/Technical Education	11	4%
Other subjects	35	12%

8. Please select from the list below the highest degree you hold.

Bachelor's Degree	97	33%
Master's Degree	69	23%
Master's Degree plus additional hours	126	43%
Ed.S.	0	0%
Ed.D. or Ph.D.	4	1%
Total	296	100%

9. Please select from the list below the range reflective of your current total salary (include additional pay for additional duties).

less than \$40,000	88	29%
\$40,000 to \$49,999	122	41%
\$50,000 to \$59,999	67	22%
\$60,000 to \$69,000	23	8%
\$70,000 or higher	1	0%
Total	301	100%

Designing and Implementing a District-Wide Human Capital Management System (HCMS) with an embedded Educator's Evaluation System at the Center

10. A human capital management system is a system by which a school district makes and implements human capital decisions such as recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion. How strongly do you agree or disagree with each of the following statements regarding the implementation of a human capital management system?

Top number is the count of respondents selecting the option.

Bottom % is percent of the total respondents selecting this option.

Strongly disagree

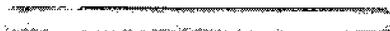
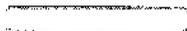
Disagree

Agree

Strongly agree

	1	2	3	4
a. Teachers are the single most critical in-school factor in improving student achievement.	17 6%	34 11%	129 43%	121 40%
b. A school district should have a system in place to support the development and identification of effective educators.	17 6%	3 1%	105 35%	177 59%
c. A school district should have a system in place to ensure that the most effective educators are serving where they are needed.	11 4%	13 4%	133 44%	142 47%
d. A human capital management system should be aligned to a common vision of instructional improvement in order to improve teaching and learning in the classroom.	16 5%	14 5%	155 52%	115 38%
e. A district's educator evaluation process should align with the district's common vision of instructional improvement.	12 4%	13 4%	157 53%	117 39%
f. A district's vision of instructional improvement should be reflected in the criteria used to hire and promote effective educators.	13 4%	14 5%	154 52%	117 39%

11. To date, how many TOTAL times during this school year (2011-2012) have you been formally observed teaching?

1 time during this school year		145	50%
2 times during this school year		81	28%
3 or more times during this school year		66	23%
		Total	292
			100%

12. Please indicate the extent to which the following statements apply to your assigned school(s).

Top number is the count of respondents selecting the option.
Bottom % is percent of the total respondents selecting the option.

	Not at all	Some of the time	Most of the time	All of the time
	1	2	3	4
a. Formal observations are preceded with a pre-conference.	54 18%	65 22%	61 21%	117 39%
b. Formal observations are followed with a post-conference.	18 6%	53 18%	64 21%	164 55%
c. The evaluator observes an entire teaching lesson.	38 13%	49 16%	84 28%	127 43%

d. Classroom observations are announced visits.	55 19%	122 41%	73 25%	47 16%
e. Classroom observations are unannounced visits.	50 17%	163 55%	53 18%	33 11%

13. Based on your experience to date during this school year (2011-2012), on average, approximately how many minutes of your time did the following formal observation components require?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Less than 15 minutes	15-40 minutes	41-90 minutes	90 minutes to 3 hours	Over 3 hours	N/A
	1	2	3	4	5	N/A
a. Preparing for the observation	34 11%	89 30%	89 30%	43 14%	18 6%	24 8%
b. Pre-conference	101 35%	116 40%	16 5%	2 1%	1 0%	55 19%
c. Being observed	22 8%	88 30%	162 55%	10 3%	1 0%	9 3%
d. Post-conference	92 32%	156 53%	17 6%	2 1%	1 0%	24 8%

14. How would you describe the professional status of your designated evaluator(s) during the 2011-12 school year? Please mark all that apply.

Principal(s)	241	81%
Assistant or vice principal(s), dean	41	14%
Other	16	5%
Total	298	100%

15. How strongly do you agree or disagree with each of the following statements about the formal teaching observation process at your school during the 2011-12 school year?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly disagree	Disagree	Agree	Strongly agree
	1	2	3	4
a. The processes and procedures of the teacher observation process are fair.	15 5%	39 13%	190 64%	54 18%
b. My evaluator is qualified to evaluate my teaching.	10 3%	22 7%	156 53%	108 36%
c. I am able to apply what I learn through the formal observation process in my classroom.	17 6%	31 10%	173 58%	78 26%
d. Overall, I think the observation process has a positive impact on my	23 8%	50 17%	162 55%	62 21%

teaching practice.

e. Overall, I think the observation process has a positive impact on student achievement.

27
9%

63
21%

159
53%

50
17%

16.

We would like to know your opinion about how results from the formal teacher evaluation process should inform decisions within your school. For each item listed below, please indicate the level of importance you believe results from the teacher evaluation process should play in making decisions about the following items. Your response does not have to be based on actual practice in your school but what you believe should happen.

Tip: Number is the count of respondents selecting the option.
Bottom % is percent of the total respondents selecting the option.

No Importance Low Importance Moderate Importance High Importance

1

2

3

4

a. Professional development for teachers

3
1%

17
6%

105
35%

171
58%

b. Annual educator goal plans for teachers

5
2%

33
11%

149
50%

109
37%

c. Placement of teachers on improvement plans

7
2%

43
14%

166
56%

82
28%

d. Teacher recruitment

11
4%

56
19%

143
48%

86
29%

e. Teacher placement (assignment to grade level / school)

4
1%

40
14%

149
50%

103
35%

f. Teacher retention / dismissal

8
3%

59
20%

140
47%

89
30%

g. Teacher advancement

5
2%

22
7%

155
53%

113
38%

h. Teacher compensation

13
4%

41
14%

112
38%

129
44%

17.

In the state of Arizona, teacher evaluation involves the collection of multiple data points including classroom observation data and student academic progress data. Please rate each of the following items in terms of their relative importance when designing a teacher evaluation process that combines classroom observation and student academic progress into an overall effectiveness rating for teachers.

Tip: Number is the count of respondents selecting the option.
Bottom % is percent of the total respondents selecting the option.

No Importance

Low Importance

Moderate Importance

High Importance

1

2

3

4

a. Inclusion of a pre-conference in the teacher observation process

12
4%

63
21%

129
43%

96
32%

b. Inclusion of a post-conference in the teacher observation process

2
1%

8
3%

94
31%

195
65%

c. Observation of an entire lesson as part of the classroom observation process

6
2%

19
6%

107
36%

166
56%

d. Alignment of elements in a teacher observation instrument to professional teaching standards (e.g., In IASC Model Core

4
1%

26
9%

146
49%

121
41%

Teaching Standards)

e. Inclusion of a formative assessment component in the teacher observation instrument	18 6%	56 19%	150 51%	70 24%
Inclusion of a content knowledge/application component in the teacher observation instrument	10 3%	35 12%	138 47%	112 38%
f. Inclusion of an instructional strategies component in the teacher observation instrument	5 2%	26 9%	150 51%	115 39%
g. Inclusion of a learner engagement component in the teacher observation instrument	4 1%	22 7%	136 46%	133 45%
h. Inclusion of a learning community/classroom management component in a teacher observation instrument	8 3%	36 12%	126 43%	126 43%
i. Inclusion of a professional responsibilities component in a teacher observation instrument	10 3%	47 16%	152 51%	87 29%
j. Inclusion of a planning component in a teacher observation instrument	9 3%	58 20%	143 48%	86 29%
k. Inclusion of multiple observations of classroom performance	14 5%	59 20%	110 37%	114 38%

- 18.** The Arizona Framework for Measuring Educator Effectiveness requires that student academic progress be included as a component of the teacher evaluation process. Please rate each of the following items in terms of their relative importance when designing a teacher evaluation process that combines classroom observation and student academic progress into an overall effectiveness rating for teachers.

	No Importance	Low Importance	Moderate Importance	High Importance
	1	2	3	4
a. Inclusion of school-level student academic progress data (e.g., AIMS) as one component (as opposed to the entire component) of the overall effectiveness rating for a teacher.	20 7%	71 24%	130 44%	77 26%
b. Inclusion of team-level (e.g., grade-level, department) student academic progress data (e.g., AIMS, vendor assessments, local assessments) as one component (as opposed to the entire component) of the overall effectiveness rating for a teacher.	20 7%	68 23%	125 42%	84 28%
c. Inclusion of individual-level student academic progress data (e.g., AIMS, vendor assessments, local assessments) as one	19	59	127	87

component (as opposed to the entire component) of the overall effectiveness rating for a teacher.	7%	20%	43%	30%
d. Inclusion of common assessments for teachers of non-tested grades/subject areas developed where possible to ensure students are assessed on content-specific coursework (e.g., students in 3rd grade music are assessed with a music assessment).	22 7%	59 20%	136 46%	80 27%
e. Ensuring that certain factors, such as socioeconomic status of students, are taken into account when developing a model to calculate student academic progress.	14 5%	33 11%	83 28%	168 56%

19. Survey data is another measure that can serve to inform educator evaluation. We would like to know about your opinion related to the collection of student and parent satisfaction survey data. How strongly do you agree or disagree with each of the following statements about student and parent satisfaction survey data.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly disagree	Disagree	Agree	Strongly agree
	1	2	3	4
a. Feedback from student surveys can help me improve my practice.	11 4%	45 15%	189 64%	52 18%
b. Student survey results should be a component of an overall educator evaluation system.	45 15%	126 43%	102 34%	23 8%
c. Student survey results can be an indicator of educator effectiveness.	32 11%	109 37%	135 46%	20 7%
d. Feedback from parent surveys can help me improve my practice.	18 6%	70 24%	177 60%	31 10%
e. Parent survey results should be a component of an overall educator evaluation system.	51 18%	150 52%	72 25%	18 6%
f. Parent survey results can be an indicator of educator effectiveness.	50 17%	118 40%	109 37%	17 6%

20. We would like to know your opinion about specific factors that might influence an effective educator to transfer to a high-poverty, high minority school. Please indicate how important each of the following factors would be in influencing an effective teacher to transfer into a high-need school.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	No Importance	Low Importance	Medium Importance	High Importance
	1	2	3	4

a. Effective school leadership	2 1%	2 1%	65 22%	230 77%
b. Opportunity to positively affect children's lives	2 1%	6 2%	55 18%	235 79%
c. Additional compensation	1 0%	12 4%	74 25%	208 71%
d. Opportunities for instructional leadership (e.g., instructional coach; STEM master educator)	4 1%	25 8%	129 43%	139 47%
e. Additional resources (e.g., paid professional memberships, teaching supplies; transportation subsidy; access to instructional coaching support; data management system)	1 0%	15 5%	90 30%	192 64%
f. Quality professional development	4 1%	18 6%	90 30%	186 62%
g. Improved working conditions (e.g., physical conditions of school, reduction of non-instructional work assignments; effective school discipline plan; input on schedules and assignments)	3 1%	9 3%	80 27%	207 69%
h. Multi-year contract	20 7%	52 18%	108 37%	114 39%

Designing, Customizing, and Implementing a District-Wide Educator Salary Structure

- 21.** We would like to know your opinion about specific factors that should play a role in making decisions regarding overall educator compensation (e.g., salary schedule, performance-based compensation, addenda/stipends, and salary augmentation). Please indicate the level of importance you believe each of the following items should factor into making decisions regarding overall educator compensation.

The number in the first column indicates the number of responses submitted for the item. The data in the subsequent columns represent the total responses submitted for the item.

No Importance Low Importance Moderate Importance High Importance

1 2 3 4

a. Performance classification of teacher (i.e., ineffective, developing, effective, highly effective)	9 3%	31 10%	163 55%	95 32%
b. Performance classification of administrator (i.e., ineffective, developing, effective, highly effective)	13 4%	37 12%	145 48%	104 35%
c. Student academic progress	11 4%	36 12%	162 54%	90 30%
d. Observations of classroom teaching	7 2%	37 12%	161 54%	95 32%
e. Years of teaching experience	15 5%	52 17%	135 45%	97 32%

f. Completion of professional development hours / advanced coursework	7 2%	43 14%	142 48%	106 36%
g. Teaching in a high-needs area (e.g., STEM subject area, high-poverty school, rural school)	9 3%	29 10%	107 36%	153 51%
h. Serving in a career pathway position (e.g., Master Educator, Instructional Coach)	13 4%	67 23%	137 47%	77 26%

22. How strongly do you agree or disagree with each of the following statements about overall educator compensation?

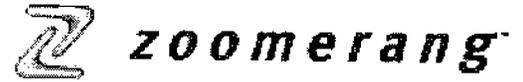
Top number is the count of respondents selecting the option.

Bottom % is percent of the total respondents selecting the option.

	Strongly disagree	Disagree	Agree	Strongly agree
	1	2	3	4
a. In order to attract and retain effective teachers a salary schedule needs to have a competitive average salary relative to neighboring school districts.	2 1%	7 2%	62 21%	228 76%
b. In order to attract and retain effective teachers, a salary schedule needs to have a competitive average salary relative to other professions that require similar skills.	2 1%	9 3%	60 20%	223 76%
c. In order to attract and retain effective teachers a salary schedule needs to have a competitive starting salary relative to neighboring school districts.	3 1%	9 3%	68 23%	218 73%
d. In order to attract and retain effective teachers, a salary schedule needs to have a competitive starting salary relative to other professions that require similar skills.	1 0%	14 5%	59 20%	221 75%
e. I would prefer to benefit from higher salary levels at the beginning of my career as opposed to later in my career.	38 13%	92 32%	96 33%	64 22%
f. Compensating teachers for their performance will attract more effective teachers into the profession.	18 6%	48 16%	103 36%	125 42%
g. Compensating teachers based on their performance will help retain more effective teachers in the profession.	13 4%	36 12%	123 41%	125 42%
h. Performance-based compensation should be based on educator effectiveness.	12 4%	32 11%	158 53%	96 32%

Building-Level Administrator Survey for REIL: The Next Generation

Results Overview



Date: 7/4/2012 11:34 PM PST
 Responses: Completes
 Filter: No AF, L, U

1. In what position do you currently serve?

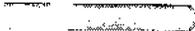
Principal		18	78%
Assistant Principal / Dean, etc.		4	17%
Other		1	4%
Total		23	100%

2. In what district or school do you currently work?

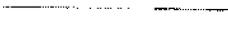
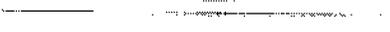
Agua Fria High School District		0	0%
Balsz Elementary School District		3	13%
Laveen Elementary School District		0	0%
Mobile Elementary School District		1	4%
Phoenix Elementary School District		5	22%
Roosevelt Elementary School District		8	35%
Union Elementary School District		0	0%
Wilson Elementary School District		2	9%
Maricopa County Regional School District		0	0%
Arizona Department of Juvenile Corrections		1	4%
Carden Traditional School		3	13%
Total		23	100%

3. Including this school year (2011-12), how many total years of administrative experience do you have?

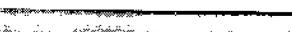
0-3 years		3	14%
4-9 years		13	62%

10 years or more		5	24%
		Total	21
			100%

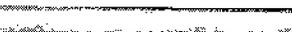
4. Including this school year (2011-12), how many total years have you been employed within your current district?

0-3 years		4	17%
4-9 years		7	30%
10 years or more		12	52%
		Total	23
			100%

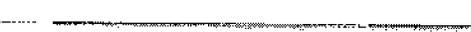
5. Including this school year (2011-12), how many total years have you been employed within your current school?

0-3 years		7	30%
4-9 years		9	39%
10 years or more		7	30%
		Total	23
			100%

6. Please select from the list below the option that best represents the school in which you work:

elementary school		9	39%
middle school		1	4%
high school		1	4%
K-8 school		11	48%
K-12 school		0	0%
K-12 charter school		1	4%
elementary charter school		0	0%
charter school 9-12		0	0%
alternative learning center or special education school		0	0%
pre-school		0	0%
		Total	23
			100%

7. Please select from the list below the highest degree you hold.

Bachelor's Degree		1	5%
Master's Degree		3	14%
Master's Degree plus additional hours		14	64%

Ed.S.		0	0%
Ed.D. or Ph.D.		4	18%
	Total	22	100%

8. Please select from the list below the range reflective of your current total salary (include additional pay for additional duties).

less than \$50,000		0	0%
\$50,000 to \$59,999		1	4%
\$60,000 to \$69,999		4	17%
\$70,000 to \$79,999		10	43%
\$80,000 or higher		8	35%
	Total	23	100%

Designing and Implementing a District-Wide Human Capital Management System (HCMS) with an embedded Educator's Evaluation System at the Center

9. A human capital management system is a system by which a school district makes and implements human capital decisions such as recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion. How strongly do you agree or disagree with each of the following statements regarding the implementation of a human capital management system?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly disagree	Disagree	Agree	Strongly agree
	1	2	3	4
a. Teachers are the single most critical in-school factor in improving student achievement.	1 4%	0 0%	8 35%	14 61%
b. A school district should have a system in place to support the development and identification of effective educators.	0 0%	0 0%	2 9%	21 91%
c. A school district should have a system in place to ensure that the most effective educators are serving where they are needed.	0 0%	1 4%	10 43%	12 52%
d. A human capital management system should be aligned to a common vision of instructional improvement in order to improve teaching and learning in the classroom.	0 0%	0 0%	6 26%	17 74%
e. A district's educator evaluation process should align with the district's common vision of instructional improvement.	0 0%	0 0%	3 14%	19 86%
f. A district's vision of				

instructional improvement should be reflected in the criteria used to hire and promote effective educators.

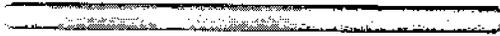
0
0%

0
0%

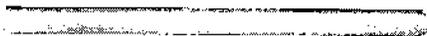
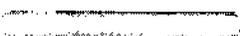
3
13%

20
87%

10. To date, how many TOTAL times during this school year (2011-2012) have you been formally observed by your superintendent or designee?

1 time during this school year		13	65%
2 times during this school year		6	30%
3 or more times during this school year		1	5%
Total		20	100%

11. To date, how many TOTAL times during this school year (2011-2012) have you formally conferenced with your superintendent or designee?

1 time during this school year		11	55%
2 times during this school year		3	15%
3 or more times during this school year		6	30%
Total		20	100%

12. Please indicate the extent to which the following statements apply to the teacher observation process at your assigned school(s).

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Not at all

Some of the time

Most of the time

All of the time

1

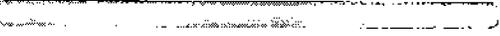
2

3

4

a. Formal observations are preceded with a pre-conference.	4 17%	4 17%	4 17%	11 48%
b. Formal observations are followed with a post-conference.	0 0%	2 9%	4 17%	17 74%
c. The evaluator observes an entire teaching lesson.	1 4%	5 22%	8 35%	9 39%
d. Classroom observations are announced visits.	3 13%	15 65%	2 9%	3 13%
e. Classroom observations are unannounced visits.	1 5%	13 59%	4 18%	4 18%

13. How would you describe the professional status of your designated evaluator(s) during the 2011-12 school year? Please mark all that apply.

Superintendent		15	65%
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Assistant/Associate Superintendent	1	4%
Other	7	30%
Total	23	100%

14. How strongly do you agree or disagree with each of the following statements about the formal administrator observation process at your school during the 2011-12 school year?

Top number is the count of respondents selecting the option.
Bottom % is percent of the total respondents selecting the option.

	Strongly disagree	Disagree	Agree	Strongly agree
	1	2	3	4
a. The processes and procedures of the administrator evaluation process are fair.	3 13%	3 13%	15 65%	2 9%
b. My evaluator is qualified to evaluate my leadership skills.	1 4%	3 13%	13 57%	6 26%
c. I am able to apply what I learn through the formal observation process in my work.	3 13%	4 17%	11 48%	5 22%
d. Overall, I think the observation process has a positive impact on my practice.	3 13%	5 22%	11 48%	4 17%
e. Overall, I think the administrator evaluation process has a positive impact on student achievement.	3 13%	5 22%	14 61%	1 4%

15. We would like to know your opinion about how results from the formal teacher evaluation process should inform decisions within your school. For each item listed below, please indicate the level of importance you believe results from the teacher evaluation process should play in making decisions about the following items. Your response does not have to be based on actual practice in your school but what you believe should happen.

Top number is the count of respondents selecting the option.
Bottom % is percent of the total respondents selecting the option.

	Low Importance	Low Importance	Moderate Importance	High Importance
	1	2	3	4
a. Professional development for teachers	0 0%	0 0%	3 13%	20 87%
b. Annual educator goal plans for teachers	0 0%	0 0%	10 43%	13 57%
c. Placement of teachers on improvement plans	0 0%	0 0%	6 26%	17 74%
d. Teacher recruitment	0 0%	2 9%	7 30%	14 61%
e. Teacher placement (assignment to grade level / school)	0 0%	0 0%	6 26%	17 74%
f. Teacher retention / dismissal	0 0%	0 0%	2 9%	21 91%
	0	0	8	14

g. Teacher advancement	0%	0%	36%	64%
h. Teacher compensation	0%	9%	48%	43%

16. We would like to know your opinion about how results from the formal administrator evaluation process should inform decisions within your district. For each item listed below, please indicate the level of importance you believe results from the administrator evaluation process should play in making decisions about the following items.

Top number is the count of respondents selecting the option.
Bottom % is percent of the total respondents selecting the option.

	No Importance	Low Importance	Moderate Importance	High Importance
	1	2	3	4
a. Professional development for administrators	0 0%	0 0%	8 35%	15 65%
b. Annual educator goal plans for administrators	0 0%	0 0%	8 35%	15 65%
c. Placement of administrators on improvement plans	0 0%	0 0%	10 43%	13 57%
d. Administrator recruitment	0 0%	1 4%	8 35%	14 61%
e. Administrator placement (school assignment)	0 0%	3 13%	9 39%	11 48%
f. Administrator retention / dismissal	0 0%	0 0%	7 17%	19 83%
g. Administrator advancement	0 0%	0 0%	9 39%	14 61%
h. Administrator compensation	0 0%	1 5%	10 15%	11 50%

17. In the state of Arizona, teacher evaluation involves the collection of multiple data points including classroom observation data and student academic progress data. Please rate each of the following items in terms of their relative importance when designing a teacher evaluation process that combines classroom observation and student academic progress into an overall effectiveness rating for teachers.

Top number is the count of respondents selecting the option.
Bottom % is percent of the total respondents selecting the option.

	No Importance	Low Importance	Moderate Importance	High Importance
	1	2	3	4
a. Inclusion of a pre-conference in the teacher observation process	0 0%	2 9%	7 30%	14 61%
b. Inclusion of a post-conference in the teacher observation process	0 0%	0 0%	3 13%	20 87%
c. Observation of an entire lesson as part of the classroom observation process	0 0%	0 0%	10 43%	13 57%
d. Alignment of elements in a teacher observation instrument to professional teaching standards (e.g., InTASC Model Core Teaching Standards)	0 0%	0 0%	5 22%	18 75%

e. Inclusion of a formative assessment component in the teacher observation instrument	0 0%	1 5%	7 32%	14 64%
Inclusion of a content knowledge/application component in the teacher observation instrument	0 0%	0 0%	4 17%	19 83%
f. Inclusion of an instructional strategies component in the teacher observation instrument	0 0%	0 0%	3 14%	19 86%
g. Inclusion of a learner engagement component in the teacher observation instrument	0 0%	0 0%	2 9%	20 91%
h. Inclusion of a learning community/classroom management component in a teacher observation instrument	0 0%	0 0%	1 5%	21 95%
i. Inclusion of a professional responsibilities component in a teacher observation instrument	0 0%	0 0%	7 30%	16 70%
j. Inclusion of a planning component in a teacher observation instrument	0 0%	1 5%	4 18%	17 77%
k. Inclusion of multiple observations of classroom performance	0 0%	0 0%	3 13%	20 87%

18.

In the state of Arizona, principal evaluation involves the collection of **multiple data points** including observation data and student academic progress data. Please rate each of the following items in terms of their relative importance when designing an educator evaluation process that combines observation of administrators and student academic progress into an overall effectiveness rating.

The numbers in the column represent the count of respondents selecting the option. A column lists percent of the total respondents selecting the option.

	No Importance	Low Importance	Moderate Importance	High Importance
	1	2	3	4
a. Alignment of elements in an administrator observation instrument to professional standards (e.g., ISLLC standards)	0 0%	0 0%	8 35%	15 65%
b. Inclusion of a setting & communicating direction component in the leader observation instrument	0 0%	0 0%	7 30%	16 70%
c. Inclusion of a building relationships component in the leader observation instrument	0 0%	1 4%	5 22%	17 74%
d. Inclusion of a developing the organization component in the leader observation instrument	0 0%	0 0%	7 30%	16 70%
e. Inclusion of a leading instruction component in the leader observation instrument	0 0%	0 0%	3 13%	20 87%
f. Inclusion of a securing accountability component in the leader observation instrument	0 0%	1 4%	3 13%	19 83%

specific coursework (e.g., students in 3rd grade music are assessed with a music assessment).
 e. Ensuring that certain factors, such as socioeconomic status of students, are taken into account when developing a model to calculate student academic progress.

1	1	9	12
4%	4%	39%	52%

20. The Arizona Framework for Measuring Educator Effectiveness requires that multiple data elements be used as part of the principal/assistant principal evaluation process. Please rate each of the following items in terms of their relative importance for inclusion in an overall evaluation process for principals/assistant principals.

Top number is the count of respondents selecting the option.
 Bottom % is percent of the total respondents selecting the option.

No Importance	Low Importance	Moderate Importance	High Importance
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1	2	3	4
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a. Inclusion of school-level student academic progress data (e.g., AIMS, local assessments).	0 0%	1 4%	6 26%	16 70%
b. Inclusion of district-level student academic progress data.	0 0%	3 13%	10 43%	10 43%
c. Inclusion of student satisfaction survey data.	0 0%	3 13%	14 61%	6 26%
d. Inclusion of teacher satisfaction survey data.	0 0%	2 9%	13 59%	7 32%
e. Inclusion of parent satisfaction survey data.	0 0%	1 4%	12 52%	10 43%
f. Ensuring that certain factors, such as socioeconomic status of students, are taken into account when developing a model to calculate student academic progress.	2 9%	1 4%	9 39%	11 48%

21. How strongly do you agree or disagree with each of the following statements about student, teacher, and parent satisfaction survey data?

Top number is the count of respondents selecting the option.
 Bottom % is percent of the total respondents selecting the option.

Strongly disagree	Disagree	Agree	Strongly agree
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1	2	3	4
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a. Feedback from surveys can help me improve my performance as a school leader.	0 0%	1 4%	10 43%	12 52%
b. Survey results can be an indicator of my effectiveness as an educator.	0 0%	2 9%	9 39%	12 52%

22. We would like to know your opinion about specific factors that might influence an effective teacher to transfer to a high-poverty, high minority school. Please indicate how important each of the following factors would be in influencing an effective teacher to transfer into a high-need school.

The number is the count of respondents selecting the option.
Bottom % is percent of the total respondents selecting the option.

	No Importance	Low Importance	Moderate Importance	High Importance
	1	2	3	4
a. Effective school leadership	0 0%	0 0%	1 4%	22 96%
b. Opportunity to positively affect children's lives	0 0%	0 0%	4 18%	18 82%
c. Additional compensation	1 4%	0 0%	5 22%	17 74%
d. Opportunities for instructional leadership (e.g., instructional coach; STIM master educator)	0 0%	1 5%	7 32%	14 64%
e. Additional resources (e.g., paid professional memberships, teaching supplies; transportation subsidy; access to instructional coaching support; data management system)	0 0%	1 4%	5 22%	17 74%
f. Quality professional development	0 0%	0 0%	4 17%	19 83%
g. Improved working conditions (e.g., physical conditions of school, reduction of non-instructional work assignments; effective school discipline plan; input on schedules and assignments)	0 0%	0 0%	3 13%	20 87%
h. Multi-year contract	0 0%	3 14%	10 45%	9 41%

23. We would like to know your opinion about specific factors that might influence an effective principal to transfer to a high-poverty, high minority school. Please indicate how important each of the following factors would be in influencing an effective principal to transfer into a high-need school.

The number is the count of respondents selecting the option.
Bottom % is percent of the total respondents selecting the option.

	No Importance	Low Importance	Moderate Importance	High Importance
	1	2	3	4
a. Effective district leadership	0 0%	0 0%	0 0%	23 100%
b. Opportunity to positively affect children's lives	0 0%	1 4%	3 13%	19 83%
c. Additional compensation	0 0%	0 0%	3 13%	20 87%
d. Opportunity to positively affect professional growth of	0 0%	0 0%	6 27%	16 73%

teachers

e. Staffing flexibility	0 0%	0 0%	5 22%	18 78%
f. Additional resources (e.g., instructional coaches, additional administrative support, data management system)	0 0%	1 4%	2 9%	20 87%
g. Quality professional development	0 0%	0 0%	5 23%	17 77%
h. Improved working conditions (e.g., physical conditions of school; state-of-the-art facilities; effective school discipline plan; input on schedules and assignments)	0 0%	0 0%	5 22%	18 78%
i. Multi-year contract	0 0%	3 13%	6 26%	14 61%

Designing, Customizing, and Implementing a District-Wide Educator Salary Structure

24. We would like to know your opinion about specific factors that should play a role in making decisions regarding overall teacher compensation (e.g., salary schedule, performance-based compensation, addenda/stipends, and salary augmentation). Please indicate the level of importance you believe each of the following items should factor into making decisions regarding overall teacher compensation.

The number is the count of respondents selecting the option. Below it is a percent of the total respondents selecting the option.

	No Importance	Low Importance	Medium Importance	High Importance
	1	2	3	4
a. Performance classification of teacher (i.e., ineffective, developing, effective, highly effective)	0 0%	0 0%	8 35%	15 65%
b. Student academic progress	0 0%	0 0%	5 22%	18 78%
c. Observations of classroom teaching	0 0%	0 0%	9 39%	14 61%
d. Years of teaching experience	3 13%	10 43%	7 30%	3 13%
e. Completion of professional development hours / advanced coursework	0 0%	7 30%	11 48%	5 22%
f. Teaching in a high-needs area (e.g., STEM subject area, high-poverty school, rural school)	0 0%	3 13%	9 39%	11 48%
g. Teaching in a high-needs area (e.g., STEM subject area, high-poverty school, rural school)	0 0%	3 13%	9 39%	11 48%
h. Serving in a career pathway position (e.g., Master Educator, instructional Coach)	1 4%	2 9%	14 61%	6 26%

25. We would like to know your opinion about specific factors that should play a role in making decisions regarding overall compensation (e.g., salary schedule, performance-based compensation, addenda/stipends, and salary augmentation) for building-level administrators. Please indicate the level of importance you believe each of the following items should factor into making decisions regarding overall compensation for building-level administrators.

The number is the count of respondents selecting the option.
Bottom % is percent of the total respondents selecting the option.

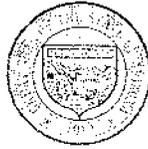
	No Importance	Low Importance	Moderate Importance	High Importance
	1	2	3	4
a. Performance classification of assigned teachers (i.e., ineffective, developing, effective, highly effective)	0 0%	1 4%	15 65%	7 30%
b. Performance classification of administrator (i.e., ineffective, developing, effective, highly effective)	0 0%	1 4%	5 22%	17 74%
c. Student academic progress	0 0%	0 0%	6 26%	17 74%
d. Results from site visits of supervisor(s)	1 5%	1 5%	11 52%	8 38%
e. Years of administrative experience	2 9%	9 39%	8 35%	4 17%
f. Completion of professional development hours / advanced coursework	0 0%	5 22%	12 52%	6 26%
g. Serving in a high-needs school	0 0%	2 9%	9 39%	12 52%
h. Serving in a career pathway position (e.g., Principal, coach/mentor)	1 5%	4 18%	11 50%	6 27%

26. How strongly do you agree or disagree with each of the following statements about overall compensation for building-level administrators?

The number is the count of respondents selecting the option.
Bottom % is percent of the total respondents selecting the option.

	Strongly disagree	Disagree	Agree	Strongly agree
	1	2	3	4
a. In order to attract and retain effective leaders, a salary schedule needs to have a competitive salary relative to neighboring school districts.	0 0%	0 0%	5 22%	18 78%
b. I would prefer to benefit from higher salary levels at the beginning of my career as opposed to later in my career.	3 13%	8 35%	7 30%	5 22%
c. Performance-based compensation should be based on effectiveness.	0 0%	1 4%	10 43%	12 52%

Indirect Cost Agreement



State of Arizona
 Department of Education
 Office of John Huppenthal
 Superintendent of Public Instruction

May 30, 2012

To: Maricopa County Education Service Agency:

**FY 2013 INDIRECT COST RATE NOTICE
 FOR ADDITIONAL RATE ISSUED TO COUNTY EDUCATION SERVICE AGENCY**

School District: CTDS # 07-99-99-001	Maricopa County Education Service Agency
Restricted Rate:	8.00%
Non-Restricted Rate:	13.8%
Period Covered:	July 1, 2012 – June 30, 2013

The FY 2013 approved indirect cost rate is shown above. The rate is based upon the actual expenditures for fiscal year 2010–2011 as presented to Arizona Department of Education (ADE) in the Superintendent of Schools Indirect Cost Plan for FY12-13. This rate is to be used by the Maricopa County Education Service Agency for any direct federal awards received.

The Restricted Rate is to be used for those programs that have supplement, non-supplant requirements such as Title I, Title VI, Vocational Education, Title VI-B, etc. The Non-Restricted Rate is to be used for the Food Services Program that does not have the supplement, non-supplant requirements.

All costs of an indirect nature may not be directly charged to federal projects. Such costs may only be charged to a project by using the above-identified rates. Some federal programs may limit or prohibit the use of indirect and other administrative costs; the ADE program offices will provide notification of grants that contain these restrictions. Indirect cost limitations may not be exceeded.

The above rates are approved without audit and are subject to change in the event of an audit. If you have any questions regarding these rates, please call Gary Holland at (602) 364-3518.



Maricopa County Education Service Agency Grants Indirect Cost Plan FY12-13

Based on Actual Expenditures for the
Year Ended June 30, 2011



Maricopa County, Arizona

www.maricopa.gov

**MARICOPA COUNTY
EDUCATION SERVICE AGENCY
DESCRIPTION OF ALLOCATED COSTS**

COUNTYWIDE COST ALLOCATION

This category consists of countywide costs allocated to the Education Service Agency from the OMB Circular A-87 Cost Allocation Plan. Administration was allocated 100% of the costs.

ADMINISTRATION

These expenditures include the Budget, Communications and the Personnel department. These costs benefit Grant and non-Grant areas and were allocated based on salaries and benefits.

OPERATIONS

This area is responsible for all the statutory functions associated with the Education Service Agency. This includes the following divisions within the Education Service Agency: Administration, Economic Management, Technology, Small School Service, and Education Innovations. Departmental indirect costs were allocated to this category based on salaries and benefits.

SPECIAL REVENUE

This category was established to accumulate the indirect costs that benefit School District functions. Departmental indirect costs were allocated to this category based on salaries and benefits as applicable.

GRANT PROGRAMS

Indirect costs were allocated to this category based on salaries and benefits. The distribution base used to compute the indirect rate is the total direct program costs (excluding capital expenditures and other distorting items, such as pass through funds, major subcontractors, etc.). Total grant direct costs less capital and sub-recipient expenditures were \$1,378,460.

Schools
 FY13 Indirect Cost Rate
 (based on FY11 expenses)

Allocation
 A-87 County Wide

Total County Wide	215,053
	215,053

Allocation of County Wide	Basis: Labor	% of Labor	Indirect Cost
Gen Fund (370)	1,178,528	40.65%	87,427
Grants Fund (371)	706,251	24.36%	52,392
Special Rev Fund (372,373,374)	1,014,154	34.98%	75,234
Total Operations	2,898,933	100.00%	215,053

Admin (370-3710-99AS/99GV)	259,658
	259,658

Agrees To Pivot Table 3,158,591

Allocation Costs

	County Wide Indirect	215,053
	Administration Services Labor	259,658
Admin(370-3710-99AS/GV) Non Labor (Less Capital - Plus Rent Rptg K493)		304,716
	Total Administration	779,427

Allocation of Administration	Basis: Labor	% of Labor	Indirect Cost
Gen Fund (370)	1,178,528	40.65%	316,867
Special Rev Fund (372,373,374)	1,014,154	34.98%	272,673
Grants Fund (371)	706,251	24.36%	189,888
	2,898,933	100.00%	779,428

Admin (370-3710-99AS/99GV)	259,658
	259,658

Agrees to Pivot Table 3,158,591

GRANTS

Rate - County Wide (A87)	52,392	1,378,460	3.8%		189,888	Total Allocated
Rate - Department	137,495	1,378,460	10.0%		52,392	County Wide
Composite Rate	189,888	1,378,460	13.8%		137,495	Departmental

Rate Base
 The rate base was calculated as defined to the right.

	1,390,264	Total for Schools Grants
	(51,804)	Less: Distorting costs-Subrecipient
	1,338,460	Less: Capital total for grants 900's
	1,378,460	

Resumes for Key Personnel

EDUCATION

1972 **Doctorate**, Curriculum and Educational Administration, Arizona State University.

1962 **Masters**, Psychology, Western State College of Colorado.

PROFESSIONAL EXPERIENCE — Phoenix AZ

2008 – Present Maricopa County Superintendent of Schools
1996 - Present Senior Executive Management Consultant, Covey and Associates
1988 – 1996 Superintendent, Creighton Elementary School District
1985 – 1988 Deputy Superintendent, Creighton Elementary School District
1977 – 1980 Associate Superintendent for Educational Services, Phoenix Union High School District
1972 1980 Faculty Associate, College of Education, Arizona State University
1971 -- 1976 Director for Curriculum and Instruction, Phoenix Union High School District
1967 – 1971 Principal/Assistant Principal, Camelback High School

PROFESSIONAL ACCOMPLISHMENTS

- Increased student academic achievement annually (20% increase on norm-referenced test and 35% pre/post test on criterion-referenced test), and student success (increased student attendance, reduced dropouts and increased student self-esteem).
- Developed and implemented District-wide “Site-Based Management” at all schools and decentralized central office authority and fiscal management. Wrote the only national handbook on school/site-based management entitled, *“Implementing the Eight Correlates of School/Site-Based Management©”*
- Implemented the correlates of “Effective Schools”, achieved “Curriculum Alignment” and training for all teachers in the “Essential Elements for Instruction”.
- Successfully acquired over \$550,000,000 (million) of supplemental funding for public school programs.
- Implemented teacher and administrative accountability systems for increasing student achievement, school attendance, and promotion and graduation rates.

- Wrote and implemented performance-based compensation for teachers (Career Ladders), principals and district-level administrators.
- Authored State legislation, passed by the Senate and House, signed by the Governor, bilingual education, year-round schools, State school system for juvenile education, and performance-based compensation.
- Served as a national consultant to more than 400 school districts in the areas of strategic-tactical planning, fiscal accountability, and education reform/accountability.

PROFESSIONAL ORGANIZATION MEMBERSHIIPS AND OFFICES

State Committee Member: Arizona North Central Association — Commission on Accreditation and School Improvement

Legislative State Committee: Arizona School Administrators

Member: National Assessment of Educational Progress (NAEP)

President: Greater Phoenix Educational Management Council

President: Maricopa County School Superintendents

Commissioner: Commission of the States for Education

AWARDS AND HONORS:

- The 100 Most Influential People in U.S. Public Education
- National Assoc of Educational Office Personnel, National Administrator of the Year
- AZ School Boards Association and AZ School Admin, All Arizona Superintendent
- The Robert Anderson Medal of the Business-Higher Education Forum
- Who's Who: In American Colleges and Universities, In School District Officials of America & Who's Who In Arizona
- Governor's Citation on Working With Youth
- Arizona School Administrators, Outstanding State Education Achievement

CONFERENCE PRESENTATION INTERNATIONAL AND NATIONAL:

- "*Leadership/Decentralization & Site-Based Management*", Manitoba Association of Principals (Winnipeg, Manitoba Canada)
- "*Site-Based Management*", Wisconsin Association of School Boards (Oconomowoc, WI)
- "*Site-Based Management*", National School Boards Association (New Orleans, LA)
- "*Site-Based Management*", Wisconsin Association of School Boards (Madison, WI)

- *“The Agenda for Teacher Education in a Democracy”*, Education Commission of the States Annual Meeting and National Forum (Seattle, WA)
- *“Performance-Based Compensation Programs That Work”*, National School Boards Association (New Orleans, LA)
- *“Striving for Higher Standards”*, International Conference on Alternative Education (Philadelphia, PA)
- *“Visions for the Future”*, (Tucson, AZ)
- *“Secretary’s Commission on Achieving Necessary Skills”*, National School Boards Association (San Francisco, CA)
- *“National Models of Technology for Accountability”*, Accountability Summit (Phoenix, AZ)
- *“Accountability”*, Senate Bill 1442 Goals for Educational Excellence (Phoenix, AZ)
- *“Accountability for Student Achievement”*, (Denver, CO)
- *“Quest for Effective Management”*, Arizona Educational Office Personnel Association (Sedona, AZ)

PUBLICATIONS, WHITE PAPERS, AND POSITION PAPERS

- “Class Dismissed”
- “Preparing Behavioral Objectives”
- “Curriculum Analysis Systems”
- “Procedures for Planning/Developing Curriculum/Instructional Programs”
- “Career Ladders-Compensation Based on Performance”
- “Maximizing Student Potential in Urban Schools”
- “School Improvement Teams”
- “Developing an Effective In-service Education Program”
- “Curriculum Proposal Outline-Instructional Booklet”
- “Designing Effective Instruction”
- “Preparing Instructional Objectives”
- “Developing Criterion-Referenced Tests”
- “Preparing Management Objectives for Administrators”
- “Curriculum Analysis and Development Systems”

Kristine K Morris

(b)(6)

Highlights of Qualifications

- Solid Theoretical and Practical knowledge of School Reform Pre-K through 12
- Superior instructional leadership ability
- Proven ability to utilize research and data to improve teaching and learning
- Outstanding written and oral communication skills
- Skilled in planning and delivery of results-based professional development
- Thorough understanding of curriculum, instruction and assessment
- Excellent organizational skills
- Demonstrated fiscal responsibility and leadership at County, District and School level

Professional Experience

Maricopa County Education Service Agency

Phoenix, Arizona

Chief Deputy Superintendent

June 2009-Present

Responsible for the overall direction and management of administration and operations for County Education Service Agency. Plans, directs, implements, and achieves department strategic goals and objectives related to the department's mission of providing fiscal and educational services to school districts, educators, and the community so that they can effectively improve student achievement. Provides oversight on all related programs and services. Plans and directs the implementation of County-wide policies and programs, and allocates resources to meet statutory mandates to best achieve optimal functionality and efficiency. Evaluates the needs and effectiveness of all department programs and services. Acts on behalf of the Superintendent of Schools and represents the Superintendent of Schools in high-level County meetings, meetings with the public, legislators, and the media. Analyzes the impact of existing and proposed legislation and provides recommendations; evaluates and directs complex studies and projects to achieve increased student achievement. Leads projects related to organizational changes, system integration, and process changes. Works with the Board of Supervisors, County Manager, and other County management and facilitates working relationships with school districts. Provides training and support to department personnel. Directs the preparation and approval of the department's budget and oversees all department personnel actions and issues. Works closely with local jurisdictions, legislature and community organizations to further Mission, Vision and Goals of Agency.

Achievements

- Reinvented Maricopa County Superintendent of Schools Office into the Maricopa County Education Service Agency
- Secured \$51.5 million dollar Federal Teacher Incentive Fund grant
- Secured funding for implementation the MCESA Successful Juveniles Transition Program ensuring effective re-integration of juveniles back into their home community thereby reducing recidivism of over 1200 youth
- Created and implemented ***Reading for the Stars by Reading with the Stars*** a Partnership with County Board of Supervisors, Community Partners and 5 School Districts throughout Maricopa County
- Elected as SACCNNet Education Advisory Board Chair to facilitate implementation of SACCNNet network and establishment of policies for use of SEDNet Secure Network throughout Arizona through \$31 million dollar Federal grant
- Developed the MCESA Strategic Plan through a collaborative process with entire department

Pendergast Elementary School District #92

Phoenix, Arizona

Principal, Sonoran Sky Elementary School

July 2004-May 2009

Responsible for the overall direction and management of school. Oversaw curriculum implementation, delivery and on-going student learning and achievement. Planned, and ensured implementation of the school's continuous improvement plan. Recruited, hired, and trained staff. Provided on-going, site-based, job-embedded professional development. Provided mentoring and coaching to staff members. Conducted on-going teacher and support staff evaluations. Prepared school's annual and long-range budget. Allocated and monitored resources to meet academic goals, state and federal mandates. Provided safe and nurturing atmosphere for students, staff, and families that is conducive to learning. Worked closely with teachers, parents and community members. Served on District, State, and School Level committees.

Achievements

- Improved student learning and achievement
- Assisted in development and served as host site for District's first Professional Development School (PDS) in partnership with ASU
- Implemented professional learning communities
- Trained staff on use of assessment data to inform instructional decisions
- Substantially reduced student conduct and behavioral issues on and off campus
- Increased family participation in school activities such as Literacy and Math night
- Established a positive school climate

Cartwright Elementary School District #83

Phoenix, Arizona

Asst. Superintendent for Educational Services

July 2003-June 2004

Responsible for the overall direction of educational programming and services for the 23 schools in the district. Organized and directed committees for the study, evaluation and revision of curriculum. Planned, directed and coordinated District professional development for administrators, teachers, and school board. Advised Superintendent and recommended policies, practices and procedures for improving the entire school system. Oversaw the annual revision of the district Strategic Plan. Managed and coordinated over 10 million dollars annually for all Title budgets through the development of Consolidated Plan. Supervised the operations of: Special Education, Technology, Curriculum, Assessment & Evaluation, Fine Arts & Gifted, Language Acquisition, Family Resource & Community Partnerships, Professional development, and Educational Programs. Supervised 23 building level administrators to develop the skill necessary to be instructional leaders.

Cartwright Elementary School District #83

Phoenix, Arizona

Director of Student Achievement

July 2002-June 2003

Facilitated development of comprehensive District Assessment Plan. Established structure for delivery of assessment results and a process for analysis of student achievement data. Monitored implementation of all State and District assessments. Trained administrators, teachers and site-based teams how to use student achievement data to identify individual, grade level, school, and District instructional needs. Provided on-going support to administrators and schools for interpretation and evaluation of student assessment results. Provided professional development for assistant principals (data coaches) relative to analysis of student achievement data at the school level. Participate in all aspects of school improvement training, including the development of a needs assessment component. Coordinated the development of an evaluation for the literacy after-school intervention program. Communicated with the Board on all aspects of student achievement.

Achievements

- Planned and developed Cartwright's first ELD Program for implementation 2004-2005
- Provided support to District 301 Design Team

- Established structure for delivery of assessment results and process for analysis of student achievement data
- Presented information to the School Board about District and State student assessments and interpretation of results
- Assisted with on-going development of Data Management system for instructional planning

Madison Elementary School District, #38

Phoenix, Arizona

Director of Community Education

August 2001-June 2002

Served as educational leader for pre-school, extended-day kindergarten, before-and after-school, and summer care programs. Coordinated adult and child community education classes. Developed budget and monitored revenues and expenses of \$1.5-\$2.0 million dollar annual for-profit department. Facilitated development of pre-school curriculum and guided pre-school staff through NAEYC accreditation process. Ensured that all Community Education programs met Department of Health Services Licensing requirements. Exercised supervisory responsibility for pre-school staff, extended-day kindergarten teachers, and before-and after-school child care providers.

Achievements

- Improved communication between Community Education and School staff members
- Developed improved system of checks-and-balances
- Increased accountability and professional expectations for Community Education staff
- Implemented bi-annual evaluation of before-and after-school programs, and annual evaluation of the pre-school program
- Developed Pre-K curriculum

Director of Student Achievement

July 2000-June 2002

Planned, coordinated, and implemented District curriculum research and assessment program. Utilized District and State assessment data to help schools determine necessary instructional changes. Trained administrative staff on how to use student achievement data to identify individual, grade level, school, and District instructional needs. Disaggregated student achievement data to identify "gaps" between groups of students so that teaching and learning could be targeted to specific needs. Served as Program Manager for implementation of student data management system (IM Series). Coordinated efforts between State, District, schools, and departments to meet State "SAIS" requirements.

Achievements

- Developed system of goal setting and measurement for Madison's Pay for Performance plan
- Facilitated creation of Madison E.S.D. #38, 2001-2002 Academic Calendar
- Conducted administrator and new teacher training's on student assessment
- Implemented Data Coordinator Committee for analysis of student achievement data

Scottsdale U.S.D. #48

Scottsdale, Arizona

Assistant Principal, Cocopah Middle School

June 1999-June 2000

Supported the Principal in receiving, distributing and communicating information to enforce school, district, and state policies. Conducted faculty and staff meetings. Presented at Association of Parent and Teacher meetings. Collaborated with parents and staff to oversee Artist In Residence Grant. Maintained safety of school environment; coordinated assigned school site activities; assisted students in modifying inappropriate behavior and developing successful interpersonal skills; communicated information to staff, principal, parents, and public. Served on District and School level committees. Evaluated and developed skills of certified and classified personnel.

Achievements

- Developed site Emergency Plan, trained staff and students, and communicated site plan to parents and community

- Served as coordinator and trained staff on S.S.T. and 504 procedures
- Served as testing coordinator
- Managed site budget of \$237,000
- Wrote and received Artist in Residence Grant

Assistant Principal, Supai Middle School

June 1997-June 1999

Achievements

- Wrote, implemented and achieved goals for Site Incentive Program
- Developed Master Schedule
- Implemented Attendance Incentive Program funded through community business donations and State Tobacco Prevention Program
- Chaired several site-based committees
- Planned and coordinated site based curriculum committees

Arizona State University

Tempe, Arizona

B.E.S.T. Mentor Cadre Instructor

August 1998-August 1999

In partnership with Scottsdale Unified School District and Roosevelt Elementary School District and A.S.U., provided staff development for teachers new to the teaching profession. Subjects include: classroom management; accommodating for student differences; improving test scores; and communicating effectively with parents.

Scottsdale U.S.D. #48

Scottsdale, Arizona

Seventh Grade Science, Language, Humanities

August 1995-June 1997

and Social Studies Instructor, Mohave Middle School

Achievements

- Implemented Mohave's first Saturday Nova Net Program
- Developed and coordinated Mohave's first Summer School Program for Middle School students
- Served on NCA Integrated Assessment Committee Represented House as Team Leader
- Participated in Curriculum Mapping for grades 7-12
- Developed Career Unit
- Started Mohave's first student run newspaper, the Mohave Paw Print
- Nominated as Outstanding New Biology Teacher and Outstanding Middle School Science Teacher
- Served as Technology Committee Chair and revised Technology Plan

Phoenix Union High School District

Phoenix, Arizona

Biology Instructor, South Mountain High School

1994-1995

Achievements

- Ecology Club received Mayor's Environmental Award from the City of Phoenix
- Helped plan National Association of Biology Teachers National Convention

Arizona State University

Tempe, Arizona

Instructional Specialist Senior,

1994-August 1996

Center for Academic Precocity

Prepared and presented lessons for Wildlife and Science Exploration class for gifted students in grades 2-6. Maintained parental contacts. Wrote individual assessments for each student.

Achievements

- Aided in development of problem solving rubric for Science Exploration classes
- Revised Wildlife class reading and laboratory book

Professional Activities	SACCCNet Education Board Chairman	June 2010-Present
	YMCA Maryvale Board Member	August 2010-Present
	Member of Pendergast PDS Governance Board	2008-2010
	Member of Curriculum Steering, Report Card, and Reading Committees in Pendergast.	2007-2010
	Member of Pendergast LEA Improvement Committee	2007-2010
	Member of Pendergast's Evaluation Survey Committee and Pilot Member	2006-2010
	Member of Pendergast's Technology Committee	2004-2010
	Member of NSDC's Professional Development Academy XVII	2005-2010
	Trained Team Leader for ADE's Solutions Teams	2004-2010
	Chair of Cartwright's Standards-Based Report Card Task Force	2002-2004
	Member of Cartwright's Strategic Support Team	2002-2004
	Participate in ADE's Accountability Work Group & Supt. Advisory Council	2002-2006
	Member of Madison E.S.D. Curriculum Council	2000-2002
	Member of Madison E.S.D. Literacy Task Force	2000-2002
	Member of Greater Phoenix Metro Educational Consortium	2000-2004
	Member of Madison School District Strategic Planning Committee	Nov. 2000-2002
	NCA Visiting Team Chair	1999-2000
	Trained as qualified "Ventures for Excellence" screener	Summer 1999
	Participated in NCA Leadership Training	Summer 1999
	Secretary, Arizona Association for Supervision and Curriculum Development	1996-1998
NCA Visiting Team Member	1996-2000	
Presented for ASU's B.E.S.T Program	1996-1997	
Presented "Survival Day 1" for ASU	Fall 1995	

Professional Organizations

- National Staff Development Council
- Phi Delta Kappa
- Association for Supervision and Curriculum Development
- International Reading Association
- National Council of Teachers of Mathematics
- American Association of School Administrators
- Association of Education Service Agencies

Education	Doctor of Educational Leadership Arizona State University	Candidate Status
	Master of Educational Leadership Northern Arizona University	May 1997
	Bachelor of Arts in Education -Secondary Education Specialization in Biological Sciences Arizona State University	May 1994

Certification

- Arizona Superintendent Certification
- Arizona Principal Certificate
- Arizona Secondary Certification, Biology

Lori Renfro, Ed.D.

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EDUCATION

- Doctor of Education / Educational Leadership, Arizona State University, 2007
- Graduate coursework beyond Masters Degree: 61 hours with emphasis in administration and curriculum/instruction.
- Master of Arts degree in Reading / Elementary Education, Central Michigan University, 1989.
- Bachelor of Arts degree in Elementary Education, Saginaw Valley State University, 1984.

CERTIFICATIONS

Arizona Administrative Certification (Superintendent, Supervisor, Principal) K-12
Standard Elementary (K-8) with Reading Endorsement
English as a Second Language (ESL) Endorsement

ADMINISTRATIVE & TEACHING EXPERIENCE

- 2010-present **Assistant Superintendent for Performance-Based Management Systems**
Maricopa County Education Service Agency, Phoenix, AZ
- 2009-2010 **Executive Director for Performance-Based Incentives,**
Maricopa County Education Service Agency, Phoenix, AZ
- 2010-present **Professional Development Leadership Academy Faculty Member**
Arizona Department of Education, Phoenix, AZ
- 2009-present **Professional Development Leadership Academy School District Coach**
Arizona Department of Education, Phoenix, AZ
- 2005-2009 **Staff Development Coordinator,** Dysart Unified School District, Surprise, AZ
AVID Program Director, Dysart Unified School District, Surprise, AZ
- 2002-2005 **Director of Curriculum,** Cartwright School District, Phoenix, AZ
Social Studies Curriculum Coordinator, Cartwright School District, Phoenix, AZ
- 1998-2001 **K-8 Instructional Coach,** Cartwright School District, Phoenix, AZ
- 1995-1998 **Fifth Grade Teacher,** Cartwright School District, Phoenix, AZ
- 1988-1995 **First Grade Teacher,** Cartwright School District, Phoenix, AZ
- 1985-1988 **First Grade Teacher,** Oscoda Area Schools, Oscoda, MI

LEADERSHIP POSITIONS

- 2005-2009 Facilitator, Career Ladder Steering Committee; Professional Development Leadership Team; New Teacher Induction Committee
- 2002-2005 Facilitator, Curriculum Advisory Council / Curricular Task Forces
- 2003-present Arizona School Solutions Team Member
- 2000-2001 ASU Mentor Teacher Cadre Instructor for B.E.S.T. Program
- 2000-2001 ASU Visitation Coach for B.E.S.T. Program
- 1999-2001 Cartwright School District Mathematics Academy Instructor
- 1998-1999 Phoenix Urban Systemic Initiative Academy Instructor
- 1992-1999 Cartwright School District Mentor Teacher

ADMINISTRATIVE ROLES / ACHIEVEMENTS

- Led implementation of Rewarding Excellence in Instruction and Leadership **Teacher Incentive Fund grant** (cohort 3) for six Maricopa County school districts
- Facilitated **communication and stakeholder involvement** across schools for all change initiatives and program implementation and refinement for the Dysart Unified and Cartwright Elementary School Districts.
- **Managed day-to-day operations of performance based compensation and professional development** systems for Dysart Unified School District.
- **Implemented teacher evaluation system** aligned to student learning outcomes via the Career Ladder Program for the Dysart Unified School District
- **Developed and implemented data management systems and data reporting structures** for Cartwright School District (IMSeries) and Dysart Unified School District (iPAL).
- Facilitated development of Dysart Unified School District's Educational Services **walk-through processes and procedures**.
- Designed and facilitated **evaluation process** for ongoing monitoring of the Dysart Continuous Improvement Plan.
- Facilitated development of Dysart Unified School District's first **long-term professional development plan**.
- Reviewed, refined, and implemented the Dysart Unified School District's **Instructional Coaching Program**.
- Revised and implemented Dysart's Instructional Coach **hiring process**.
- Facilitated development and delivery of Dysart Unified School District's early-release staff development program.
- **Designed format and procedures** for notifying Dysart teachers of the **calculation of their performance awards**.
- Collaborated with the Instructional Technology department to **develop and implement Dysart's online professional development registration system**.
- Led development of Cartwright School District's first **Curriculum Management Plan**.
- Facilitated **Advisory Council and Steering Committee Meetings** for the Dysart Unified School District and Cartwright Elementary School District.
- **Managed curriculum budget** for Cartwright School District and **Career Ladder budget** for Dysart Unified School District.
- **Provided training and support** for Dysart and Cartwright teachers and principals on **how to use data to inform instruction**.
- Conducted **inter-rater reliability training** for Dysart principals.
- **Conducted training** for Dysart instructional coaches on **teacher evaluation systems**.
- Led development of **coherent and clearly articulated scope and sequence documents** for Cartwright School District.
- Designed structure for **online curriculum database** to house the Cartwright School District's curriculum documents.
- Developed and Implemented **Dysart's Program Evaluation Plan**.
- Designed and implemented the process for **ongoing curriculum work** in the Cartwright School District.
- Facilitated development of **effective school improvement plans** and provided support for schools in the school development process.
- Led development of **benchmark assessments**. Constructed test blueprints, wrote test items, created and trained a cadre of teachers to write assessment items for the Cartwright School District.
- Created the means to **collect walk-through visitation data** with the use of a handheld computer; set up pilot program for administrators to test the process; **supported administrators** as they learned the process.
- Implemented Cartwright School District's newly adopted **Curriculum Development Cycle**, incorporating staff development and program evaluation as embedded processes within the structure.

PUBLICATIONS

- “Focus, Feedback, Follow-Through: Professional Development Basics Guide District’s Plan,” *Journal of Staff Development*, 2009
- “You Changed My Mind About Triangles!,” in *Teachers Engaged in Research: Inquiry Into Mathematics Classrooms, Prekindergarten-Grade 2*, 2006
- *The Relationship Between Teacher Career Ladder Participation Levels and Student SAchievement in an Arizona School District*, unpublished doctoral dissertation, Arizona State University, 2007

CONFERENCE PRESENTATIONS

- *Essential Elements of Change: Focus On Teacher Evaluation*, Governing Board Symposium, 2011
- *Supporting High Quality Implementation*, Arizona Department of Education Professional Development Leadership Academy, 2010
- *Professional Learning 101: Provide Teachers with Specific Feedback*, National Staff Development Council Annual Conference, 2009
- *Changing Classroom Practice Through Instructional Dialogue*, National School Board Technology and Learning Conference, 2004
- *Number Sense for the Primary Grades*, Arizona Association for Mathematics Conference, 2001

INSTRUCTOR

- Dysart Facilitator Cadre Instructor, 2008-2009
- Cognitively Guided Instruction Level 2 Academy, 30 hours, 2001
- Beginning Educator Support Team Mentor Teacher Seminars, 16 hours, 2000
- Cartwright Standards Academy, 30 hours, 2000
- Cognitively Guided Instruction: Level 3, 30 hours, 1999
- Level 1 Science Academy, 15 hours, 1999
- Earth Materials Academy, 15 hours, 1999
- Hands-On Math Academy, 15 hours, 1999
- Geometry and Measurement Academy, 15 hours, 1999
- Cognitively Guided Instruction, 30 hours, 1999
- ESL Cognitively Guided Instruction, 75 hours, 1998
- Level 1 Hands-on-Math, 45 hours, 1998

Lori Shough, Ed.D.

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Education

Arizona State University, May 2010 • Doctoral Degree in Educational Leadership and Innovation, 3.85 G.P.A., Dissertation- Standards-Based Teacher Evaluation: A tool for professional development

Northern Arizona University, December 1992 • Masters Degree in Educational Leadership, 4.0 G.P.A.

University of Arizona, May 1985 • Bachelor of Arts in Elementary Education, Graduated with Distinction, 3.63 G.P.A.

Certificates

Secondary 7-12 Teaching, English • Principal • Superintendent

Administrative Experience

Assistant Superintendent for Education Innovation, Maricopa County Education Service Agency; Phoenix, Arizona – 2011 - Present

Provides leadership for Maricopa County Education Service Agency (MCESA) as one of five state Regional Centers to provide services and support to districts and charter school organizations on new legislation and state-wide initiatives. Collaborates with the Governor's Office of Education Innovation, the Arizona Department of Education, and other Regional Center leads to develop and implement state-wide strategic planning for Arizona's Race to the Top grant and Common Core Standards implementation. Designs and implements systemic professional development for teachers, principals, and district leaders in alignment to Common Core Standards and district performance management systems to improve student achievement for 58,000 students in Maricopa County. Coordinates MCESA staff, district partners, and vendors to develop and field test assessments in the non-tested content areas for use as a measure of academic progress in educator evaluations. Designs and revises principal and instructional coach evaluation observation rubrics as part of a human capital management system.

Assistant Superintendent for Curriculum and Instruction, Glendale Elementary School District; Glendale, Arizona; 2008 – 2011

Instructional Leadership

Together, with teachers and administrators, increased the percent of students meeting or exceeding the standard on state-wide AIMS 3rd-8th grade reading by 7% from SY2008 to SY2010. Implemented a district consolidated plan resulting in a change from 5 schools making AYP and 12 schools not making AYP in SY2009 to 12 schools making AYP and 5 schools not making AYP in SY2010. Together, with teachers and administrators, reclassified 21% of approximately 2,400 ELLs to proficient in SY2010. Provided on-going instructional leadership development and site-level support to administrators.

Department Leadership

Supervised Curriculum and Instruction Services department with the following accomplishments:

- development of an on-line unit plan warehouse, pacing and lesson planning guides, benchmark assessments, and standards-based teacher evaluation system
- training for all ELL teachers in language acquisition methodologies, K-8 teachers in expository comprehension, K-3 teachers in decoding skills, and administrators in threat assessment
- new programming for inclusion and co-teaching models, a two-year teacher induction program, implementation of an alternative school, and district-wide prevention specialists

Leadership Facilitation and Community Connectedness

Facilitated district-wide committees of teachers, administrators, and community members for Performance Pay, Reporting Student Progress, Teacher Evaluation, and Local Education Agency consolidated strategic planning. Participated in the Superintendent's Advisory Council, District Boundary Committee, Parent Advisory Council, Cabinet meetings with the Glendale Education Association, Budget Advisory Committee, and served as the Arizona State University Teacher Incentive Fund Grant liaison.

Assistant Superintendent for Academic Services, Pendergast Elementary School District; Phoenix, Arizona; 2007 – 2008

Supervised the Academic Services department and developed new curriculum models. Facilitated revisions to the District's career ladder program. Restructured Title I, Title II, Group B Weight, and Career Ladder budgets to improve compliance and program effectiveness. Facilitated working committees to study standards-based grading, models for new ELL legislation requirements, and science textbook adoption. Implemented a district-wide standards-based teacher evaluation instrument. Facilitated a teacher evaluation committee. Developed and delivered differentiated professional development for new and continuing school leaders.

Administrator for K-12 Academic Services, Peoria Unified School District; Peoria, Arizona; 2005 – 2007

Supervised 14 schools: 11 elementary schools and 3 high schools with responsibilities for operations, personnel, leadership development, budget, community, and principal evaluations. Planned and delivered induction principal trainings and monthly instructional leadership training and coaching. Delivered clinical supervision, cooperative learning, instructional conferencing, and year-long school goal and professional development planning training to administrators with job-embedded follow-up coaching. Co-facilitated boundary meetings for a new elementary and a new high school and supervised principals in the planning for the new schools. Facilitated committees for equity standards in special areas for programming needs, budget savings, and staffing recommendations. Facilitated high school student handbook revisions to comply with state statute and board policy. Served on Superintendent's Council.

Principal, Desert Harbor Elementary School, Peoria Unified School District; Peoria, Arizona; 2002 – 2005

Increased accessibility to school through changes to school operating procedures, partnership with PTO leadership, and transparency with budget, goals, and shared decision making. Increased parent participation and communication through school website, weekly e-news to parents, monthly newsletters, site council, PTO membership, parent portal, recognition, parent/student learning events, and expanded volunteer opportunities. Provided focused staff development aligned to school goals within job-embedded results-driven vertical and horizontal teams. Initiated coaching cycles aligned to PD with monitoring for effectiveness. Expanded the Wildlife Habitat for inquiry science through additional grants and donations to include an amphitheater, desert tortoise pen, endangered fish, and a Habitat Expo of student-led workshops and docent tours for students and guests. Partnered with the Kennedy Center for the Arts to pilot "changing Education through the Arts" integration of core subjects and the arts to increase student achievement.

Executive Assistant to the Superintendent for Partnerships and Development, Peoria Unified School District; Peoria, Arizona; 2000 – 2002

Revitalized the Peoria Educational Enrichment Foundation 501c(3) through development of website, revision of board by-laws, recruitment of board members, audits of financial records, and initiation of the Against All Odds scholarship awards program with established annual funders. Developed a district-wide grants development and management protocol. Provided leadership with the District's override election and district Town Hall.

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Assistant Principal, Desert Harbor Elementary School, Peoria Unified School District; Peoria, Arizona; 1995-2000

Acquired public donations and grant awards totaling over \$125,000 to construct a one-acre wild life habitat. Developed curricular materials and training for environmental inquiry-based science education. Established partnerships with ASU, Desert Botanical Gardens, Phoenix Zoo, Arizona Department of Game and Fish, and the City of Peoria. The Wildlife Habitat program was honored with the Westmarc Award and the Valley Forward Crescord a Award for Environmental Excellence in Education.

Instructional Program Specialist, Peoria High School, Peoria Unified School District; Peoria, Arizona; 1992-1995

Provided professional development for outcome-based education, performance-based assessments and rubric development. Provided high school instructional coaching. Taught district induction and cooperative learning workshops and Spalding 1 courses. Facilitated district K-12 social studies, arts, and library media specialist curriculum committees.

7-12 Language Arts Teacher, Peoria Unified School District; Peoria, Arizona; 1985-1992 & 1997-1998

Designed and piloted an integrated, team-taught language arts block for Chapter 1, English language learners, and special education students scoring below the 25th percentile on norm-referenced tests resulting in an average of 9.3 NCE gain in achievement on the Iowa Test of Basic Skills. The language arts block program was nominated for the Golden Bell award and was replicated at other high schools throughout the district. Participated on committees to develop district criterion-referenced tests, and HS English curriculum.

References

Don Covey, Ed.D., Maricopa County School Superintendent, 602.361.8371

Jack Erb, Ed.D., Peoria Unified School District Superintendent, ret., 623.512.2200

Kevin Hegarty, Glendale Elementary School District Deputy Superintendent, 602.723.8317

Sandy Johnson, Ed.D., Glendale Elementary School District Superintendent, 602.354.6169

Marc Kuffner

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- Multi-tasked and flexible with the ability to visualize total operations, develop and implement the policies and programs necessary to achieve most effective improvements.
- Highly organized, analytical, detail-oriented, creative and resourceful.
- Incorporate an open-door, hands-on leadership style conducive to staff loyalty, maximum productivity and low turnover.
- Encourage and assist with individual development and advancement; Lead By Example.
- Goal and profit-oriented. Set and maintain high personal and performance standards.
- Conscientious attention to detail and precise follow through contribute to prompt, knowledgeable troubleshooting, decision-making and problem resolution.
- Strong interpersonal and communication skills. Positively and productively interact with others at all levels. Present recommendations and proposals in an influential manner; instruction and direction in a concise, understandable fashion.
- Proven professional offering solid record of dependability, motivation, and commitment. Voluntarily put forth whatever efforts necessary to achieve bottom-line results, goals and objectives.

MARC KUFFNER

PROFESSIONAL OVERVIEW:

10/2009 – Current **Assistant Superintendent for Economic Management and Consulting**
Maricopa County Education Service Agency, Maricopa County, Arizona

Provide leadership and guidance to the Arizona Education community focusing on increasing student achievement. Ensure prudent administration of financial and technological affairs on behalf of County School Districts and Charter Schools whose cumulative budget is over \$5 billion in both revenue and expenditure. Develop, prepare and present short term and long range financial, strategic and tactical plans. Analyze and interpret financial and operational data for school districts and support groups. Work directly with Legislators, Superintendents and Governing Board Members establishing policies and procedures to improve student achievement.

- Coordinate Tax Rate Setting Recommendations.
- Analyze fiscal impact of proposed legislation, rules, mandates and policies.

08/2007 – 10/2009 **Management and Budget Supervisor**
Office of Management and Budget, Maricopa County, Arizona

Develop innovative solutions to provide resources that enable Departments to carry out the Maricopa County mission. Recommend improvements and modifications in order to implement cost-effective solutions that meet current and future County requirements. Prepare various reports on operations and activities utilized for long and short term strategic decision making. Coordinate with departments on strategic planning, monitoring, reporting and evaluation of activity results and other performance measures. Close coordination with technology group on enterprise solutions. Complete special projects as requested.

- Provided financial analysis for ADP cost and Implementation.
- Worked closely with Departments to Analyze the County's Capital Improvement Program and recommendations for funding.
- Participate and lead formal and informal reviews of County-wide policies and procedures resulting in changes approved by the County Board of Supervisors.

12/2004 – 08/2007 **Management and Budget Analyst**
Office of Management and Budget, Maricopa County, Arizona

Preparation and budgetary oversight for 12 assigned departments whose cumulative departmental budget exceeds \$68 million in fiscal year 2007. Developed and maintain Excel models to analyze and forecast department budgets. Coordinate with departments on strategic planning, monitoring, reporting and evaluation of activity results and other performance measures. Close coordination with technology group on enterprise solutions. Complete special projects as requested.

- Successful implementation of Equipment Services business plan.
- Worked closely with the Environmental Services department on new fee structure and corresponding budget adjustments.
- Reviewed new program plans and funding requests for all assigned departments. In-depth analysis of Results Initiative Requests for Air Quality, Chief Information Officer, Emergency Management and Clerk of the Board.

06/2002 – 10/2004 **West Coast Regional Director**
Mesa Air Group, Inc., Phoenix, Arizona

Manage daily operational, financial and contractual requirements for 22 employee operated America West Express stations with over 300 employees. Lead liaison for 34 main line America West service locations that handle express operations. Budget and analysis responsibility of \$24.5 million encompassing all Express operations in the America West system. Support Sr. Management with financial analysis for controlling operations with strategic decision making. Assist with the development, preparation and presentation of both short term and long range financial and operational planning. Analyze and interpret financial and operational data for Sr. Management and support groups. Participate in the preparation of annual financial plans. Provide Sr. Management with budgeting and financial modeling, trend analysis and variance reporting. Monitor, manage and analyze internal audits and reviews to ensure contract, budget and regulatory compliance. Work directly with airport managers, FAA and TSA to conform to proper airport and security measures. Work directly with Human Resources establishing policies and procedures to enhance employee development and advancement.

- Project Manager and station financial analysis for the implementation of Freedom Airlines, a Mesa subsidiary.
- Project Manager and station financial analysis for the implementation of United Express operations in Denver, CO. Handled staffing, training, equipment, and regulatory compliance for startup service.
- Reduction in headcount and \$75,000 per month gaining efficiencies implementing new staffing requirements and FAA manual changes.
- Developed the "Sen'STIONal" performance measurement tool creating positive challenges in similar size stations.

05/1998 - 06/2002 **ALLIANCE OPERATIONS MANAGER**
Alliance Operations, America West Airlines, Tempe, Arizona

Project Manager for successful design and implementation of a data collection program for all codeshare partners operating as America West Express. Created reporting standards based on this data for statistical purposes. Provide Sr. Management with budgeting and financial modeling, trend analysis and variance reporting. Lead teams for station openings and closings including Express stations and America West markets served by codeshare partners. Work directly with airport managers and FAA to conform to proper airport measures.

- Project Manager for the implementation of Chautauqua Airlines as an America West codeshare partner.
- Support field stations with all operating needs including, but not limited to, ground equipment and training.
- Analyze and recommend capital expenditures for field stations.

05/1998 - 06/2002 **SENIOR FINANCE AND PROCEDURE ANALYST**
Accounting Systems / Procedures and Methods, America West Airlines,
Tempe, Arizona

Successfully designed, implemented and integrated automation procedures for labor- intensive methodologies within all revenue accounting operations. Work as liaison with seven revenue accounting departments for the preparation of capital and operational budgets for six cost centers and over 200 employees. Monitor accounts payable and accounts receivable, plus conduct interline station audits for 91 stations. Provide computer network system troubleshooting and support.

- Project Manager for design, purchase and implementation of "Imaging System" for Revenue Accounting Department.
- Selected as trainer for Microsoft PC applications as a result of recognized computer operations proficiency.

03/1995 – 05/1998 - **BUSINESS MANAGER**, Roto-Rooter, Phoenix, Arizona

Profitably directed all areas of operations for this fast-paced, high-volume service company providing scheduled and emergency plumbing services to over 500 major accounts. Conducted large volume customer service including preparation of bids,- proposals, and municipal contract negotiations with the City of Phoenix. Performed accounts payable and accounts receivable, fleet management, inventory and purchasing duties. Conducted scheduling, supervision, and payroll functions for up to 50 employees. Maintained lowest turnover rate of 28 company branches.

- Recognized for achieving 50% growth in revenues and 14.5% increase in profits.

Additional Experience includes positions as Assistant Restaurant GM for Taco Bell, Assistant Legal Administrator for a law firm and customer support for an insurance software company.

EDUCATION:

Master of Business Administration: March 2000
University of Phoenix, Arizona

Bachelor of Science: Management, Concentration: Accounting. May 1992
Bentley College, Waltham, Massachusetts

COMPUTER SKILLS:

Computer Literacy: Windows NT/XP/Vista | Microsoft Office Suite, Project, Visual Basic | Corel | Novell | WordPerfect | Oracle | PeopleSoft | Advantage | Business Objects | Internet research | E-mail | Cognos and customized software applications.

Focus

Experienced in providing leadership, management, and evaluation of effective and efficient implementation of interconnected systems to develop highly skilled and exceptionally effective school and district leaders. Knowledgeable at creating and implementing strategic plans, professional development, and performance-based management systems to ensure increased student academic progress, achievement, and success through implementation of highly effective instruction and challenging curriculum. Exceptional proficiency in developing and implementing mission-based advancement strategies, establishing and expanding organizational identity, planning innovative programs and events, communicating effectively with constituent groups, and leading organizational change.

Education

Ed.D. Educational Leadership Arizona State University, 1995
M.A. Counseling and Psychology University of Pacific 1980
B.A. Liberal Studies University of Pacific 1979

Experience

Administrator Maricopa County Education Service Agency, Phoenix, AZ 2011 to present

- Responsible and accountable for developing highly skilled and exceptionally effective school and district leaders. Oversee the day-to-day operations and provide leadership in coordinating all of the activities associated with the Rewarding Excellence in Instruction and Leadership (REIL) program implemented in alliance districts. Chief spokesperson for the program, successfully communicating the mission and services to all external and internal audiences.

CEO Jess Schwartz College Prep, Scottsdale, AZ 2003-2011

- Responsible and accountable for increasing student academic progress, achievement, and success by elevating the professional performance of principals and teachers and through implementation of highly effective instruction and challenging curriculum. Provide leadership, management, evaluation, and implementation of interconnected systems to develop highly skilled and effective upper and lower school principals. Facilitate the successful operation and administration of all aspects of the organization including strategic vision and planning, financial management, fundraising activities, budgeting, staff and independent consultant supervision, human relations, program development oversight, resource development, public relations, marketing and communications, and board relations. Chief spokesperson for the school, successfully communicating the mission and services to all external and internal audiences.

Head of School Interim Tesseract School, Paradise Valley, AZ 2002-2003

- Responsible and accountable for leading the organizational change process and successful transition from prior beloved head of school to the new, unknown head of school.

Demonstrated exceptional ability to build a shared vision, foster development of group goals, and communicate high performance expectations.

Professional Development Consultant Self Employed Scottsdale, AZ 1999-2002

- Consultant for district and individual school teams on strategies for improving student achievement by elevating the professional performance of teachers and leaders. Utilized effective and respectful communication skills with a wide range of constituents. Highly successful in my ability to network, develop, and maintain relationships within the communities served.

Assistant Superintendent Cave Creek School District Cave Creek, AZ 1996-1999

- Responsible and accountable for improving student achievement by elevating the professional performance of teachers and leaders within the district. Led the successful operation and administration of all aspects of the District's curriculum, instruction, and assessment including strategic vision and planning. Built collaborative cultures, structured our organization for success, and connected with other service agencies to increase instructional leadership capacity.

Principal Cave Creek School District Cave Creek, AZ 1993-1996

- Responsible and accountable for improving student achievement by elevating the professional performance of teachers and leaders within my school. Led the successful operation and administration of all aspects of the School through a mission-driven focus. In charge of financial management, budgeting, staff and independent consultant supervision, human relations, program development oversight, resource development, public relations, marketing, and communications. Moved to an accelerated school model that measurably increased student achievement.

Assistant Principal / Counselor Cave Creek School District Cave Creek, AZ 1992-1993

- Assisted the Principal in the successful operation and administration of all aspects of the School, including improving student achievement by elevating the professional performance of teachers and leaders. Noted for my integrity, strong work ethic, and demonstrated leadership qualities.

Special Education Teacher Cave Creek School District Cave Creek, AZ 1987-1992

- Assisted the School in the successful operation and administration of all aspects of the School's special education programs and services. Most remembered for creating a successful inclusionary buddy program for special education and non special education students.

Special Education Teacher Deer Valley School District Phoenix, AZ 1986-1987

- Noted for my integrity, strong work ethic, and demonstrated leadership qualities.

Special Education Teacher Gavilan Community College Gilroy, CA 1980-1986

- Assisted the college in the successful operation and administration of all aspects of a resource learning center for learning disabled students and of a vocational training center for students with severe challenges. Noted for my integrity, strong work ethic, and demonstrated leadership qualities.

Certificates, Licenses and Special Training

Arizona Superintendent, Principal, and Teaching Certificates K-12

Arizona Special Education and Structured English Immersion Endorsement

Arizona Fingerprint Clearance Card and Basic First Aid and CPR Training
Arizona Charter Schools Association Charter Starter Program Training
Arizona Association of Fundraising Professionals Training and Workshops
Essential Elements of Instruction and Classroom Management: Trainer of Trainers
Career Ladder Program: founding committee member Cave Creek Unified School District
McDowell Sonoran Conservancy Steward

Curriculum Vitae
SUSAN Hääg, Ph.D.

M.A. Cognitive Science, Psychology, Arizona State University, Tempe, AZ, 2009
Ph.D. Education Leadership, Policy, Arizona State University, Tempe, Arizona
M.Ed. Psychology in Education, Instructional Technology (IT), ASU, Tempe, Arizona
B.A. Biological Sciences, Ohio State University, Kent State, Ohio

Director of Research and Evaluation, MCESA, spring 2011 – present

- Provide leadership in Research & Evaluation resource planning and management
- Partner with administrators in the development, administration, and evaluation of PK-12 educational programs, services, and projects and related research, evaluation, assessment, program review, and student learning
- Collaborate with relevant staff to develop grants, programs, and evidence for the assessment and improvement of educational programs; facilitate grant planning initiatives, including the development of grant goals/evaluation

Director of Research and Evaluation, CRESMET; Center for Research on Science, Math, Engineering, Technology

Assistant Vice Provost STEM Initiatives and Education, ASU, Tempe, Arizona, Fall 2008- 2011

- Provide leadership in Research & Evaluation resource planning and management
- Partner with teachers and administrators in the development, administration, and evaluation of PK-20 STEM educational programs, services, and projects and related assessment, program review, and student learning
- Collaborate with relevant faculty to develop grants, programs, analyses and evidence for the assessment and improvement of PK-20 STEM educational programs; facilitate grant planning initiatives, including the development of grant goals, objectives, evaluation, and activities; provide monitoring and oversight
- Develop and facilitate professional development for teachers on how to employ data to inform and improve instruction
- Direct STEM grant writing, evaluation design, and implementation (experimental and quasi-experimental design)
- Evaluate professional development programs that ensure teachers acquire critical knowledge and skills to certify as highly qualified and effective professionals (science, mathematics, technology)
- Provide leadership in STEM research, development, and evaluation
- Build a strong STEM education line of research; Provide collaborative facilitation and service
- Engage in leadership within the University and with local, regional, and national STEM professional organizations
- Disseminate, present data results to internal and external constituencies, serving as primary liaison on projects
- Engage in outreach/leadership within the University and with local and national professional organizations
- Develop comprehensive strategic initiatives involving data analysis in PK-20 STEM programs
- Create management and data systems in collaboration with teachers, staff, and federal and state program directors that enable informed decisions, to report progress, and measure success
- Monitor and interpret data and trends, assesses PK-20 STEM student and community needs; assist institutions in the creation and acquisition of summative and formative assessments
- Perform applied research including analytical and statistical studies; collect and analyze data, interpret trends

Director Research, Evaluation, Assessment School of Engineering, ASU, Tempe, Arizona, April 1998-fall 2008

- Conduct research on methods to support the educational mission and goals; direct Assessment/accreditation activities for data design and development of science, technology, engineering instruments and research methods
- Develop, implement, evaluate, and manage funded research projects (STEM)
- Working with faculty, and administrators develop and implement a comprehensive program evaluation system to include both curriculum evaluation, student learning assessment (including assessment of competencies)
- Lead assessment for accreditation (10 colleges); directs assessment of current student outcomes and alumni working in industry; Provide leadership to faculty, administration, industry members; Review departmental accreditation plans and direct recommendations; develop and conduct faculty, industry workshops on accreditation/ assessment
- Design methods on curricular evaluation and student assessment and compile data for tracking and policy making
- Collaborate with faculty to develop analyses/evidence for the assessment of educational programs
- Develop systems to regularly review curricular content and draft reports to convey that data
- Perform applied research including analytical and statistical studies; collect and analyze data, interpret trends
- Oversee and conduct internal surveys, including survey design, administration, analysis, and report
- Oversee and refine regularly administered data gathering instruments (surveys, questionnaires, rubrics).
- Provide summary reports of student performance outcomes and comparative data

Grants: NSF (I3) Innovation through Institutional Integration, professional development-middle school teachers to become highly qualified in science and mathematics, award **\$1.3M**, (9/15/2009-8/31/2014)

MSP, Mathematics Modeling Partnership: Preparing urban teachers for math & science, Amount \$500K; (7/2009- 11/2011)

NSF ERC, QESST, Quantum Energy & Sustainable Solar Technologies, 12-2010 through 2020, **\$18.5M**

NSF SMP Science Master's Program "Solar Energy Engineering & Commercialization" \$500K;(7/1/2010 – 6/30/2013)

DRK-12 Embodied Learning, \$970K, (10/2010- 9-2015)

IEECI #0836040, Partnership Pipeline for Engineering Education, Engaging Middle school students, **\$99K**, (1/2009- 12/31/2012)

- Haag, S.** (2011). Effects of vision and haptics on categorizing common objects. *Cognitive Processing*, 12(1), Online First 18 August, [COGNITIVE PROCESSING DOI: 10.1007/s10337-010-0359-5](https://doi.org/10.1007/s10337-010-0359-5)
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- Pasqualetti, M., & Haag, S.** (2011). A solar economy in the American southwest: Critical next steps. *Energy Policy*, 3(2), 887-893.
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- Haag, S., Megowan, C. & Tobias, S.** (2011). Girls and mathematics: Reflections on Motivation, Self-efficacy, and Resilience. *Journal of Women and Minorities in Science and Engineering (in press)*.
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- Dietrich, S.W., Urban, S., & Haag, S.** (2008). Developing advanced courses for engineering undergraduates: A case study in databases. *IEEE Transactions in Education*, 51(1), 138-144.
- Dietrich, S., Haag, S. & Folkestad, L.** (2008). Quality-Based Assessment of Papers and Projects in Computer Science. *Journal of Computing in Small Colleges*, 23(3), p. 16-22.
- Haag, S., Hubcie, N., Garcia, A., & McBeath, K.** (2007). Engineering undergraduate attrition and contributing factors. *Journal of Engineering Education*, 23(5), 829- 940.
- Spanias, A., Huang, A. Natarajan, R. Ferzli, H. Kwon, V. Atti, V. Berisha, K. Tsakalis, S. Haag,** (2007). Interfacing Java-DSP with a TI DSK, *ASEE Computers in Education Journal*, 17(3), 27-35,
- Haag, S., Guilbeau, E., and Goble, W.** (2006). Assessing engineering internship efficacy. *Annals of Research on Engineering Education (AREEonline.org)*.
- Haag, S, Folkestad, L.A., & Dietrich, S.W.** (2004). Faculty Incentives and Development for Online Learning. In G. Glass & V. Charalambos (Eds.), *Current Perspectives on Applied Information Technologies*.
- Haag, S. & Smith, M.L,** (2002). The Possibility of Reform: Politics in higher education. *Education Policy Analysis Archives*, 10(20).
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- Sutton, L. A. & Haag, S.** (2001). *Building success online: A faculty toolkit*. Phoenix, AZ: Aspen Research.
- Crooks, S.M. & Haag, S.G.** (1999). Evaluating a community college honors program: Perceptions of effectiveness and value. *Community College Journal of Research and Practice*, 18(5), 485-497.

Selected Published Conference Proceedings	<p>Middleton, J., Haag, S., & Toncheff, M. (2011). High School Teachers' mathematical knowledge for teaching discrete mathematics. NCTM.</p> <p>Middleton, J., Haag, S., & Toncheff, M. (2010). Mathematics Modeling Partnership: Preparing Urban teachers for implementing college and work readiness standards. Math-Science Partnership Conference, San Diego, CA. February 2010.</p> <p>Haag, S. (2008). <i>Assessment to impact engineering retention</i>. ICEE Conference, Coimbra, Portugal.</p> <p>Hackett, G., Spencer, D., Haag, S. & Horan, J. (2008). <i>STEM Pipeline across social contexts: Barriers and supports to girls entering STEM careers</i>. AERA 2008, New York, NY, USA.</p> <p>Fouad, N., Hackett, G., & Haag, S. (2007). <i>Predictors of Science, Technology, Engineering, Math (STEM) Involvement</i>. American Psychological Association (APA), August 17, 2007, San Francisco, CA.</p> <p>Newell, D., Vance, K., Haag, S., Roedel, R. (2005). Center for Engineering Diversity and Retention; A study of persistence and graduation rates for participating and exiting engineering students. WEPAN, 2005, Las Vegas, Nevada.</p> <p>Spanias, A., Atti, V., Bodreaux-Bartels, R., F., Chilimula, R., & Haag, S. (2005). <i>Multi-university development and dissemination of online laboratories in probability theory, signals and systems, and multimedia computing</i>. FIE, 2005.</p> <p>Fletcher, S., Newell, D. Haag, & Roedel, R. (2005). <i>Bridging the gender gap: Six years of success</i>. ASEE, June 2005.</p> <p>Haag, S. and Corbin, T. (2005). <i>Assessing Corporate Reinvestment in Engineering Education: University-Industry Collaboration</i>. Paper presented at the INEER-ICEE 2005 conference, Gliwice, Poland, July 25, 2005.</p> <p>Haag, S., & Caso, R. (2003). Assessment Materials Addressing EC 2000 Program Outcomes. <i>International Conference on Engineering Education (ICEE)</i> July 21–25, 2003, Valencia, Spain.</p> <p>Pimmel, R., Caso, R., Haag, S., and Fowler, E., (2003). <i>A Structured Survey to Inventory EC 2000 Instructional Materials</i>. Frontiers in Education (FIE #1390), November 2003 in Boulder, Colorado.</p> <p>Haag, S., Caso, R., Fowler, E., and Pimmel, R. (2003). A systematic web and literature in Education (FIE #1418), Colorado.</p>		
Representative Works	<p>"Designing a Successful Online Course: An Online course," A five week online course designed to provide learners with knowledge and skill needed to design, develop, and evaluate online courses.</p>		
Honors and Activities	<p>Provost Freshman STEM Retention Improvement Committee 2005-2009 NSF Review Panel for Gender in Science and Engineering (GSE) May 20-21, 2006-2008 American Educational Research Association (AERA), Member; AERO member, FIE, ASEE member, AIR</p>		
Relevant Research Skills	<table border="0"> <tr> <td data-bbox="253 1241 919 1671"> <ul style="list-style-type: none"> • SPSS (statistical package for the social sciences) • NUD*IST (analytical package) • Microsoft Excel • Project Management/Word Processing Software: • Web design and IT: Dreamweaver • Design testing instruments for traditional & online learning • Develop and maintain diverse databases to support a research design assessing student outcomes to include performance of underrepresented populations [longitudinal • Develop and write institutional and program grant proposals • Disseminate research findings in scholarly journals, academic conferences, and electronic media • Develop faculty online short course and symposium • Professional development proposal writing-faculty; professional development: budget basics-faculty </td> <td data-bbox="935 1241 1492 1671"> <p>Research & Presentation skills:</p> <ul style="list-style-type: none"> • Quasi-Experimental Design for grants and projects: 11 years; Experimental Design: 5 years • Create data collection instruments and protocols • Conduct data analysis including coding raw data using databases and statistical software • Prepare oral, graphical, and written presentations • Design and deliver workshops for faculty/ industry • Analyze data and advise faculty on how results can be used to strengthen in-class & online instruction • Provide expertise in assessment, evaluation, and testing as required by internal/external agencies • Create workshops and develop written and online materials to familiarize instructors with research, assessment and evaluation processes and methods </td> </tr> </table>	<ul style="list-style-type: none"> • SPSS (statistical package for the social sciences) • NUD*IST (analytical package) • Microsoft Excel • Project Management/Word Processing Software: • Web design and IT: Dreamweaver • Design testing instruments for traditional & online learning • Develop and maintain diverse databases to support a research design assessing student outcomes to include performance of underrepresented populations [longitudinal • Develop and write institutional and program grant proposals • Disseminate research findings in scholarly journals, academic conferences, and electronic media • Develop faculty online short course and symposium • Professional development proposal writing-faculty; professional development: budget basics-faculty 	<p>Research & Presentation skills:</p> <ul style="list-style-type: none"> • Quasi-Experimental Design for grants and projects: 11 years; Experimental Design: 5 years • Create data collection instruments and protocols • Conduct data analysis including coding raw data using databases and statistical software • Prepare oral, graphical, and written presentations • Design and deliver workshops for faculty/ industry • Analyze data and advise faculty on how results can be used to strengthen in-class & online instruction • Provide expertise in assessment, evaluation, and testing as required by internal/external agencies • Create workshops and develop written and online materials to familiarize instructors with research, assessment and evaluation processes and methods
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Synergistic Activities			
Teaching Experience	<p>Arizona State University, Tempe, AZ 2006-2009 Introduction to Research Methods (Undergraduate); Mixed methods, Quantitative (Graduate) 2000- 2004: <i>Designing a Successful Online Course: An Online Mini-Course</i> for Arizona State University 1999- 2003, Assistant Professor: EDP 503, Advanced Research Methods, Graduate level</p>		
References	<table border="0"> <tr> <td data-bbox="253 1829 886 1940"> <p>Andre Valdez, Ph.D., Cognitive Neuroscience Barrow Neurological Institute, Phoenix, Arizona Adjunct Professor, Cognitive Psychology, ASU andre.valdez@gmail.com 480 212-6736</p> </td> <td data-bbox="902 1829 1492 1902"> <p>Jo Anne Vasquez, Ph.D. Helios Education Foundation [602] 381.2271</p> </td> </tr> </table>	<p>Andre Valdez, Ph.D., Cognitive Neuroscience Barrow Neurological Institute, Phoenix, Arizona Adjunct Professor, Cognitive Psychology, ASU andre.valdez@gmail.com 480 212-6736</p>	<p>Jo Anne Vasquez, Ph.D. Helios Education Foundation [602] 381.2271</p>
<p>Andre Valdez, Ph.D., Cognitive Neuroscience Barrow Neurological Institute, Phoenix, Arizona Adjunct Professor, Cognitive Psychology, ASU andre.valdez@gmail.com 480 212-6736</p>	<p>Jo Anne Vasquez, Ph.D. Helios Education Foundation [602] 381.2271</p>		

Laurie A. King

(b)(6)

Education/certification

- M.Ed., Educational Technology, NAU, Flagstaff, AZ, 2005
- M.Ed., Educational Leadership, NAU, Flagstaff, AZ, In progress
- BA, Elementary Education, Goshen College, Goshen, IN, 1994

Administrative and Leadership Experience

- Director of Innovative Practices,
Maricopa County Education Service Agency, Phoenix, AZ, 2009-Present
- Educational Technology Coordinator,
Dysart Unified School District, Surprise, AZ, 2005-2009
- Instructional Technology Coordinator,
Cartwright Elementary School District, Phoenix, AZ, 2002-2005
- Collaborative Peer Teacher,
Cartwright Elementary School District, Phoenix, AZ, 2000-2001
- Teacher on Assignment for Student Discipline, Davidson Elementary School
Cartwright Elementary School District, Phoenix, AZ, 2001-2002

Teaching Experience

- Third Grade Teacher, Davidson Elementary School
Cartwright Elementary School District, Phoenix, AZ, 1999-2000
- First Grade Teacher, Davidson Elementary School
Cartwright Elementary School District, Phoenix, AZ, 1998-1999
- Sixth Grade Teacher, Heatherbrae Elementary School
Cartwright Elementary School District, Phoenix, AZ, 1996-1998
- Fifth Grade Teacher, Heatherbrae Elementary School
Cartwright Elementary School District, Phoenix, AZ, 1995-1996

Notable Collaborative Innovations

- **Maricopa County Interactive Video Learning** (<http://1.usa.gov/fMZwO3>) –
September 1, 2010-present: Designed an innovative program to deliver standards-based STEM instruction to rural school districts through interactive video learning. Collaborated with experts from 4 different organizations including STEM content and pedagogical experts (Maricopa County Education Service Agency) and rural school teachers and principals (Mobile Elementary, Aguila Elementary, and Paloma Elementary School Districts) on the successful creation and delivery.
- **Arizona TEACH 21** (<https://www.ideal.azed.gov>) — August 1, 2010-December 31, 2010: Created the online professional development component of a three tiered strategy to inform, educate, and support Arizona teachers on the implementation of the 2009 Technology Standard. Collaborated with experts from 4 different organizations including

Technology Integration specialists (Arizona Statewide Instructional Technology Project), online learning experts (Arizona State University), graphic artists (FableVision), and content experts (Maricopa County Education Service Agency) on the conceptualization, creation, and successful implementation of the project.

- **Turning up the H.E.A.T. Summer Institute** (<http://bit.ly/fsdOj8>) - - June 2010: Conceptualized and designed a three-day professional learning institute for teachers in order to understand how to create interdisciplinary problem-based learning units by focusing on higher order thinking, engagement strategies, authentic learning, and technology (H.E.A.T.). Collaborated with experts from 6 different organizations including software engineers (Tech 4 Learning), a state-level technology professional organization (Arizona Technology Educators Association), public television content experts (PBS/Arizona School Services through Educational Technology), technology integration specialists (Arizona Statewide Instructional Technology Project), and content experts (Maricopa County Education Service Agency) on the successful implementation of the institute.
- **iPal, Longitudinal Data System** (<https://calendar.dysart.org/ipal/>) - June, 2008-October, 2009: Collaborated on the conceptualization, design, and creation of an integrated student information system, learning management system, assessment management system, professional development management system, and curriculum management system. Collaborated with experts in the areas of research and evaluation, student assessments, professional development, curriculum and instruction, instructional technology, and informational technology on the successful implementation of the product.
- **E3 Teacher Academy** (<http://bit.ly/gUDwic>) — July 2007-October, 2009: Conceptualized and collaboratively created a sixty-hour professional development opportunity for K12 teachers in order to understand and implemented problem-based learning. Collaborated with experts from 3 different organizations including pedagogical experts (INTEL Teach), technology integration specialists (Arizona Statewide Instructional Technology Project), and content experts (Dysart Educational Services) on the successful implementation of the academy.

Professional Activities

- Co-Chair, Arizona Technology Educators Association, West Valley Chapter, 2008-2009
- Chair, Re-designing library media centers for the 21st Century Committee, Dysart Unified School District, Surprise, AZ, 2007
- Member, Arizona Technology Educators Association Leadership Team, 2006-Present
- Chair, Technology Planning Committee, Dysart Unified School District, Surprise, AZ, 2005-present
- Member, Science Adoption Committee, Dysart Unified School District, Surprise, AZ, 2005-2006
- Member, Information Management Systems Advisory Council, Cartwright School District, Phoenix, AZ, 2002-2005
- Member, Strategic Planning Committee, Cartwright School District, Phoenix, AZ, 2004-2005

- Member, School-Wide Planning Committee, Davidson Elementary School, Cartwright School District, Phoenix, AZ, 2000-2001
- Chair, School Technology Planning Committee, Davidson Elementary School, Cartwright School District, Phoenix, AZ, 1999-2001

CANDACE C DIEHL

(b)(6)

Educational Administrator

Experience writing, supervising, and implementing professional development for principals, teachers, coaches, and educational assistants. Experience supervising curriculum development in mathematics, reading, writing, science, and social studies, and the arts. Experience as principal of excelling K-8 school of 1,400 students.

Professional Experience

GLENDALE ELEMENTARY SCHOOL DISTRICT – GLENDALE, AZ

2008 to 2011

Interim Assistant Superintendent of Academic Services

Joe Quintana, Superintendent

Director of Curriculum and Instruction Department

Lori Shough, Assist Superintendent

Key Results:

- Trained principals on instructional conferencing and developing Continuous improvement Plans (CIP).
- Developed curriculum model and documents for mathematics, reading, writing, science, social studies, technology, art, music, and P.E.
- Trained and implemented a proactive, focused model for Achievement Advisors to fully support local school Leadership Team.
- Developed evaluation addendum and performance pay requirements for Achievement Advisors.
- Developed and implemented an Induction Program for 120+ new teachers per year aligned with Standards-based Evaluation Instrument.
- Recruited, trained, and implemented system to facilitate mentoring through grade level and content model teachers
- Supervised Professional Development Academy including 32 instruction and content summer, after school, and District All-day release workshops.

PEORIA UNIFIED SCHOOL DISTRICT, COYOTE HILLS ELEMENTARY SCHOOL – PEORIA, AZ

2005 to 2008

Principal

Key Results:

- Managed faculty and staff of 100 and student population of 1,400.
- Facilitated staff in moving from Highly Performing to Excelling with highest writing scores in district.
- Worked with cluster principals to provide differentiated professional development for teachers.

PEORIA UNIFIED SCHOOL DISTRICT, COYOTE HILLS ELEMENTARY SCHOOL – PEORIA, AZ

2000 to 2005

Instructional Program Specialist

Supervisor, Larry Deignan

Key Results:

- Provided content and instructional coaching for 140+ teachers during a 5 year period.
- Taught induction workshops for new teachers and reading, writing, and unit development workshops for experienced teachers.
- Facilitated curriculum committee in language arts and science for development of district curriculum documents.
- Served on textbook selection committees for reading and math adoptions.

**PEORIA UNIFIED SCHOOL DISTRICT, COYOTE HILLS ELEMENTARY
SCHOOL – PEORIA, AZ**

1993 to 2000

7/8 Gifted Teacher, 5th Grade, and Kindergarten Teacher

Supervisor, Bonnie Apperson

Key Results:

- Developed integrated curriculum units for gifted humanities classes.
- Applied for and received grants for video production, art, and school reading incentive program.
- Facilitated application of sentence and essay development with specific writing strategies.
- Presented staff development for teachers during professional development days and classes at Ottawa University.

SPALDING EDUCATION FOUNDATION – PHOENIX, AZ

1987 to 1993

Director of Teacher Instruction

Supervisor, Dr. Mary North

Key Results:

- Editorial committee for *The Writing Road to Reading, Edition 4* and co-authored courses and materials for teachers with the Director of Research.
- Supervised certification process of Spalding Instructors through course work, classroom application, and student teaching.
- Contributed to the Board of Directors of the Foundation to promote the reading method and facilitate training of instructors.
- Consultant and Spalding Instructor for schools, classrooms, and administrators in Arizona, Texas, New Mexico, and Louisiana as well as model teacher for instructional methodology.

PEORIA UNIFIED SCHOOL DISTRICT – PEORIA, AZ

1986 to 1993

Kindergarten – 3rd Grade Coordinator

Supervisor, Mr. Norm Wilson

Key Results:

- Support Director of Curriculum and Instruction with development of math and reading curriculum.
- Model effective instructional practices in all K-3rd grade classrooms in 10 schools.
- Facilitate textbook adoptions, develop district assessments for reading and math, facilitate testing protocol and research, and manage district budget for K-3 teachers and classrooms.
- Provide professional development for K-3 teachers, Language Arts Resource Teachers, Instructional Assistants, and principals in curriculum content and instruction.

PEORIA UNIFIED SCHOOL DISTRICT – PEORIA, AZ

1980 to 1986

1st and 3rd Grade Teacher

BULLITT COUNTY SCHOOL DISTRICT – SHEPHERDSVILLE, KY

1977 to 1980

1st and Kindergarten Teacher

Education

Principal Certification, Northern Arizona University, 1992

Master's of Education, Reading Specialist, University of Louisville, Kentucky, 2000

Bachelor of Science in Elementary Education, Grand Canyon University, 1976

Aprille Slutsky

(b)(6)

Energetic, hard working, and highly motivated public relations professional seeking a position that will provide the opportunity to assist an organization with media and outreach strategies. Strong project management skills from concept to implementation. Highly organized with supervisory experience. Excels in the creation and execution of special events, fundraisers, advertising and cause marketing campaigns. Excellent media contacts with extensive experience in pro-active and crisis media relations.

Professional Experience

Maricopa County Education Service Agency Current

Marketing and Communications Administrator

- Design, develop, and evaluate effectiveness of a comprehensive marketing and communications plans.
- Monitor and manages online presence, including the agency website and social media platforms.
- Monitor, manage and adjust processes and protocols for branding and communication to ensure that MCESA presents consistent and unified messages that serve to connect the agency's programs and services in the minds of our staff, customers, partners and stakeholders.
- Coordinate communications with other agencies, alliance partners and community organizations.
- Assist the County Superintendent in development and implementation of governmental/public affairs strategies that develop informed leaders who shape policy.
- Spokesperson for all media, public, and governmental inquires;
- Create, review, and manage all published information, materials and presentations (includes press releases, articles, literature, newsletter, and annual report);
- Create, coordinate and oversee special events.

Maricopa County Animal Care and Control 2007 - 2012

Public Information Officer

- Spokesperson for all media, public, and governmental inquires;
- Create, review, and manage all published information, materials and presentations (includes press releases, articles, literature, newsletter, and annual report);
- Manage the creation, design and content of website;
- Create and execute communication strategies;
- Consult with Executive Staff on crisis communication issues;
- Develop and manage agency consultants to implement major public service, media, and advertising campaigns, marketing programs and special projects;
- Implement proactive approaches to making MCACC messages, including adoption, spay/neuter, volunteerism, and public safety more accessible to the public and;
- Create, coordinate and oversee special events.

State of Arizona, DES

2005 - 2007

Video Production Specialist

- Directed the creation of informative, educational videos for Department of Economic Security (DES) programs showcasing services;
- Researched, wrote and edited communications to meet the community's needs;
- Managed monthly statistics and reporting tools and;
- Organized and executed outreach events to inform the public of programs and services.

Chandler Unified School District

2002 - 2005

Producer

- Wrote and produced educational programming for school district and city;
- Created and managed special events that promoted district and its programs;
- Wrote communications for 27 school locations;
- Developed and maintained relationships with local media to ensure accurate and proactive coverage;
- Created district marketing presentations and;
- Supervised production specialists and interns.

Global Video February 1999 - June 2002

Producer

- Produced, wrote and directed educational videos for public distribution;
- Researched topics from Science to English in order to write scripts that met educational standards;
- Managed acting pool and hired actors and;
- Created schedules and budgets for productions.

Education

Bachelors of Liberal Arts, Broadcast Journalism

Arizona State University 1998

Associate of Arts

Edmonds Community College 1996

CAREER OVERVIEW

I'm an executive level educational administrator with extensive experience and expertise in higher education finance and administration. As the Associate Vice Chancellor and Budget Director at the Maricopa Community College District (MCCCD), I was the responsible executive for administering a \$1.5 billion budget, one of the largest educational entity budgets in the nation. As the Vice President and Chief Operating Officer of one of the ten member colleges, I had overall responsibility for the operational management of a college with 18,000 students and 900 employees across three campuses as the college officer second in command to the President.

CAREER BACKGROUND**Maricopa County****Education Service Agency**

Dec 2010 – Present

The Maricopa County Education Service Agency provides a wide variety of education administration services to 58 school districts across Maricopa County, Arizona, a large metropolitan region of approximately 4 million people. Services provided include policy research and development, curriculum development and support, educator professional development and a variety of administrative support functions including payroll, accounts payable, grants administration etc.

Administrator

- Responsible for oversight of the financial and administrative functions of 58 K-12 school districts that enroll over 500,000 students and have budget authority in excess of \$1.5 billion.
- Consult with individual districts regarding property tax rate planning and both operational and capital budgeting.
- Investigate opportunities for synergies across districts in the areas of procurement, human resources, information technology and financial systems.

Office of Management and Budget

May 2010 – Dec 2011

Senior Analyst

- Diversified financial management of seven large county departments.
- Developed both operating and capital budgets.
- Led the strategic planning process.
- Implemented performance based budgeting principles through the "Managing For Results" initiative.

Chandler-Gilbert Community College

July 2004 - Sept. 2009

One of the ten Maricopa Community College District colleges enrolling 18,000 students from diverse backgrounds in engaging, student centric learning environments on three campuses in suburban Phoenix.

Vice President for Finance and Administration- COO

- Provided executive leadership for the Administrative Division, one of three divisions of the college, including the following departments - Business Services, Fiscal Office, Human Resources, Facilities Services, Public Safety, Public Relations, Marketing, Institutional Research, Resource Management (space planning), and the Grants Administration Office.
- Directed a strategic repositioning of college finances to eliminate operational inefficiencies and increase resources for capital investment. This substantially increased the ability to respond to double-digit enrollment growth by investing in infrastructure needs not supported by the capital development plan.
- Successfully launched a data-driven decision making model along with a reflection and renewal initiative aimed at improving the college culture modeled on the award winning Richland College (Dallas CC system) program.
- Directed the college long range strategic and capital planning efforts.

Mark J. Mason (cont.)

- Directed and managed an \$86 million capital development program that added several hundred thousand square feet of new space and renovated existing space across the college.
- Led the initiative to sign the American College and University President's Climate Commitment pledging the college to achieve green house gas neutrality in its operations.
- Built all new facilities to LEED Silver Certification standards.
- Championed a commitment to sustainability that led to a national honor as the Association for the Advancement of Sustainability in Higher Education (AASHE) Community College of the Year for 2008.
- Developed a comprehensive Emergency Preparedness Plan that is compliant with protocols prescribed by the Department of Homeland Security (NIMS and ICS compliant). Implemented broadcast text messaging, electronic access control, VOIP emergency phones among other emergency systems.

Other Achievements

- Selected to participate in the first cohort of an Executive Leadership Program. One of only fourteen of the district's 12,000 employees accepted for the program. Vetting criteria included a perceived ability to serve as either a college president or a vice chancellor within the next year.
- Service on the Financial Advisory Council, a select group of individuals instrumental in developing district wide financial strategies for our \$1.5 billion system.
- Community service as a board member for the Leadership Centre and the Salvation Army.

Maricopa County Community College District

March 2003 - July 2004

One of the largest community college districts in the nation enrolling 275,000 students at ten colleges and two skill centers in metropolitan Phoenix.

Associate Vice Chancellor and Budget Director

- Responsible for all district-wide financial planning and budgeting for ten colleges and two skill centers across the county. The district wide budget totaled \$1.5 billion for FY 2009.
- Successfully brokered the allocation of \$951 million in general obligation bond resources directly tied to the strategic and capital master plans of each of the ten district colleges.
- Established the budget calendar and managed the timelines for budget development.
- Insured adherence to a collaborative and open budget process by brokering agreements across the district that spoke to process, procedure and formula based allocation strategies.
- Effectively communicated with senior management, including the Chancellor and the Governing Board, on all matters related to the operating budget, financial planning and capital planning.
- Brokered effective working relationships with outside agencies such as the County Treasurer, the Governor's Budget Office, the Legislative Budget Committee, the Economic Estimates Commission and other educational entities in the state.

Other Achievements

- Redesigned the methodology for producing the district's long term financial plan.
- Studied, at the Chancellor's request, the active retirement program and recommended and implemented changes to greatly reduce the cost of the program.

Arizona State University

April 1992 - March 2003

ASU is one of the largest universities in the country enrolling 67,000 students from all over the world in a diversified instructional and Carnegie research one environment.

Senior Budget Officer

- Served as a senior member of the Office of Management and Budget and was involved in all facets of the university's operating and capital financial management. The university's operating budget exceeds \$1.3 billion annually.
- Automated multiple aspects of the State of Arizona budget request to improve the efficiency of the process.
- Implemented responsibility centered budgeting strategies across the institution.
- Integrated the financial planning process with the strategic plan goals and objectives.

Mark J. Mason (cont.)

Other Achievements

- Served on the team that sought and received national accreditation for the ASU Public Safety Department.
- Teamed with facilities executives to finance and make operational several large buildings for instructional and research use.
- Assisted with a significant expansion of athletic facilities primarily supported by fundraising success achieved in the Development Office.

Arizona Department of Economic Security

July 1990 – April 1992

The ADES is a multi-billion dollar state human services agency providing a wide range of social, economic and medical services to the citizens of Arizona.

Budget Manager

- Managed the finances for the department's largest division, the Division of Social Services, with a budget of \$800 million.
- Evaluated policy recommendations and assessed the financial impact on departmental operations.
- Worked frequently with the Governor's budget office staff and Legislative budget staff.
- Responsible for federal reporting and compliance for multiple funding sources.

Other Achievements

- Developed a PC based budget development system that became the department standard.

EDUCATION

Master of Business Administration – Arizona State University

Bachelor of Science, Criminal Justice – Arizona State University

PROFESSIONAL AFFILIATIONS

- National Association of College and University Business Officers (NACUBO))
- Society for College and University Planners (SCUP)
- Association for the Advancement of Sustainability in Higher Education (AASHE)

JEFF MICHAEL POWELL

(b)(6)

OBJECTIVE: To accede to the REIL Education Service Program Manager position, so that I may leverage my arsenal of skills, my abilities as a leader, and my passion for public service for the greater benefit of the agency and its stakeholders—most importantly, Maricopa County’s K-12 public school students.

EDUCATION

Master of Public Administration, Arizona State University (School of Public Affairs), 2013

- *4.00 Cumulative GPA*

Master of Business Administration, Arizona State University (W.P. Carey School of Business), 2012

- *Emphasis in Marketing*
- *4.00 Cumulative GPA*

Bachelor of Arts, Political Science, University of California—Riverside, 2013

Single Subject Teaching Credential, English, University of California—Riverside, 2008

Bachelor of Arts, English, California State Polytechnic University—Pomona, 2006

DATA ANALYTICS SKILLS

Multivariate regression testing // Research design (quantitative & qualitative) // Program evaluation
CRM // Data collection // Financial modeling

TECHNICAL PROFICIENCIES

SPSS // STATA // Microsoft Office Suite: Excel, Word, Outlook, PowerPoint, & Publisher // Adobe Design Suite:
InDesign, Photoshop, & Illustrator // IVEE (Visions) Software // Blackboard // PeopleSoft // Google Docs

PROFESSIONAL EXPERIENCE

Maricopa County Superintendent of Schools Office, Phoenix, AZ

Economic Management Division

Provide expert financial knowledge and service to all 58 Maricopa County school districts in order to enhance student opportunities.

Finance/Business Analyst

5/2012 to Present

- Supervise staff who provide business service support and financial management to school districts
- Lead the division’s Economic Management and Consulting team through the tax rate setting process
- Use public information and research-based knowledge of issues and trends to design financial models
- Research and compile background information from districts and other sources for the preparation and submission of grant documentation
- Work with program managers to prepare intergovernmental agreements, memorandums of understanding, and invoices

School Business Services Resident

4/2011 to 5/2012

- Assisted school districts with properly implementing educational budgeting and accounting systems in accordance with GASB, GAAP, Arizona’s USFR, and the Arizona Auditor General
- Responsible for calculating and preparing each school district’s primary and secondary tax rates
- Performed statutory oversight activities related to each school district’s budget and annual financial reports to ensure compliance with state statutes and Arizona Department of Education’s prescribed budget formulas
- Responsible for verifying each district’s cash balances at the fiscal year’s close
- Conducted internal audit programs on behalf of each school district

JEFF MICHAEL POWELL

(b)(6)

District Office Intern

8/2010 to 2/2011

Office of Assemblyman Anthony Adams/Office of Assemblyman Tim Donnelly, Claremont, CA
59th Assembly District

Provided general administrative assistance for the district office of the member of the California State Assembly representing the 59th District.

- Wrote and edited grant letters, constituent response letters, resolutions, and press releases
- Researched legislative issues; prepared budget analyses and reports
- Handled casework for constituents; assisted constituents in complying with federal and state laws and regulations; and liaised between constituents and governmental agencies
- Attended events in the field as a representative of the Assemblyman
- Maintained records in the state's CRM database, the Legislative Constituent Management System

High School English and Journalism Teacher

8/2008 to 6/2010

Pomona Unified School District, Pomona, CA

Diamond Ranch High School

Taught at the school district's nationally ranked flagship high school, which was named by *U.S. News and World Report* as a 2009 Silver Medalist, placing it among the top 604 high schools in the country.

- Taught honors-level senior, junior, and freshman English; taught journalism
- Yearbook and newspaper advisor
- English department liaison for the Law and Government Academy
- Facilitator for the WASC accreditation faculty committee overseeing the school's writing program
- Member of the faculty advisory council for National Honor Society and California Scholarship Federation
- Faculty advisor for the Class of 2011, Book Club, Fun Run Club, and Indie 101 Club
- Certificated Employee of the Month, February 2010

AWARDS AND HONORS

ACADEMIC:

- Global Top-10 Ranking (#1) in LINKS Marketing Simulation – *Arizona State University*
- Class Representative to the W.P. Carey MBA Student Advisory Board – *Arizona State University*
- Appointed to UC Student Association Sacramento Lobbying Team – *University of California, Riverside*
- Academic Affairs Officer for the Graduate School of Education – *University of California, Riverside*
- 2007 Jenkin Outstanding Paper Award – *University of California, Riverside*
(Given for best upper-division paper submitted to the Political Science Department during the 2006-2007 school year)
- Gamma Beta Phi National Honor and Service Society – *University of California, Riverside*
- Tau Sigma National Honor Society – *University of California, Riverside*
- Sigma Tau Delta International English Honor Society – *California State Polytechnic University, Pomona*

PROFESSIONAL:

- Certificated Employee of the Month, February 2010 – *Diamond Ranch High School*
- Crystal Apple Award, February 2010 (Presented by the faculty) – *Diamond Ranch High School*
- Nominated to attend 2009 Great Leaders for Great Schools Institute – *Diamond Ranch High School*

PROFESSIONAL AFFILIATIONS

Arizona Association of School Business Officials (AASBO)
Association for Public Policy Analysis & Management (APPAM)