

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND
PROGRAM**

CFDA # 84.385A

PR/Award # S385A100076

OMB No. 1810-0700, Expiration Date: 11/30/2010

Closing Date: JUL 06, 2010

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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.).

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission		
<input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		
* 2. Type of Application: * If Revision, select appropriate letter(s):		
<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision		
* 3. Date Received:		4. Applicant Identifier:
7/6/2010		
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:
NA		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):		* c. Organizational DUNS:
██████████		██████████
d. Address:		
* Street1:		4041 N. Central Ave
Street2:		
* City:		Phoenix
County:		Maricopa
State:		AZ
Province:		
* Country:		USA
* Zip / Postal Code:		85012
e. Organizational Unit:		
Department Name:		Division Name:
Maricopa County Education Service Agency		Teaching and Learning
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:		Mr.
* First Name:		LaMar
Middle Name:		

* Last Name: Brown

Suffix:

Title: Administrator for Research and Grant Development

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email: LBROWN@SCHOOLS.MARICOPA.GOV

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

B: County Government

Type of Applicant 2: Select Applicant Type:

B: County Government

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Office of Elementary and Secondary Education: Teacher Incentive Fund

13. Competition Identification Number:

NA

Title:

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

The Phoenix metropolitan area will be affected by the project. The Phoenix metropolitan is located within the state of Arizona and within Maricopa County. The majority of the cities located in Maricopa County will be impacted by the Rewarding Excellence in Leadership (REIL) program which will provide much needed leadership guidance that will result in great teachers, principals, leaders and improved student achievement.

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

Rewarding Excellence in Instruction and Leadership (REIL)

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: AZ-004

* b. Program/Project: AZ-003 AZ-005 AZ-006

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 10/1/2015

18. Estimated Funding (\$):

a. Federal	\$	████████
b. Applicant	\$	0
c. State	\$	0
d. Local	\$	████████
e. Other	\$	0
f. Program Income	\$	0
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.)**

Yes No

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: LaMar

Middle Name:

* Last Name: Brown

Suffix:

Title: Administrator for Research and Grant Development

* Telephone Number: [REDACTED] Fax Number: [REDACTED]

* Email: [REDACTED]

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

NA



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Maricopa County Education Servic...

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	\$ ██████████	██████████	██████████	██████████	██████████	██████████
2. Fringe Benefits	\$ ██████████	██████████	██████████	██████████	██████████	██████████
3. Travel	\$ ██████████	██████████	██████████	██████████	██████████	██████████
4. Equipment	\$ ██████████	██████████	██████████	██████████	██████████	██████████
5. Supplies	\$ ██████████	██████████	██████████	██████████	██████████	██████████
6. Contractual	\$ ██████████	██████████	██████████	██████████	██████████	██████████
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ ██████████	██████████	██████████	██████████	██████████	██████████
9. Total Direct Costs (lines 1-8)	\$ ██████████	██████████	██████████	██████████	██████████	██████████
10. Indirect Costs*	\$ ██████████	██████████	██████████	██████████	██████████	██████████
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ ██████████	██████████	██████████	██████████	██████████	██████████

***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: ___/___/___ To: ___/___/___ (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 0%
- (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 0%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Maricopa County Education Servic...

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 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	\$ ██████████	██████████	██████████	██████████	██████████	██████████
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ ██████████	██████████	██████████	██████████
9. Total Direct Costs (lines 1-8)	\$ ██████████	██████████	██████████	██████████	██████████	██████████
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ ██████████	██████████	██████████	██████████	██████████	██████████

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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
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 sub-agreements.
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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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. "1721 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

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 the 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.

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.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: LaMar Brown

Title: Administrator for Research and Grant Dev

Date Submitted: 06/28/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Maricopa County Education Service Agency Address: 4041 N. Central Ave City: Phoenix State: AZ Zip Code + 4: 85012-	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: Department of Education	7. Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.385	
8. Federal Action Number, if known: NA	9. Award Amount, if known: \$51769969	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): NA Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): NA Address: City: State: Zip Code + 4: -	
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 this 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.	Name: LaMar Brown Title: Administrator for Research and Grant Dev Applicant: Maricopa County Education Service Agency Date: 06/14/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

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 any 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 or 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:	First Name: LaMar	Middle Name:
Last Name: Brown		Suffix:
Title: Administrator for Research and Grant Dev		

Signature:	Date:
_____	06/14/2010

ED 80-0013

03/04

Section 427 of GEPA

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.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : REIL GEPA Statement

File : C:\fakepath\REIL GEPA Statement of Support.pdf

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 (REIL)* 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* 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.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

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

Address:

* Street1: ████████████████████
 Street2:
 * City: ██████
 County:
 * State: AZ* Zip / Postal Code: ██████* Country: USA

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

Email Address:

██

2. Applicant Experience

Novice Applicant Yes No Not applicable

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:

Attachment:

Title :

File :

Project Narrative

Project Abstract

Attachment 1:

Title: **REIL Abstract** Pages: 1 Uploaded File: **Abstract for REIL 063010 final_rev.pdf**

Abstract

<u>Organization Name:</u> Maricopa County Education Service Agency		<u>Organization Address:</u> 4041 North Central Avenue Phoenix, AZ 85021
<u>Project Contact:</u> Mr. LaMar Brown	<u>Project Phone Number:</u> 602.506.2931	<u>Project Email:</u> lbrown@schools.maricopa.gov

Rewarding Excellence in Instruction and Leadership (REIL), upon successful award through the Main Teacher Incentive Fund competition, will create a systemic K–12 performance-based compensation system (PBCS) that transforms how six (6) Alliance Districts recruit, retain, support, and compensate effective teachers and principals in high-need schools. *REIL* will accomplish this by: assembling the ***Right Team***, consisting of a strategic Alliance of Stakeholders including Public Policy Makers (Governor’s Office; Chairs of the State Senate and House Education Committees; Governing Board Members), Professional Educators, and Professional Associations (AEA; ASBA; AASA; AASBO); providing the ***Right Tools*** to measure and develop teacher and leader 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 training to help youth succeed. For the first time in Arizona’s history, this unique Alliance includes 3,380 teachers, 174 principals, and 6 superintendents united to: (1) ensure that over 52,000 students graduate college-and-career ready by increasing student achievement and growth in all content areas; (2) enhance careers for effective teachers and administrators by implementing a fiscally sustainable PBCS; and, (3) develop talent in Teachers and Principals through a sustainable, comprehensive program of performance-based evaluation, support, and compensation. *REIL* 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.

Project Narrative

Application Narrative

Attachment 1:

Title: **REIL Narrative** Pages: **60** Uploaded File: **Final TIF Narrative 7-6-10.pdf**

INTRODUCTION

The Challenge:

Arizona is at a crossroads. 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). Eighty-eight percent of voters say that education in Arizona has either declined or stayed the same in the last 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. 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).

The Opportunity:

Where there is a will, there is a way. Public support of educational reform is definite and the demand for sustained improvement in student achievement is urgent. Ninety-two percent of Arizona voters agree that everyone has a role to play when it comes time to improving education in Arizona. Therefore, for the first time in Arizona’s history, a powerful Alliance Membership of Stakeholders has formed, including 3,380 teachers, 174 principals and assistant principals, and 6 superintendents, who are responsible for ensuring that over 52,000 students graduate college- and-career ready. *Rewarding Excellence in Instruction and Leadership (REIL)* has enjoined

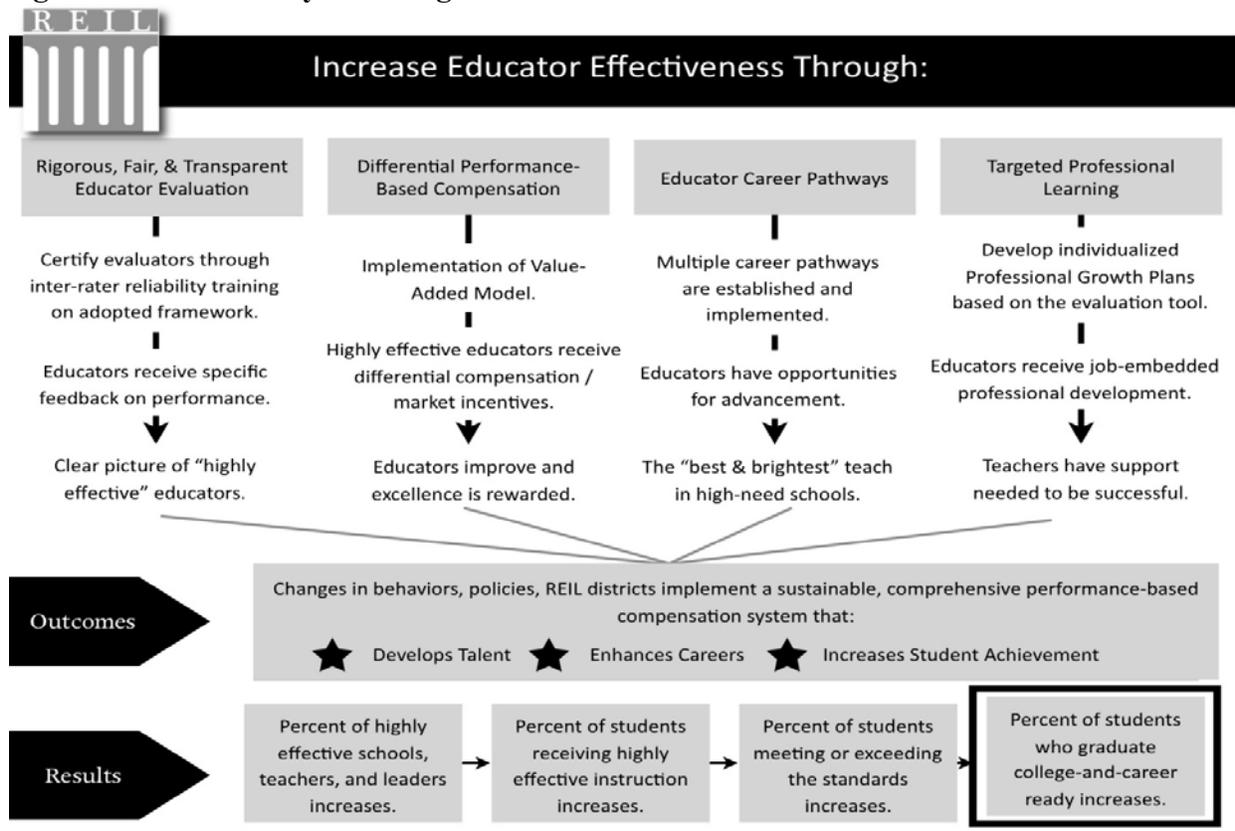
this dynamic cadre of Alliance Members who will be accountable to ensure the successful implementation of the goals and objectives of the *REIL* grant. The *REIL* Alliance Membership is composed of: **Professional Practitioners, Public Policy Makers, and Professional Associations.** *Professional Practitioners* are represented by Alliance School District Superintendents, Principals, Administrators, Teachers, Maricopa County Education Service Agency (MCESA), and the Arizona Department of Education (ADE). *Public Policy Makers* include Arizona's Governor, Jan Brewer; Chairs of the Senate and House of Representatives Education Committees; and Alliance School Districts' Governing Board Presidents. *Professional Associations* are represented through the Arizona Education Association, (AEA); Arizona School Boards Association (ASBA); Arizona Association of School Administrators (AASA); and Arizona Association of School Business Officials (AASBO). Each *REIL* Alliance Member, from practitioner to policy maker, has joined to systematically transform traditional school-level operations to highly effective and accountable schools. The *REIL* Alliance members have both the *will* and a *way* to create school systems that reward excellence for highly effective instruction and leadership that results in increased student academic growth, achievement, and success.

The Vision:

The *REIL* program will *transform* education through its' *ground-breaking Alliance* between MCESA and Alliance Members. Focused on student success, this Alliance will serve to create the tipping point that leads to implementation and adoption of a comprehensive performance-based compensation system (PBCS) that will identify variations in teacher and principal performance and reward such variations accordingly.

Over the next 5 years, the *REIL* program, guided by a clearly articulated *theory of change* (see Figure 1), will advance the vision of a PBCS that will impact 52 high-need schools in 6 school districts. By rewarding excellence, as well as addressing ineffective teaching and leading, *REIL* will institutionalize the conditions that ensure students graduate college-and-career ready, which will be critical as Arizona strives to shift to a knowledge-based economy.

Figure 1: *REIL* Theory of Change



1. NEED FOR THE PROJECT

The *Rewarding Excellence in Instruction and Leadership (REIL)* program is a collaborative Alliance between MCESA, Alhambra Elementary School District (Alhambra), Gila Bend Unified School District (Gila Bend), Isaac Elementary School District (Isaac), Nadaburg Unified School District (Nadaburg), Phoenix Union High School District (Phoenix Union), and Tolleson

Elementary School District (Tolleson) (See Table 1). The *REIL* Alliance was formed with the common goal of systemically implementing and sustaining a PBCS in school districts where ALL schools within the district were high-need. The school districts were also chosen based on their needs and reputation for focusing on student success.

Table 1: *REIL* School Districts

REIL School Districts				
District Name	# of School Leaders	District Enrollment	# of Teachers	# of Schools
Alhambra	30	14,916	794	15
Gila Bend	5	513	27	2
Isaac	31	7,964	494	12
Nadaburg	4	946	52	2
Phoenix Union	92	25,149	1,859	17
Tolleson	12	2,806	154	4
Total	174	52,294	3,380	52

Need for the Project Selection Criteria 1.1: *Difficulty Recruiting and Retaining Highly Qualified and Highly Effective Teachers and Principals.*

As a result of National and State legislative action, Maricopa County schools have made progress in increasing the number of highly qualified teachers and principals. In 1998, the Arizona State Board of Education (SBE) passed a rule requiring all classroom teachers and administrators to obtain an endorsement in Structured English Immersion (SEI), English as a Second Language (ESL), or bilingual education. The SBE also adopted new rules limiting the use of Emergency Teaching Certificates, which had become an over-used way to solve short-term certification problems. These strategies, combined NCLB mandates related to highly qualified teachers, and district dedication of Federal Title funds toward training and recruitment, have helped increase the number of highly qualified teachers in Arizona schools. However, *REIL School Districts* still have unqualified and under qualified teachers (see Table 2). Comparing the average percentage of teachers with 1-3 years experience in *REIL* districts (30%), a peer group

(27%) (Auditor General Report, 2010), and the State (16%), highlights the increased need for support in the *REIL School Districts*.

Table 2: Unqualified and Under-Qualified Teachers

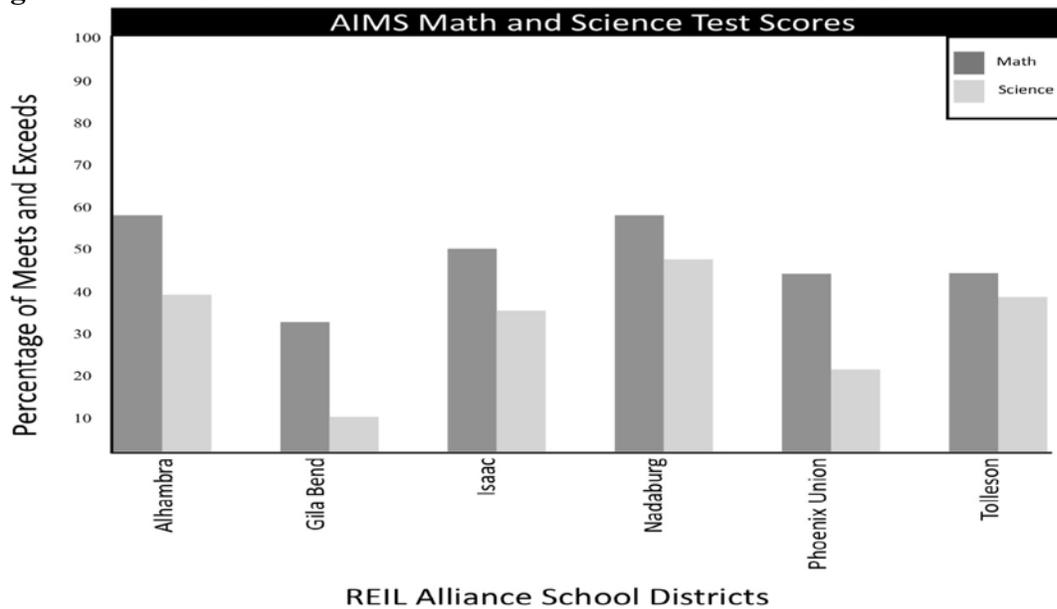
Need for Highly Qualified Teachers and Principals						
District Name	# of Teachers Not Qualified	# of Teachers w/ Emergency Certificates	# of Teachers w/ Intern Certificates	% of Teachers w/ 1–3 Years of Experience	Average Years Experience	Peer Group % of Teachers w/ 1–3 Years of Experience*
Alhambra	17	4	0	33%	8.3	33%
Gila Bend	4	5	0	52%	9.2	23%
Isaac	16	9	31	27%	9.3	33%
Nadaburg	6	0	1	26%	9.6	20%
Phoenix Union	44	35	9	12%	10.9	20%
Tolleson	12	7	3	30%	8.7	33%
Average	17	10	7	30%	9	27%

* From the Auditor General Report Peer Group

An additional indicator of difficulty with recruiting and retaining highly qualified and effective teachers in hard-to-staff subjects and specialty areas includes unfilled teaching positions at the end of the 2009-2010 school year in math, science, and special education. For example, at the end of the 2009-10 school year, hard-to-staff positions accounted for: 34% of unfilled positions in Alhambra; 91% of unfilled positions in Isaac; 59% of unfilled positions in Phoenix Union; and 27% of unfilled positions in Tolleson.

Another piece of startling data speaks to the need to recruit and retain highly *effective* teachers, as opposed to highly *qualified*. The results from the 2009 State-administered AIMS Assessment (*Arizona’s Instrument to Measure Standards*) show that 71% of students in *REIL School Districts* are not meeting the State standard in science, and 46% are not meeting the State standard in mathematics. Figure 2 compares the percent of students meeting and exceeding the math and science standards by district.

Figure 2: REIL School District 2009 AIMS Math and Science Scores



Need for the Project Design Criteria 1.3: Definition of Comparable.

Comparable districts were selected based on 4 criteria: (1) poverty rate; (2) location; (3) grade-level configuration; and (4) size. Districts were considered comparable if they had poverty rates within seven percentage points, with the exception of Phoenix Union which is the only high-poverty, large, urban, high school district in the state of Arizona. Table 3 shows the *REIL School Districts* and the comparison for each district, based on the 4 criteria.

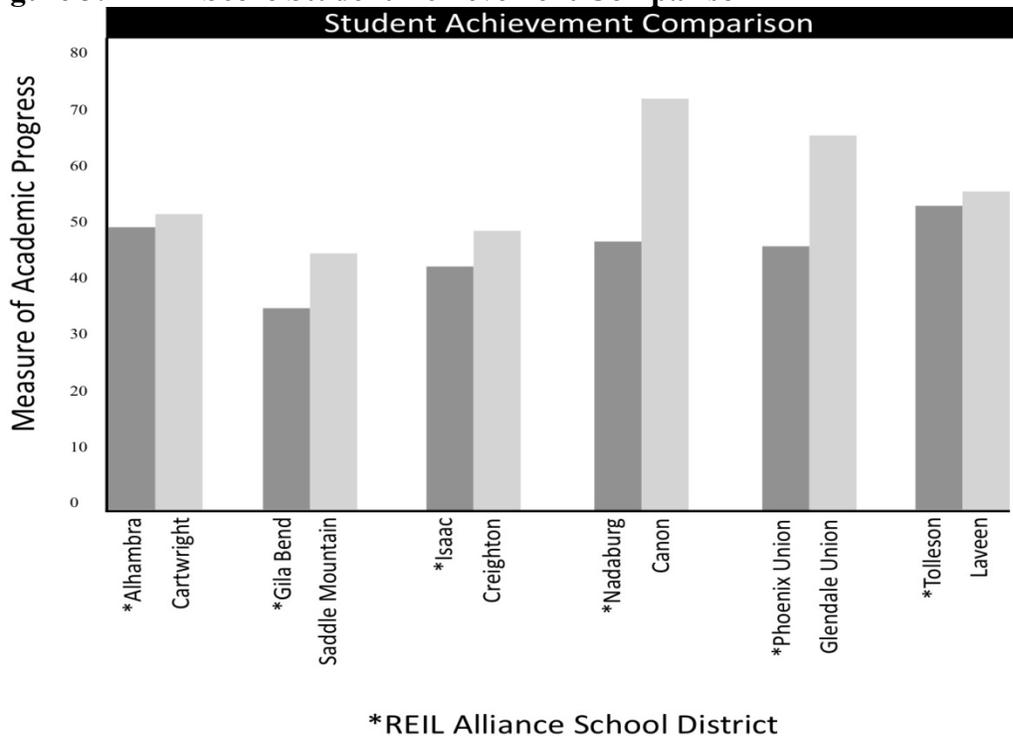
Table 3: Comparison School Districts (*REIL School Districts)

<i>School District</i>	<i>Poverty Rate</i>	<i>Location</i>	<i>Grade Levels</i>	<i>Enrollment</i>
Alhambra*	92%	Urban	Pre K-8	Large
Cartwright	90%	Urban	Pre K-8	Large
Gila Bend*	75%	Rural	Pre K-12	Small
Saddle Mountain	60%	Rural	Pre K-12	Small
Isaac*	89%	Urban	Pre K-8	Medium
Creighton	93%	Urban	Pre K-8	Medium
Nadaburg*	66%	Rural	Pre K-8	Small
Canon	73%	Rural	Pre K-8	Small
Phoenix Union*	76%	Urban	9-12	Large
Glendale Union	57%	Urban	9-12	Large
Tolleson*	78%	Rural	Pre K-12	Medium
Laveen	71%	Rural	Pre K-12	Medium

Need for the Project Selection Criteria 1.2: Student Achievement in Applicant Schools vs. Comparable Schools.

Student achievement in *REIL School Districts* is lower than student achievement in the comparison school districts (see Figure 3). This determination was made based on analyses of AIMS MAP (Measure of Academic Progress) scores, a value-added growth calculation; and (2) the percent of grade 3-12 students not meeting State standards in reading and mathematics on the AIMS assessments. The MAP tracks the growth of individual students and is calculated by subtracting the expected growth a student should make from one year to the next to the actual growth (see Glossary). In all cases, comparison districts outperform *REIL* districts.

Figure 3: MAP Score Student Achievement Comparison



With respect to student achievement in the areas of reading and mathematics on the 2009 AIMS Assessment, comparison school districts are outperforming the *REIL School Districts* with the exception of Alhambra (see Table 4). However, upon further analysis of test scores for

Alhambra and Cartwright over a three-year period, it was determined that even though Cartwright’s overall percent of students who meet the standard was less than Alhambra’s, Cartwright outpaced Alhambra in increasing the percentage of students moving into the meets category in the area of reading and is on track to outperform Alhambra in the near future if this growth rate continues.

Table 4: Percent of Students Not Meeting the State Standard in Reading and Mathematics

Percent of Students Not Meeting the State Standard in Reading and Mathematics	
School District	% of Students
Alhambra*	41%
Cartwright	45%
Gila Bend*	68%
Saddle Mountain	48%
Isaac*	52%
Creighton	47%
Nadaburg*	36%
Canon	27%
Phoenix Union*	58%
Glendale Union	37%
Tolleson*	43%
Laveen	40%
* REIL School District	

2. PROJECT DESIGN

The purpose of the *REIL* program is to implement a *Performance-Based Management System* for teachers and principals in high-need schools that increase teacher and principal effectiveness and student achievement by rewarding highly effective teachers and principals measured in significant part by student growth. Pursuant to this purpose, the *REIL* Project Design is guided by the goals and objectives shown in Table 5.

Table 5: REIL Goals and Objectives

Goal 1: Ensure students graduate college-and-career ready by increasing student achievement & growth in all content areas.	Goal 2: Enhance careers for effective teachers & principals by implementing a fiscally sustainable PBCS.	Goal 3: Develop talent in teaching & leading through a sustainable, comprehensive program of performance-based evaluation & support.
Objective 1.1: By June 2013, 100% of Alliance School Districts will implement a data management system so that ALL teachers & principals will use data to inform and improve instruction.	Objective 2.1: By June 2013, 100% of Alliance School Districts will implement performance pay for effective teachers & principals by providing differential & substantial compensation based on demonstrated performance.	Objective 3.1: By June 2014, 100% of Alliance School Districts will implement and validate a rigorous, transparent, and fair evaluation system with inter-rater reliability that uses multiple evaluations & measures to determine teacher/principal effectiveness.
Objective 1.2: By June 2014, 100% of Alliance School Districts will implement a value-added model for ALL teachers & principals.	Objective 2.2: By June 2015, 100% of Alliance School Districts will identify and/or reallocate non-TIF funds to sustain performance-based compensation model.	Objective 3.2: By June 2011, 100% of Alliance School Districts will implement a communication structure to ensure that teachers and principals will understand the specific measures of teacher and principal effectiveness included in the performance-based evaluation system.
Objective 1.3: By June 2015, there will be a 10% increase in the percentage of students meeting or exceeding the State standard, and a 15% decrease in students falling far below the standard in State-tested STEM content areas.	Objective 2.3: By June 2015, 100% of Alliance School Districts will provide financial incentives to recruit & retain effective teachers in hard-to-staff positions.	Objective 3.3: By June 2013, 100% of Alliance School Districts will implement a high quality professional development & support system for teachers and principals linked to the performance-based evaluation system.

This Project Design narrative will present the design elements of *REIL* within the context of the TIF Selection Criteria. Table 6 provides a roadmap that lists each Design Section, along with the corresponding core elements, priorities, and application requirements.

Table 6: Alignment of Design Section with Core Elements, Priorities, & Application Requirements

Project Design Section	REIL Objectives	Core Elements	Absolute Priorities	Competitive Preference Priorities	Application Requirements
2.1	1.2; 2.1; 2.3; 3.1		Priority 1, 2, 3	Priority 4	
2.2	3.2	A, B			
2.3	3.1	C			
2.4	1.1	D			
2.5	1.3; 2.3; 3.3	E	Priority 3	Priority 5	PD Component

Note: Throughout this proposal, the term *principal* is used to refer to both principals and assistant principals. The term *teacher* is used to refer to all certified instructional staff, including non-classroom personnel (e.g., instructional coaches, media specialists, counselors, data coaches, Master Educators, Peer Evaluators, etc).

Project Design Selection Criteria 2.1: *Proposed strategy for rewarding teachers and principals based upon their effectiveness as determined in significant part by student growth.*

In 2009, the National Council on Teacher Quality advised the state of Arizona to institute a performance-based management system to focus efforts on evaluation, tenure, and dismissal. Guided by this advice, the *REIL* program will develop and implement a comprehensive *Performance-Based Management System* as part of a coherent and integrated strategy to improve the educator workforce (***Absolute Priority 3***), as well as to provide a model for the state of Arizona (see Table 7).

Table 7: Five (5) Components of REIL’s Performance-Based Management System

Performance-Based Management System				
Tools ↓	Support ↓	Rewards ↓	Accountability ↓	Sustainability ↓
<i>1. Evaluation System</i>	<i>2. Differentiated Professional Development</i>	<i>3. Performance-Based Compensation</i>	<i>4. Accountability for Results</i>	<i>5. Fiscal and Program Sustainability</i>
• Multiple rating categories	• Job-embedded coaching	• Differential compensation	• Use of data for retention and tenure decisions	• Getting the right people into the right places

<ul style="list-style-type: none"> • Frequent Observations 	<ul style="list-style-type: none"> • Professional Growth Plans 	<ul style="list-style-type: none"> • Individual, team, & school awards 	<ul style="list-style-type: none"> • Value-added model 	<ul style="list-style-type: none"> • Law & Policy Changes
<ul style="list-style-type: none"> • Formative & summative assessment data 	<ul style="list-style-type: none"> • Use of evaluation data to determine PD 	<ul style="list-style-type: none"> • Salary augmentation 	<ul style="list-style-type: none"> • Valid & reliable measures of student growth 	<ul style="list-style-type: none"> • Alignment of goals and resources

Component 1, a *Rigorous, Transparent, and Fair Evaluation System*, serves to give teachers and principals the tools they need to be effective. Chait and Miller (2010) advise that “objective measures of student learning, measures of teacher effectiveness derived from achievement test data, and classroom observations be significant components of evaluation systems.” They also suggest that “evaluation systems differentiate teachers into at least three groups of performance so they can develop policy tools that meet the needs of each group: highly effective, moderate performers, and ineffective teachers.” *REIL* will incorporate these elements: (1) multiple rating categories; (2) frequent observations; and (3) student growth as a significant measurement of effectiveness. These 3 elements are described in more detail in section 2.1(i) and 2.1(iii).

Component 2, *Professional Development*, will provide all teachers and principals with the job-embedded support they need to become effective, improve effectiveness, or explore additional career pathways. Guided by Professional Growth Plans, the professional development component will allow all program participants to understand the components of the PBCS, use data from the data management system to inform instruction, and receive targeted professional development based on needs identified through the evaluation process. Professional Growth Plans will be reviewed annually to determine site- and teacher- specific, as well as principal-specific job-embedded professional development options. Teachers and principals will receive clear, written midyear indicators that show current progress toward goals. Non-negotiable aspects of this component will be: (1) delivery of specific instructional/leadership feedback to teachers

and principals; (2) use of evaluation data to determine professional development; and (3) analysis and use of data to inform practice. Section 2.5 includes additional information regarding the proposed professional development system.

Component 3, *Performance-Based Compensation*, will reward effective and *highly effective* teachers and principals. Non-negotiable aspects of this component will be: (1) differential compensation based on multiple measures, including a value-added calculation; (2) individual, team, and school awards; and (3) salary augmentation via career pathways and hard-to-staff assignments. Inclusion of team and group awards will encourage collaboration, and create “internal accountability mechanisms whereby teachers have incentives to identify and help struggling colleagues” (Berry, Daughtrey, and Wieder, 2010).

Component 4, *Accountability for Results*, will ensure teachers and principals have a clear understanding of what is expected, and they will receive ongoing information from certified evaluators about how effectively they are performing relative to these expectations. Districts will revise their retention and tenure policies to reflect use of data from multiple sources. Effective teachers and principals will be rewarded with differential compensation as a result of placement on the *REIL* Performance Award Continuum [see section 2.1(iii)], informed by a value-added model. Effective teachers and principals may qualify for potential placement in a Career Pathway position. Teachers or principals exhibiting ineffective or unsatisfactory performance will be placed on an improvement plan and are subject to termination per ARS 15-537. During the planning year, methodology and processes for using school and teacher value-added scores in the *REIL* program will be finalized.

Component 5, Fiscal and Program Sustainability, is focused on organizational change and improvement. The *REIL* program will work to “get the right people into the right places” through

succession planning, incorporation of career pathways, revised hiring policies, and innovative strategies such as the STEP (Selecting Teachers to Enter Pathways) process (see section for 2.5). Focusing on law and policy changes, through collaboration with key Alliance Members, will lead to revised legislation related to teacher and principal recruitment and retention policies, as well as changes to current PBC legislation. Alignment of *REIL School District* Title 1 Consolidated Plans and Strategic Plans to *REIL* goals and objectives, and inclusion of resources (e.g., video bank, handbooks) ensures integration of strategies beyond the five-year grant period.

Sustainability for the PBCS will also be supported through collaboration with *REIL Alliance Members* who have the direct authority and responsibility to facilitate fiscal sustainability, including Arizona's Governor, Chairmen of the Senate and House of Representatives, and Governing Board Presidents. These members have submitted Letters of Support (see Appendix) to facilitate legislation that would expand Arizona Revised Statutes to provide the funds required to ensure future funding of PBCSs. ARS 15-977 currently provides for PBC for teachers (see section 3.3). Enhancing this statute will be two laws that were recently signed by the Governor, including *Senate Bill 1040* (see Appendix) that calls for the SBE to adopt and maintain a model framework for teacher and principal evaluation that includes data on student academic progress, and *House Bill 2521* (see Appendix) that calls for the contract of superintendents to include at least 20% of the total annual contract as performance pay. *REIL* Alliance Members have committed to reviewing and supporting amendments to ARS 15-977 in order to ensure high quality and rigorous criteria to financially reward highly effective teachers who increase student academic growth. Letters of support (see Appendix), have been submitted by State-wide *REIL* Alliance Members including: AEA, ASBA, AASA, and AASBO.

2.1(i) Determining effectiveness via valid and reliable measures of student growth

The *REIL* program will incorporate student growth (*Absolute Priority 1*) within the context of a value-added model (*Competitive Preference Priority 4*) using the State-administered AIMS Assessment, as well as local formative and summative benchmark assessments, as a significant component of overall teacher and principal effectiveness [see section 2.1 (iii)].

The state of Arizona administers AIMS to students in grades 3-8 in the areas of reading (grades 3-8), writing (grades 5-7), and mathematics (grades 3-8). Science is also tested in grades 4 and 8. High school students take the AIMS test in 10th grade (in the areas of reading, writing, mathematics, and science). To facilitate using the AIMS data to develop a student growth measure, Arizona has developed the Arizona Growth Model, modeled after the Colorado Growth Model (2009). This approach translates students' growth in terms of statewide norms, determining the percentile ranking of students' growth from one year to the next among students in the same grade who started at the same scale score. The median of these growth percentile rankings can then be reported for each teacher and school (Measure of Academic Progress [MAP]). Advantages to using the Arizona Growth Model include: (1) ADE will be able to produce the teacher and school growth scores in a timely manner; (2) teacher and school growth can be compared to longitudinal statewide data; and (3) the interpretation of the results as growth percentiles is transparent and intuitive for teachers and schools to understand, whereas more complex value-added models require extensive training on the fundamentals of regression analysis and how to interpret standardized effect sizes.

In addition to the State assessment, most of the *REIL School Districts* have a local assessment system in place. However, all grade levels and content areas are not currently covered and the validity and reliability of these assessments will need to be determined prior to

July 2013. The assessment tool that is selected will be required to have a stable vertical scale that is closely aligned to the Arizona State Standards. During the planning period, Alliance School District local assessment systems will be analyzed, including: (1) determining the predictive quality of existing assessments to the State-administered AIMS assessment; (2) determining the validity and reliability of existing assessments(s); (3) compiling data on the grade levels / content areas currently being assessed with formative and end-of-course assessments(s); (4) an analysis of the current district infrastructure's ability to support formative assessments; and (5) identification of assessments currently in place to assess college-and-career readiness.

Based on the analysis of the results, a formative (benchmark) assessment system will be purchased for Alliance School Districts whose systems do not meet the established requirements. Formative assessment systems will be validated during Years 2 and 3 of the *REIL* program. By July of 2013, local formative assessment systems will be in place for grades K-12 in all content areas. Student growth will be used as significant part of the calculation to determine a *REIL Score* for teachers and principals beginning in Year 4 (2013-2014). The *REIL Score* will determine placement on the *REIL Performance Award Continuum* [see section 2.1 (iii)].

To support calculation of the *REIL Score* and the resulting placement on the *REIL Performance Award Continuum*, the *REIL* program will use the planning year to (1) determine how to normalize the local assessment systems' processes and results across the *REIL* districts; and (2) develop and implement a comprehensive enterprise class data management system that will facilitate the collection, governance, and delivery of data necessary to support value-added calculations (***Competitive Preference Priority 4***). MCESA will collaborate with the ADE to coordinate generation of value-added data through the state's Arizona Education Data Warehouse (AEDW) Statewide Longitudinal Data System (see section 2.4). The statistical

integrity of the value-added methodology is critical. Value-added methods should be transparent to all stakeholders; however, it is also critical that they fairly reflect principals' and teachers' performance. Teachers' and schools' overall value-add score will account for the precision of the score, which derives from the number of student test observations that inform it. This will ensure that only those teachers and schools with value-added scores that are statistically above-average will be designated as "highly effective" on the *REIL* continuum. A retro-active analysis of prior years' data will be conducted to determine how the various assumptions of the value-added modeling can influence the teacher and principal *REIL* designations. This analysis will help identify the necessary cut-points for the performance categories (ineffective, effective, highly effective) See section 2.1(iii) for additional information.

2.1(ii) Size of Performance Awards

The *REIL* program has defined "sufficient size" to be a range between 4-10% of base salary. In Arizona, where the average teacher salary is \$ [REDACTED] this would mean an average performance incentive in the range of \$ [REDACTED]. The average principal salary of \$ [REDACTED] would result in an award from \$ [REDACTED]. In addition, salary augmentation for career pathway assignments, hard-to-staff assignments, and turnaround principal and teacher assignments will provide additional opportunities to increase the total performance pay for highly effective teachers and principals. These award amounts will be manageable in terms of sustainability of performance incentives beyond the grant period.

This decision was based on the research and guidance from the *Center for Education Compensation Reform (CECR)*, the *National Center on Performance Incentives (NCPI)*, and other researchers in the field (Kelley, Heneman, and Milanowski, 2000; Hassel and Katzir, 2010; Odden and Wallace, 2007). Researchers from *NCPI* have found that, on average, awards of

\$3,000 reduced the predicted turnover rate to less than a quarter of the rate that was expected before the Texas Educator Excellence Awards program was introduced. According to CECR, “incentives must be large enough to matter to teachers or they will have little effect on teachers’ classroom performance,” and there are many estimates on the appropriate size of performance incentives - ranging from 2% to 20% of base pay (Kelley, Heneman, and Milanowski, 2000; Hassel and Katzir, 2010; McAdams and Hawk, 1994). Hassel and Katzir (2010) point out that most performance awards have typically been less than \$ [REDACTED]. A 2008 study on whether or not higher salaries would keep teachers in high poverty schools estimated that a relatively small annual bonus of \$ [REDACTED] was sufficient to reduce teacher turnover by 12 percent (Clotfelter et al., 2008). Odden and Wallace (2007) note that, “a general principle is that the average bonus awards should be at least between 4 and 8 percent of base pay which, at an average teacher salary of \$ [REDACTED] from \$ [REDACTED] per teacher. By providing teachers with the potential to earn \$10,000 in performance pay, and principals with the potential to earn \$ [REDACTED] performance pay, the *REIL* program has established a strong incentive for teachers and principals to strive to become highly effective and remain serving in high-need schools.

In order to ensure that all teachers and principals continue to receive this established PBC during and after the grant period, *REIL* developed a financial model including provision of non-TIF funds over the course of the five-year project (*Absolute Priority 2*). Table 8 outlines the PBC and salary augmentation proposal for Years 3-5.

Table 8: Funding for Performance-Based Compensation & Salary Augmentation

Component	Group	Potential Annual Award	Budget Source
Individual, Team, & School Awards	Teachers (Master Educators, <i>REIL Peer Evaluators</i>)	[REDACTED]	Year 3: 80% TIF / 20% District
			Year 4: 40% TIF / 60% District
			Year 5: 20% TIF / 80% District
	Hard-to-Staff Assignments		Year 3: 80% TIF / 20% District
			Year 4: 40% TIF / 60% District
			Year 5: 20% TIF / 80% District
	Principal		Year 3: 75% TIF / 25% District
			Year 4: 50% TIF / 50% District
			Year 5: 25% TIF / 75% District
Salary Augmentation	Master Educator	[REDACTED]	Year 3: 100% TIF
			Year 4: 100% TIF
			Year 5: 50% TIF / 50% District
	Turnaround Teacher		Year 3: 80% TIF / 20% District
			Year 4: 40% TIF / 60% District
			Year 5: 20% TIF / 80% District
	Turnaround Principal		Year 3: 75% TIF / 25% District
			Year 4: 50% TIF / 50% District
			Year 5: 25% TIF / 75% District

2.1(iii) Determining Effectiveness

All teachers and principals will receive an effectiveness rating called the *REIL Score* beginning in Year 3 of the five-year project. The *REIL Score* will determine the resulting PBC for teachers and principals. Teacher effectiveness will be determined based on four (4) components (see Table 9).

Table 9: *REIL Score* Components & Percentages for Teachers

<i>REIL Score</i> Components & Percentages (Teacher)		
Component	Source of Score	Percentage
1. Evaluation Instrument	Derived from: Classroom Observation and Documentation; Professional Responsibilities.	50%
2. Individual Value-Added	Derived from: AIMS Results; Teacher Level MAP Score; Student Scores on Local Formative Assessments.	40%
3. Team Value-Added	Derived from: AIMS Results; Aggregated Team Level MAP Score; Aggregated Team Level Student Scores on Local Formative Assessments.	5%
4. School Value-Added	Derived from: AIMS Results; ADE School-Level MAP Score.	5%

Component 1, which is generated from the evaluation instrument will be determined through multiple classroom observations, conducted by principals and peer evaluators, who will assess classroom performance, in alignment with *REIL's Teacher Improvement of Instruction and Evaluation System (TIIES)* (see Appendix). The evaluation process will include both *observed* and *documented* practices and competencies and is aligned to the *Arizona Professional Teaching Standards* (see Appendix) using multiple rating options allowing evaluators to precisely describe and compare variation in instructional performance (see section 2.3 for additional information).

Components 2-4 will use value-added measures of student growth at the individual, team, and school level. Table 9 lists the data sources that will be used to derive these value-added scores, including the use of the MAP score, generated from ADE's Arizona Growth Model [see section 2.1(i)]. To ensure that student growth is a significant component in determining overall teacher effectiveness, each component will be weighted according to a specific percentage. Table 9 lists the proposed percentages informing the *REIL Score* calculation. Student growth will be at least 50% of the total award for performance-based compensation. This will ensure compliance with ***Absolute Priority 1***, as well as Arizona's recently passed legislation (Senate Bill 1040).

The effectiveness of *Master Educators* will be determined based on the same four (4) components used for teacher effectiveness (see Table 9). Component 1 is generated from the *TIIES* instrument or the *Master Educator* evaluation instrument that will be developed during the planning year, whichever is appropriate. Principals and *Peer Evaluators* will observe *Master Educators* in practice at least 3 times over the course of the school year (see section 2.3).

Measures of student growth [see section 2.1(i)] will also be used to determine effectiveness of *Master Educators*. Students of teachers who receive support from *Master Educators* will serve as the assigned student group for this analysis. For example, Components 2-4 (see Table 9) will still

be used to determine the *REIL Score* of a full-time release *Master Educator*, but the individual and team value-added components would be determined using student growth of the teachers they support. The component percentages for a *Master Educator* are the same as a classroom teacher.

The effectiveness of *REIL Peer Evaluators* will be determined based on the same four (4) components used for teacher effectiveness (see Table 9). Component 1 is generated from the *REIL Peer Evaluator* evaluation instrument that will be developed during the planning year. *REIL Field Specialists*, in collaboration with central office staff, will observe *REIL Peer Evaluators* in practice at least 3 times over the course of the school year (see section 2.3). Measures of student growth [see section 2.1(i)] will also be used to determine effectiveness of *REIL Peer Evaluators*. Students of teachers who receive support from *Peer Evaluators* will serve as the assigned student group for this analysis. Individual and team value-added components will be determined using student growth of teachers they support. Component 4 will be generated from the six (6) districts' aggregated MAP scores, instead of a single school value-added score. The component percentages for a *Peer Evaluator* are the same as a classroom teacher.

Principal effectiveness will be determined based on the components described in Table 10.

Table 10: *REIL Score* Components & Percentages for Principals

<i>REIL Score</i> Components & Percentages (Principal)		
Component	Source of Score	Percentage
1. Evaluation Instrument	Derived from: Observation and Documentation; Survey Results.	50%
2. Individual Value-Added	Derived from: AIMS Results; School-Level MAP Score.	45%
3. District Value-Added	Derived from: District-Level MAP Score.	5%

Component 1, generated from the *Evaluation Instrument* will be determined via superintendent (or central office designee) observation of principals in practice at least 3 times over the course of the school year, using the indicators from the *Ontario Leadership Framework* (see Appendix). These observations will be job-embedded and focused on specific leadership responsibilities.

The evaluation process will include both *observed* and *documented* practices and competencies (see section 2.3). Measures of student growth [see section 2.1(i)] will also be used to determine principal effectiveness. Component 2, *Individual Value-Added* and Component 3, *District Value-Added*, will be generated using the school- and district-level MAP score, generated by the ADE. To ensure that student growth is a significant component in determining principal effectiveness, each component was weighted according to a specific percentage. Table 10 lists the proposed percentages that will inform the *REIL Score* calculation. Student growth will be at least 50% of the total award for PBC. This will ensure compliance with *Absolute Priority 1*, as well as Arizona’s recently passed legislation (Senate Bill 1040) requiring the Arizona SBE to adopt and maintain a model framework for principals that includes data on student academic progress.

Placing Teachers and Principals on the REIL Performance Award Continuum

Teacher and principal placement on the *REIL* Performance Award Continuum will be based on the *REIL Score* (see Table 11), generated from the components listed in Tables 9 and 10.

Table 11: Teacher & Principal Performance Award Continuum

REIL Teacher and Principal Performance Award Continuum					
Level of Effectiveness	Ineffective		Effective		Highly Effective
Award					
REIL Score*	0-174	175-249	250-324	325-349	350-400

* Subject to validation of evaluation instrument(s) and value-added model.

In order to receive performance-based compensation, a teacher or principal needs to receive a *REIL Score* of 250 or above. In addition, in order to provide differential compensation (*Absolute Priority 1*), there is a 3-phase effectiveness continuum ranging from effective to highly effective. Performance-based compensation will vary accordingly [REDACTED]

Teachers who receive a *REIL Score* below 250, or are not yet effective, will receive extensive job-embedded professional development targeted to areas of weakness identified by

the evaluation process, as well as student growth results. This will assist teachers who do not receive differential compensation in improving their effectiveness in the classroom or school in order to raise student achievement (see section 2.5). Teachers who are not yet effective will be supported by *Principals, Master Educators* and *REIL Peer Evaluators* with job-embedded content- and pedagogy-based coaching and support. This is “particularly important for moderate performers who have the greatest potential to become highly effective if given the right support” (Chait and Miller 2010). Teachers performing at the *unsatisfactory* level will be placed on an improvement plan per Arizona Revised Statute 15-537 (see Appendix). Teachers failing to make satisfactory improvement will be recommended for non-renewal of contract.

Principals who receive a *REIL Score* below 250, or are not yet effective, will also receive extensive job-embedded professional development targeted to areas of weakness identified by their evaluations, supported by the Superintendent and other personnel, in collaboration with the *REIL Field Specialist*. In addition, a comprehensive support system has been developed and will be put in place pending award of a federally funded school leadership program grant, titled: *Engineering School Leaders’ Success* (ESLS) program. Principals failing to make satisfactory improvement will be recommended for non-renewal of contract.

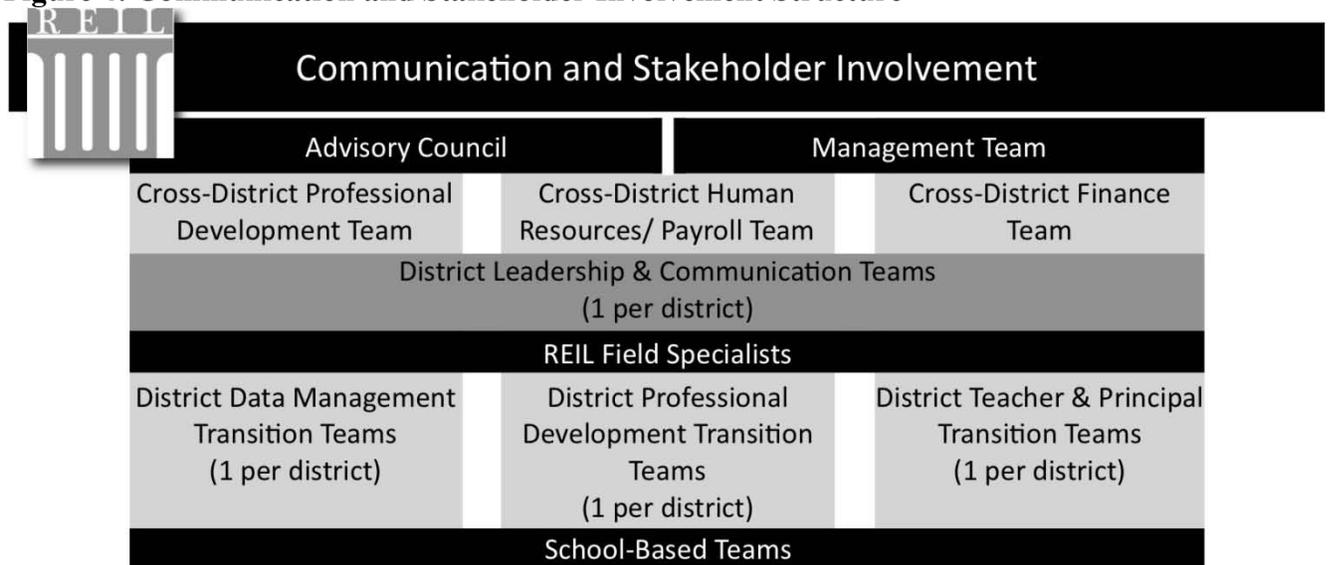
Project Design Selection Criteria 2.2: *Involvement and support of teachers, principals, and other certified personnel.*

REIL is supported by a cadre of Alliance Members who will be accountable to ensure the successful implementation of the *REIL* program. Guided by research from CECR on the importance of creating partnerships with stakeholder groups (Kelley & Odden, 1995; Milanowski, 2003; Laine, Potemski, and Rowland, 2010), the *REIL Alliance* was established with vertical and horizontal involvement and support from the classroom to the State Legislature

in order to set the stage for implementation of *REIL's Performance-Based Management System* (see section 2.1). The *REIL Advisory Council* comprised of public policy makers, superintendents, state associations, and representatives of *REIL* management staff (see Appendix), will work with the *Program Management Team* to ensure consistent implementation of *REIL* goals, objectives, and activities.

Formation of the Alliance was formalized by letters of commitment from Alliance School District Superintendents and letters of support from other Alliance Members (see Appendix). Ongoing meetings were held with various stakeholders including superintendents, central office staff, principals, and teachers to provide key information on the status of the project and to gather input to shape the content. A communication and stakeholder involvement structure is designed (see Figure 4), based on feedback from stakeholders, ensuring strong, early, and on-going communication and sufficient time for authentic involvement. This is a comprehensive illustration of stakeholder involvement and recognizes the stakeholders playing different roles.

Figure 4: Communication and Stakeholder Involvement Structure



The *REIL* Program Management Team will work with the Advisory Council, cross-district specialty teams, and the District Leadership & Communication Teams to ensure successful

program implementation. District Leadership & Communication Teams will guide district level data management, professional development, and teacher & principal evaluation transition teams, with support from *REIL Field Specialists*. Table 12 serves as a reference describing each stakeholder group, the membership of the group, and the responsibilities given to each group.

Table 12: Communication and Stakeholder Groups

Group	Who They Are	What They Do
(1) <i>REIL</i> Program Management Team	Principal Investigators; Program Director; <i>REIL</i> Field Specialists; Business Systems Specialist; Data Coordinator; and MCESA Research & Evaluation Director	Manage all aspects of the <i>REIL</i> program, and oversee the implementation of the Management Plan.
(2) <i>REIL</i> Advisory Council	Principal Investigators; <i>REIL</i> Program Director, <i>REIL</i> PI and Co-PI; and representative Alliance Members (see Appendix)	Oversee and provide guidance on all aspects of the implementation of the Management Plan.
(3) <i>REIL</i> Cross-District Teams	District-level personnel representing Prof Development, Human Resources/Payroll, and Finance stakeholders	Stakeholder groups that advise and inform on all aspects of the <i>REIL</i> program.
(4) District Leadership & Communication Teams	Superintendent’s cabinet and <i>REIL</i> Field Specialist	Guide district level data management, professional development, and teacher & principal evaluation transition teams.
(5) <i>REIL</i> Field Specialists	On-site Program Coordinator assigned to each <i>REIL School District</i>	Observe and evaluate Peer-Evaluators and Principals; conduct professional development; serve as the main communication conduit between Advisory Council/Management Team and District Transition Teams.
(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 Districts to the <i>REIL</i> Field Specialists and Cross-District Teams, as well as provide an important communication conduit between Districts and the District-Level.
(7) School-Based Teams	School level professional development, evaluation, and data management teams	Provide feedback from schools to the District-Level Transition Teams and <i>REIL</i> Field Specialists, as well as provide an important communication conduit between schools and the Program Management Team.

In alignment with *Core Elements A* and *B*, the *REIL* program will develop and implement a *Stakeholder Engagement & Communication Plan* (CECR, 2007) in order to effectively communicate the components of the PBCS to all stakeholders, and ensure the involvement and support of teachers, principals, and other personnel that is needed to carry out the grant. The plan will be guided by the framework outlined in Table 13.

Table 13: Framework for Stakeholder Engagement & Communication Plan

Framework for Stakeholder Engagement & Communication Plan	
<i>Effective PBCS Communication Plan</i>	<i>Stakeholder Involvement & Support</i>
Visible and Consistent Leadership	
<ul style="list-style-type: none"> • Designated personnel for project implementation (Program Management Team including site-based <i>REIL</i> Field Specialists) 	<ul style="list-style-type: none"> • Distributed leadership model and team-oriented approach to facilitate stakeholder involvement and support (see Figure 4).
Build and Support Momentum for the Plan	
<ul style="list-style-type: none"> • Give plan a name and logo. 	<ul style="list-style-type: none"> • Engage and build the support of key stakeholders through inclusion in the development process, early involvement, and providing enough time for collaboration.
<ul style="list-style-type: none"> • Establish and use consistent terminology to avoid pitfalls around unclear language. 	<ul style="list-style-type: none"> • Ongoing and targeted communication between project leaders and stakeholder groups.
<ul style="list-style-type: none"> • Communicate what is being rewarded, who is being rewarded, and how the inputs and outcomes are measured, as well as the timeline for initial and continuing payouts. 	<ul style="list-style-type: none"> • Include feedback loop to make mid-course corrections (i.e., Focus Groups; Surveys; Ongoing communication between Program Mgmt Team and stakeholder groups)
On-Going Communication	
<ul style="list-style-type: none"> • Frequent communication in multiple formats: <ul style="list-style-type: none"> ○ Written materials <ul style="list-style-type: none"> ▪ Written communication plan with timelines, strategies, deadlines ▪ FAQs ▪ Pay for performance “<i>REIL</i> Profile” ▪ “White Paper” briefs that examine promising practices and solutions employed by district and school leaders. ○ Meetings (e.g., Road-shows) ○ Electronic communications (e.g., Dedicated website; “Ask-the-Expert;” Webinars) ○ Communication with media 	
<ul style="list-style-type: none"> • Timelines to ensure messages are repeated frequently to remind stakeholders and interested parties of implementation goals and rationale for the program 	

Project Design Selection Criteria 2.3: *Includes rigorous, transparent, and fair evaluation systems for teachers and principals.*

Arizona recently passed State Senate Bill 1040 stating that, “By December 15, 2011 the State Board shall adopt and maintain a model framework for teacher and principal evaluation that includes data on student academic progress.” MCESA and *REIL School Districts* will take a lead role in this process. During the grant development phase, the six *REIL School Districts* identified that many of their current teacher and principal evaluation systems had not been validated and that inter-rater reliability had not been established. There were also concerns raised about the limited number of observations a teacher currently receives, lack of content knowledge of evaluators, and insufficient professional development related to effective teaching.

Based on this information, *REIL* will implement a planning year to ensure ***Core Element C*** is in place. Each *REIL School District* currently utilizes unique evaluation tools and all need additional support in transforming their current evaluation system in order to comply with Senate Bill 1040 as well as best practices for performance based evaluation. During Year 1, District Leadership & Communication Teams, in collaboration with district-level Teacher & Principal Evaluation Transition Teams will analyze of their current evaluation instrument(s) to establish alignment with the *REIL* Performance-Based Evaluation Instrument derived from the *TIIES* Indicators and the *Ontario Leadership Framework* (see Appendix). As a result of this analysis, each district will refine, revise, or adopt a new instrument to include the following 4 structures:

(1) Objective, Evidence-Based Rubric Aligned with Professional Teaching or Leadership

Standards: With respect to teachers, the *REIL* program will use the locally-developed *TIIES* indicators — aligned to the *Arizona Professional Teaching Standards* (see Appendix) — and the *Teacher Advancement Program’s* research-based rubrics (TAP, 2010). *TIIES* indicators can be

grouped into three categories: (1) *Planning*, includes indicators for *Lesson Planning and Design*; (2) *Instruction*, includes indicators for *Content, Instructional Facilitation, Student Engagement/Elicited Interaction, and Learning Climate*; and, (3) *Assessment of Learning*, includes Student Academic Progress Records. There are also indicators for *Professional Responsibilities* which measure a teacher's general professional responsibilities. The validation period will allow determination of indicators most closely aligned with student achievement outcomes. Indicators will be weighted to give the indicators with the closest alignment to student achievement results the most weight in determining overall teacher effectiveness.

Many current evaluation systems place as many as 95% of teachers at the same performance level (Coalition for Student Achievement, 2009). This means that many ineffective teachers receive satisfactory ratings; *TIIES* uses 5 rating categories (Unsatisfactory, Developing, Approaching, Proficient, Exceeds) in order to differentiate instructional effectiveness. Teachers serving in leadership roles of *REIL Peer Evaluators* and *Master Educators* will be evaluated using a specifically designed evaluation rubric that will be developed in Year 2. The evaluation rubric for teachers in leadership roles will be based on a combination of the *TIIES* indicators and the *Ontario Leadership Framework* to ensure that the tool is sensitive to both the instructional and leadership responsibilities needed to be effective in these positions.

Principals will be evaluated based on indicators from the *Ontario Leadership Framework*, which is aligned with McRel's (Mid-continent Research for Education and Learning) *Balanced Leadership Framework* (McRel, 2003), as well as the *ISLLC* (Interstate School Leaders Licensure Consortium) *Standards*. The *Ontario Leadership Framework* focuses on leader practices (actions, behaviors and functions found through research and professional experience to have a positive impact on student achievement) and leader competencies (skills, knowledge, and

attitudes of effective school leaders). These leader practices and competencies are organized into five domains including: (1) setting directions, (2) building relationships and developing people, (3) developing the organization, (4) leading the instructional program, and (5) securing accountability. Each domain is then described through the practices, skills, knowledge, and attitudes relevant to the domain (Ontario Institute for Education Leadership, 2008).

(2) Teacher and Principal Observations: Currently, most Arizona school districts require that non-continuing (probationary) teachers be evaluated twice each year during years 1-3 of employment, and continuing teachers be evaluated once every year. *REIL* will increase the number of evaluations to 5 evaluations each year for teachers. A *REIL Alliance Cross-District Peer Evaluator Cadre* will be formed to assist principals in the teacher evaluation process, and ensure teachers receive both pedagogical and content-specific feedback. Principals will be evaluated 3 times during the school year by the District Superintendent (or designee) and *REIL Field Specialists*. Teachers and principals will take part in at least 3 data conversations over the course of the school year using data from formative/benchmark assessments receiving frequent and regular feedback on their performance to develop individualized educator goal plans.

(3) Incorporate the Collection and Evaluation of Additional Forms of Evidence: Student academic growth, captured through the use of a value-added model, will play a significant factor in the implementation of the evaluation system for both teachers and principals [see sections 2.1(i) and 2.1(iii)]. Additional forms of data (e.g., parent, student, teacher survey data; student work; observation of participation in professional learning communities) will be included as part of the evaluation process and contribute to the score generated from the evaluation instrument(s).

(4) Inter-Rater Reliability: According to *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness* (2009), inter-rater reliability is a

key component of an evaluation design. A rigorous, transparent, and fair evaluation system must ensure a high degree of inter-rater reliability (i.e., agreement among two or more raters who score approximately the same) in order to fairly and accurately reflect variations in teacher effectiveness. The *TIIES* tool and the *Ontario Leadership Framework* have incorporated protocols, domains, and items of established instruments that have proven inter-rater reliability.

In addition to establishing inter-rater reliability, all principal and teacher evaluators in *REIL School Districts* will receive two levels of intensive and on-going training on the administration of the evaluation tool to ensure inter-rater reliability (see Table 14 below).

Table 14: Phases of *REIL* Evaluator Training

	Qualified Evaluator Training (Phase 1)	Certified Evaluator Training (Phase 2)
Setting	Five (5) days in Workshop Setting using validated modules for training.	3-5 days of Job-embedded in the school/classroom with <i>REIL</i> Field Specialists and other Qualified Evaluators
Content	Evaluation Rubric; writing educator growth plans; inter-rater reliability training using videotaped lessons; artifact review of lesson plans, grade books; scripting; pre- and post-conference training.	Establish inter-rater reliability between evaluators during in-class/school observations; observations of pre-and post-conferences with teachers and principals; evaluation of growth plans; and evaluation of student academic progress.

Phase 1, *qualified evaluator* training, will ensure that all evaluators can accurately use the evaluation instrument to correctly identify a teacher’s instructional effectiveness level in a controlled setting. Phase 2, *certified evaluator* training will ensure that evaluators are maintaining accurate ratings out in the field. This training will include intra- and inter-district visitations, as well as support from *REIL* Field Specialists who will team with evaluators to jointly conduct evaluations on a regular basis. In addition, annually certified *REIL Peer Evaluators*, building level evaluators and *REIL* Field Specialists will conduct informal data sweeps to maintain the norming process for high level inter-rater reliability. Principals will be

held accountable for conducting high quality evaluations. Peer evaluators must maintain their accuracy in order to remain in the *REIL Peer Evaluator Cadre*.

Project Design Selection Criteria 2.4: *Includes a data-management system that can link student achievement data to teacher and principal payroll and human resources systems.*

Feedback from *REIL School Districts* and an analysis of current systems reveals that all *REIL School Districts* will need additional data management support. During the planning year to the *REIL* program will ensure a data management system is in place by July 1, 2011. A close partnership with the ADE’s Information Technology Division (ADEIT) will provide opportunities to leverage the suite of existing ADEIT solutions and associated supporting services (i.e. training, technical writing/documentation, data management/governance, technical management, support centers, etc) as a foundation for local technical solutions development.

The Program Management Team and the *REIL* Advisory Council will establish criteria for the acquisition of a data management system, incorporating specific guidelines. The data management system will need to collect the best data available, create secure access, establish administrator review and set-up periods, and create a teacher verification process (Batelle for Kids) (see Table 15).

Table 15: *REIL*’s Data Management System Specifications

Requirements	
1	Link teacher and principal assignment data to student achievement data.
2	Link performance of student achievement data to each eligible teacher’s and principal’s performance incentive to payroll and human resource system.
3	Provide an <i>Identity Management Solution</i> that rigorously validates the user’s credentials and ensures the user is exposed to data and functionally that they are authorized to view.
4	Capture and allow easy analysis of formative and summative assessments by item and strand.
5	House a scalable, sustainable, and agile student assessment delivery system.
6	Capture teacher and principal evaluation data, as well as walk-through data.
7	Capture teacher and principal professional development data.
8	Provide portals and other gateways that provide system administrators, teachers and principals the requisite level of transparency necessary to review accuracy of their specific information.

Project Design Selection Criteria 2.5: *Incorporates high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement, and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.*

Guided by feedback from *REIL* stakeholders, and informed by professional development best practices (Chait, 2007; Chait and Miller, 2010; Coalition for Student Achievement; National Staff Development Council), the *REIL* program will support teachers and principals with a 5-year comprehensive professional development plan that: (1) provides the tools and time to learn and implement the skills that foster higher levels of performance; (2) supports the training of *Principals, Master Educators, and Peer Evaluators* in how to recognize good teaching and support teachers through the evaluation process; (3) focuses on the instructional needs of individual students as well as teacher learning needs identified from evaluations and resulting Professional Growth Plans; (4) enables teachers and principals to use data generated from student data and evaluation data to improve their practice (*Core Element E*); (5) includes the creation of an online video library of exemplary classroom teaching organized around the *TIIES* indicators and the Ontario Leadership Framework; and (6) a strategic professional development strand focused on science and mathematics teachers in grades 7-12.

REIL's 5-Year Professional Development Plan contains activities designed according to 5 phases of professional learning, which will assist *REIL*'s Alliance School Districts with incorporating high-quality professional development activities designed to increase the capacity of teachers and principals to raise student achievement (see Table 16).

Table 16: 5-Year 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					
Information sessions on the newly adopted evaluation process (three 1-day trainings). [Obj. 3.1]	√				
Information sessions on elements of the <i>THIES</i> indicators. [Obj. 3.3]	√				
Evaluators attend training to become <i>qualified</i> evaluators. [Obj. 3.1]	√	√	√		
Evaluators attend training to become <i>certified</i> evaluators. [Obj. 3.1]			√	√	√
Grade 7-12 math & science teachers attend training on Professional Learning Communities. [Obj. 1.3]	√	√	√		
Year 2					
Continuing training for teachers & principals on evaluation system & tools. [Obj. 3.3]		√	√		
Professional development for teachers & principals on how to use data generated from evaluation. [Obj. 3.3]	√	√			
Career Pathway candidates attend professional development on specific topics. [Obj. 3.3]	√	√			
Career Pathway candidates participate in <i>qualified</i> evaluator training. [Obj. 3.1]	√	√	√		
Evaluators receive job-embedded <i>certified</i> evaluator training. [Obj. 3.3]		√	√	√	
Teachers & principals attend training on how to use data to inform and improve instruction. [Obj. 1.1]	√	√	√	√	
Teachers & principals informational sessions on value-added model. [Obj. 1.2]	√				
Grade 7-12 math & science teachers participate in PLC groups with a focus on development of common assessments. [Obj. 1.3]	√	√	√	√	
Year 3					
Professional development for teachers & principals on how to use data generated from evaluation. [Obj. 3.3]	√	√	√	√	
Evaluation training for new teacher and principal hires. [Obj. 3.3]	√	√			
Peer Evaluators becomes <i>certified</i> evaluators. [Obj. 3.1]	√	√	√	√	
Teachers & principals are supported by Master Educators & Peer Evaluators based on evaluation		√	√	√	√

results, individual professional growth plans and student achievement results. [Obj. 3.3]					
Principals, Master Educators, and Peer Evaluators attend training on NSDC professional development standards. [Obj. 3.3]	√	√	√		
Teachers & principals attend professional development on Professional Learning Communities and Data Analysis. [Obj. 3.3]	√	√	√		
Differentiated professional development options aligned to staff needs generated by teacher evaluation data are facilitated by Central Office Staff, Principals, Master Educators, and Peer Evaluators. [Obj. 3.3]			√	√	√
Grade 7-12 math and science teachers participate in PLC groups with emphasis on student enrichment and intervention strategies.	√	√	√	√	
Year 4-5					
Grade 7-12 math and science teachers receive content-focused professional development delivered via established partnership and Peer Evaluator Cadre. [Obj. 1.3]	√	√	√	√	√
Teachers and principals receive job-embedded professional learning via coaching and feedback aligned to teacher/principal learning needs (identified by evaluation rubric) and student learning needs (identified by student growth data). [Obj. 3.3]	√	√	√	√	√

Evaluation of Professional Development Plan

The REIL program will include a program evaluation process to allow for necessary modifications in order to improve program effectiveness. The professional development assessment process will involve the collection of 5 levels of data (Guskey, 1999). These levels of evaluation and the corresponding data pieces are shown in Table 17 below.

Table 17: Levels of Professional Development Evaluation

Evaluation Level	How Information will be Gathered
Level 1: Participants' Reactions	<ul style="list-style-type: none"> • Online professional development surveys
Level 2: Participants' Learning	<ul style="list-style-type: none"> • Standards Assessment Inventory (NSDC) • Walk-through documentation
Level 3: Organization Support and Change	<ul style="list-style-type: none"> • Standards Assessment Inventory (NSDC) • Analysis of school and district documents

	<ul style="list-style-type: none"> • Focus Groups and structured interviews (teacher, student, administration) • Questionnaires (district and school leadership & support) • Schedules (student and teacher schedules, early-release schedule, new & returning teacher schedule) • Professional Growth Plan Goals
Level 4: Participants' Use of New Knowledge and Skill	<ul style="list-style-type: none"> • Number of teachers & principals placed on <i>REIL Performance Award Continuum</i> • Teacher & Principal Evaluation Data • Standards Assessment Inventory (NSDC) • Walk-through documentation • Career Pathway Innovation Configuration Maps
Level 5: Student Learning Outcomes	<ul style="list-style-type: none"> • Data from local assessments, State-administered AIMS assessment, and the value-added calculation • Data from grade level/subject area common assessments

Career Pathways

Each *REIL School District* will establish a *Teacher Career Pathway Program* that aligns with the local context of each district, for implementation in Year 3 of the program. Potential candidates for career pathway positions will be identified during Year 2. Teacher Career Pathway options will include: (1) Master Educators; (2) Peer Evaluators; (3) In-Demand Teachers; and (4) Turnaround Teachers.

Master Educators will serve as coaches, mentors, and leaders of professional development for other teachers (Chait and Miller, 2010). An innovative option for the *Master Educator* pathway will be the inclusion of a separate *Master Educator* pathway that allows top tier teachers to maintain direct contact with students through, what Hassel and Hassel (2009) describe as, *reach extensions* (number of children served by each top-tier teacher) (see Table 18).

Table 18: Reach Extension Descriptions and Examples

In-Person Reach Extension	Remote Reach Extension
<ul style="list-style-type: none"> • Releasing a top-tier teacher from non-instructional duties to focus exclusively on academic instruction in which they might teach more children, increase the amount of time each student spends in personalized 	<ul style="list-style-type: none"> • Using technology to extend the reach of the top-tier teachers remotely, both in real time and asynchronously, and within schools and across long distances. Examples might include: (1) piping in video of top-tier

<p>instruction, or shrink instructional group sizes by delivering academic content in another teachers' classroom</p> <ul style="list-style-type: none"> • Offering top-tier teachers larger classrooms, <i>by choice</i>. 	<p>teachers for specific subjects and topics; (2) using software to deliver “smart” content, rapidly identifying and addressing student learning gaps, with design and production participation by top-tier teachers.</p>
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REIL Peer Evaluators, a second career pathway option, will be selected for expertise in specific areas, and will conduct approx. 100 evaluations a semester to a cadre of assigned teachers over the course of a year. *REIL Peer Evaluators* will become *certified* and be monitored frequently to ensure score consistency. They will also spend approximately 20% of their time supporting teachers with both on-site and cross-district professional learning, ensuring that teachers receive the job-embedded support needed to improve practice and student achievement.

The third and fourth career pathway options, *In-Demand Teachers*, and *Turnaround Teachers* will address the need to have high quality teachers designated in hard-to-staff areas and hard-to-serve schools (***Competitive Preference Priority 5***). In Year 1 of the program, each district will generate a hard-to-staff assignment in order to establish which positions across the individual district will qualify for salary augmentation. Each district’s *Stakeholder Engagement & Communication Plan* will annually identify the procedures each LEA will follow to communicate to stakeholders which positions have been identified as hard-to-staff. *REIL*’s website will contain this information (***Competitive Preference Priority 5***). Once the preliminary list is established it will remain in place for a three-year period. Teachers identified in a hard-to-staff position and placed on the *REIL* Performance Award Continuum will be compensated for a 3-year period. In year 3, hard-to-staff teachers who earn placement on the *REIL* Performance Award Continuum will receive one and a half times the performance compensation amount. Hard-to-serve schools will also qualify for *Turnaround Teachers*, who will receive a salary augmentation incentive ([REDACTED]) for accepting a position in a hard-to-serve school.

Career Pathway Selection Process

To ensure *effective* teachers are placed in career pathway positions, all candidates will be screened through the STEP (Selecting Teachers to Enter Pathways) process including multiple measures such as video portfolios, student achievement, performance tasks, simulations, interviews, group interactions, and observations. This collaboratively developed process will serve as a standards-based measure to assess and analyze candidate knowledge, skills, and dispositions. An individual's results will be used to develop targeted professional growth plans for career pathway candidates. The STEP process will revolutionize the current applicant process as *REIL School Districts* implement new procedures for hiring staff to fill vacancies, including vacancies in hard-to-staff areas (***Priority 5, Competitive Preference***).

Principal Career Pathways

A principal career pathway will also be supported through the *REIL* program. Principals that have demonstrated effectiveness can become a *Turnaround Principal* at a designated hard-to-serve school. Although all of the schools in the *REIL Alliance* are considered high-needs schools, there are some schools that need additional support due to special circumstances (e.g., school label, persistently lowest performing). *Turnaround principals* who demonstrate effectiveness will qualify for a performance-based salary augmentation of [REDACTED]. Additional principal pathways will be implemented pending selection and award of a federally-funded School Leadership Grant.

Absolute and Competitive Priorities

Alignment of *REIL* program elements incorporating the *Absolute Priorities*, as well as *Competitive Preference Priorities* 4, 5, and 6 are highlighted in Table 19.

Table 19: Alignment of *REIL* Elements to Priorities

Absolute Priority 1: Differentiated Levels of Compensation for Effective Teachers and Principals	
Elements	Section(s)
<ul style="list-style-type: none"> At least 50% of a participants’ performance-based compensation will be based on student growth (individual, team, and school value-added contribution). Objective data on student performance will include State-administered AIMS assessment and validated local benchmark assessments). Adoption of evaluation tools and processes aligned to <i>REIL</i> evaluation framework. A process for certifying evaluators including validation of inter-rater reliability. Multiple observations for teachers and principals. Implementation of a career pathway model. All principals and teachers will have access to quality coaching and support. Average performance incentive will be based on 4-10% of the average Arizona teacher base salary of \$45,209 and average Arizona principal salary of \$75,000. Salary augmentation via leadership incentives will be available for career pathway placements. 	2.1 2.3 2.5
Absolute Priority 2: Sustainability of the PBCS	
Elements	Section(s)
<ul style="list-style-type: none"> The budget for performance incentives has been calculated using an <i>open-ended</i> funding model; there are no caps on the total number of awards. Costs for acquiring a data management system, developing or acquiring new assessments, and expanding professional development opportunities have been built in the budget. Alliance School Districts will use Classroom Site Funds (Proposition 301) to establish a corpus to fund performance-based compensation on an increasing basis during the grant period. A sustainability plan has been created to ensure that each school district takes on an increasing share of the incentive amount as part of a comprehensive plan. TIF funds will fund 80% of the performance-based compensation during Year 3, 40% during Year 4, and 20% during Year 5. 	2.1 3.3 Budget Narrative
Absolute Priority 3: Comprehensive Approaches to the PBCS	
Elements	Section(s)
<ul style="list-style-type: none"> Performance-Based Management System. Instructional accountability (multiple measures, academic growth of students, validated principal and teacher evaluation). 	2.1 2.5

<ul style="list-style-type: none"> • Performance-based compensation for both principals and teachers. • Comprehensive job-embedded professional development for principals and teachers. • Implementation of Professional Growth Plans. • Multiple career pathways for principals and teachers. • Revised procedures for informing retention and tenure decisions, including use of evaluation tool data. • Procedures for ensuring inter-rater reliability. • Professional development for teachers and administrators will be linked to teacher evaluation and student learning data via a Professional Growth Plan. • Collection and evaluation of student learning data, as well as teacher and principal evaluation data through robust data management system. 	
Priority 4 (Competitive Preference): Use of Value-Added Measures of Student Achievement	
Elements	Section(s)
<ul style="list-style-type: none"> • Teachers and principals will receive differential compensation based on their <i>REIL Score</i> that is generated from a value-added calculation. • Collaboration with ADE. • Hiring of a Data Coordinator. • All districts will have a data management system. • Each district will establish a Data Management Transition Team and PD Transition Team. • 5-Year Professional Development Plan; job-embedded coaching and support. 	<p>2.1 2.4 3.2</p>
Priority 5 (Competitive Preference): Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools	
Elements	Section(s)
<ul style="list-style-type: none"> • Provide differential compensation based on effectiveness of teachers filling hard-to-staff positions. • Teachers filling hard-to-staff positions will be screened through the STEP (Selecting Teachers to Enter Pathways) process. • Teachers filling hard-to-staff positions will have to demonstrate instructional effectiveness, based on placement on <i>REIL Performance Award Continuum</i>. • Each district will establish a hard-to-staff list, approved by the local Governing Board. • Turnaround teachers and principals. 	<p>2.5</p>
Priority 6 (Competitive Preference): New Applicants to the Teacher Incentive Fund	
<p>The MCESA and the designated schools from the six Alliance School Districts including Alhambra, Gila Bend, Isaac, Nadaburg, Phoenix Union, and Tolleson are eligible entities that have not previously been awarded a grant under the Teacher Incentive Fund program.</p>	

3. ADEQUACY OF SUPPORT FOR THE PROPOSED PROJECT

Selection Criteria 3.1: *The extent to which the management plan is likely to achieve the objectives of the proposed project on time and within budget, and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks.*

The *REIL* program requires a comprehensive management plan commensurate with the diverse, multi-district focus of the project. Therefore, a five-year program timeline has been carefully outlined with specific project periods (see Table 20) that align to the PLAN-DO-STUDY-ACT (PDSA) Cycle (Stigler, 2010) in order to ensure continuous improvement over the course of the five-year implementation cycle.

Table 20: 5-Year Planning Timeline

Year 1: Planning	<u>PLAN-DO-STUDY-ACT</u>	Oct 2010-June 2011
Year 2: Focused implementation (piloting)	PLAN- <u>DO</u> -STUDY-ACT	July 2011-June 2012
Year 3: Full implementation	PLAN-DO- <u>STUDY-ACT</u>	July 2012-June 2013
Year 4: Full implementation	<u>PLAN-DO-STUDY-ACT</u>	July 2013-June 2014
Year 5: Full implementation (refinements)	<u>PLAN-DO-STUDY-ACT</u>	July 2014-June 2015

In order to facilitate accomplishment of project activities, Table 21 aligns major program activities with a timeframe and person(s) responsible. Project milestones, which communicate specific deliverables and signify project checkpoints to validate program progress, are separately identified within Table 21. A unique feature of this management plan is the grouping of activities into common categories. This strategy assisted the grant development team in cross checking for program elements and will also serve to facilitate effective program management.

Table 21: *REIL* Program Management Plan

<i>REIL</i> Activities / Milestones	Timeline	Person(s) Responsible
<i>Staffing</i>		
Hire Program Director; Data Coordinator; Program Evaluator; <i>REIL</i> Field Specialists; Videographer; Business Systems Analyst	Oct-Nov 2010	Dr. Renfro (P.I.); MCEA Staff
Assemble Advisory Council	Oct 2010	
Hire Peer evaluators	May 2011	
Develop and distribute Requests for Proposals (RFPs) and	Oct 2010	

procure consultant services.		
Milestone: Program leadership identified; staff hired.	Dec 2010	
Communication & Stakeholder Involvement		
Milestone: <i>REIL</i> Advisory Council in place.	Oct 2010	
Facilitate <i>REIL</i> Advisory Council Meetings. (Obj. 3.2)	Quarterly beginning Oct 2010	Dr. Covey (Co-P.I.)
Milestone: Established inter-governmental agreements (IGAs) with Alliance School Districts.	Oct –Nov 2010	
Establish Cross-District Teams (Professional Development; Human Resources/Payroll; Finance). (Obj. 3.2)	Oct-Nov 2010	Program Director
Meet with Cross-District Teams. (Obj. 3.2)	Monthly beginning Nov 2010	Program Director
Each Alliance School District establishes <i>REIL</i> Leadership & Communication Team. (Obj. 3.2)	Oct 2010	District Supts.
Develop Stakeholder Engagement & Communication Plan with support from <i>REIL</i> Cross-District Teams and Advisory Council (Obj. 3.2) <ul style="list-style-type: none"> Identify multiple means of distributing information to educators and the public. Identify ways for educators to gather information quickly and easily. Identify strategies to sustain the PBCS by building support for it among policymakers, the business community, foundations, the public, and other key stakeholders. Develop strategies for engaging the media with clear and consistent communication with the public. 	Nov 2010- March 2011	Dr. Renfro (P.I.); Dr. Covey (Co-P.I.); MCESA Marketing/ Communications Dir. (MarkComm)
Milestone (Core Element A & B): Stakeholder Engagement & Communication Plan in place. (Obj. 3.2)	March 2011	
<i>REIL</i> Field Specialists facilitate feedback loop between District Leadership & Communication Teams, District Transition Teams, and Program Management Team.	Weekly	<i>REIL</i> Field Specialists
Conduct regular meetings with teachers and principals so that they can ask questions and raise concerns about Performance-Based Management System. (Obj. 3.2)	Quarterly beginning Nov. 2010	<i>REIL</i> Field Specialists
Identify structure for <i>REIL</i> webpage in collaboration with established Cross-District Teams	April 2011	Program Director
Begin development of <i>REIL</i> website, hosted by MCESA. (Obj. 3.2) <ul style="list-style-type: none"> Align strategies with Stakeholder Engagement & Communication Plan. 	March 2011	Program Director; MCESA MarkComm
Each Alliance School District forms a Data Management Transition Team. (Obj. 3.2)	March 2011	Program Director; Field Specialists

Each Alliance School District creates a Data Mgmt Transition & Implementation Plan. (Obj. 1.1, 3.1)	March-June 2011	Program Director; Field Specialists
Milestone: <i>REIL</i> website complete. (Obj. 3.2)	August 2011	
Collect feedback on webpage and make revisions. (Obj. 3.2)	Annually beginning June 2012	Program Director
Milestone: Implementation of district Data Management and Implementation Plans. (Obj. 1.1, 3.1)	August 2011	
Each Alliance School District forms a Teacher & Principal Evaluation Transition Team. (Obj. 3.1, 3.2)	Nov 2010	Program Director; Field Specialists
<i>REIL</i> District Leadership & Communication Teams establish communication structure to ensure that teachers & principals understand the PBCS performance measures. (Obj. 3.2)	April-June 2011	Program Director; Field Specialists
Milestone (<i>Core Element E</i>): District- and school-based communication structure to inform teachers & principals on <i>REIL's</i> PBCS performance measures. (Obj. 3.2)	July 2011	
Each Alliance School District forms a Professional Development Transition Team. (Obj. 3.2, 3.3)	Jan 2011	Program Director; Field Specialists
Program Mgmt Team collaborates with <i>REIL</i> Advisory Council, Cross-District Teams; and district teams to develop informational materials clearly explaining to teachers, principals, central office staff, and governing boards the criteria used to determine which educators are eligible for performance awards and what level of performance they must demonstrate for awards. (Obj. 3.2)	April-June 2011	Program Director
Program Management Team collaborates with Advisory Council, Cross-District Teams; and district teams to develop informational materials clearly explaining professional development opportunities provided to help teachers & principals improve their performance. (Obj. 3.2)	April-June 2011	Program Director
Program Mgmt Team collaborates with Advisory Council, Cross-District Teams; and district teams to develop materials (e.g. to parents) explaining how the Performance-Based Management System Plan works. (Obj. 3.2)	April-June 2011	Program Director
Milestone: Information materials distributed/posted. (Obj. 3.2)	August 2011	
Develop and implement media strategy to explain the <i>REIL</i> Performance-Based Management System. (Obj. 3.2)	June-Aug 2011	MCESA MarkComm
Evaluate and make refinements to Stakeholder Engagement & Communication Plan. (Obj. 3.2)	Annually beginning June 2012	Program Director
Conduct focus group interviews to collect feedback from stakeholders on components of PBCS. (Obj. 3.2)	Annually beginning June 2012	Dr. Renfro (P.I.); Program Evaluator
Collect feedback from stakeholders related to valued	Annually	Dr. Renfro (P.I.);

elements in the <i>REIL</i> program and ways to assist schools with greater effectiveness, via online survey. (Obj. 3.2)	beginning June 2012	Program Director
Develop teacher and principal <i>REIL</i> Profile Sheet as a document designed to inform each teacher & principal how their performance award was calculated. (Obj. 3.2)	July 2013	MCESA Research & Eval Director
Send out <i>REIL Profiles</i> to teachers and principals receiving performance awards. (Obj. 3.2)	Twice a year beginning Dec 2013	Business Systems Specialist
Create and distribute differentiated <i>REIL</i> guidebooks for each employee group that explains the components of <i>REIL</i> 's Performance Management System. (Obj. 3.2)	July 2011- July 2012	Program Director
Milestone: <i>REIL</i> guidebooks for each employee group.	July 2012	
Milestone: Completion of Objective 3.2.	June 2012	
Milestone: White Papers examining promising practices and solutions disseminated to participating schools.	Throughout project implementation	
Milestone: Annual Evaluation Report.	Annually Years 2-4	
Milestone: Comprehensive Evaluation Report.	July 2005	
<i>Recruitment and Retention of Effective Teachers and Principals in Hard-to-Staff Subjects and Specialty Areas in Hard-to-Serve Schools</i>		
Establish criteria for selecting hard-to-staff positions and hard-to-serve schools. (Obj. 2.3)	Oct 2010	Business Systems Specialist
District Prof Dev Transition Teams establish hard-to-staff assignment list and submit to Alliance School District Supts. for Governing Board approval. (Obj. 2.3)	Jan 2011	Business Systems Specialist
Milestone: Districts adopt revised hiring process for filling vacancies for hard-to-staff positions. (Obj. 2.3)	March 2011	
Identify hard-to-serve-schools. (Obj. 2.3)	June 2011	Program Director
Identify turnaround principal candidates and recommend placement in designated hard-to-serve schools. (Obj. 2.3)	June 2013	Program Director; Alliance School District Supts.
Determine effectiveness of potential hard-to-staff career pathway candidates. (Obj. 2.3)	Sept 2011- June 2012	Program Director
Re-evaluate hard-to-staff positions for next 3 year term (Obj. 2.3)	Oct 2014	Business Systems Specialist
Milestone: Cross-district report for Alliance School Districts on retention rate, unfilled positions, and % of staff receiving differential compensation related to hard-to-staff positions. (Obj. 2.3)	July 2014 / July 2015	
Milestone: Completion of Objective 2.3	June 2015	
<i>Assessments</i>		
Conduct analysis of existing local assessment systems for each Alliance School District. (Obj. 1.1)	Oct-Dec 2010	MCESA Research & Eval Dir.
Identify valid and reliable measures to use to assess performance of all teachers and principals. (Obj. 1.1) • Validate the correlation of current assessments to AIMS	Oct 2010- March 2011	Program Director; Program Evaluator

assessment. (Obj. 1.1) • Procure benchmark assessment system and technology solutions based on <i>gap analysis</i> (Obj. 1.1)	April-May 2011	
Milestone: Implement assessment system. (Obj. 1.1)	Aug 2011	
Verify validation of assessments to AIMS assessment. (Obj. 1.1)	April 2012	Program Evaluator
Milestone: Benchmark Assessments in place for tested grade levels and subject areas.	July 2012	
Create/procure common assessments for grade levels subject areas not already in place. (Obj. 1.1)	April-May 2012	MCESA Research & Eval Dir.
Implement assessment system for activity listed above. (Obj. 1.1)	Aug 2012-March 2013	MCESA Research & Eval Dir.
Milestone: Benchmark Assessments in place for non-tested grade levels and subject areas.	July 2013	
Validate all assessments. (Obj. 1.1)	Annually beginning April 2013	Program Evaluator
<i>Performance-Based Evaluation System(s)</i>		
Conduct analysis of current <i>REIL School District</i> evaluation systems/policies, administrative procedures, & state statutes. (Obj. 3.1)	Oct-Nov 2010	Program Director
Facilitate district level Evaluation Transition Teams in crosswalk/comparison of existing district evaluation tools(s) to <i>REIL</i> Frameworks. (Obj. 3.1)	Jan 2011	<i>REIL</i> Field Specialists
Identify <i>REIL</i> -aligned evaluation instrument(s) for teachers (to be used in Year 2), principals (to be used in Year 2), and career pathways (to be used in Year 3). (Obj. 2.1, 3.1)	Jan-April 2011	Program Director
Milestone: Governing Boards approve teacher and principal evaluation pilot to validate evaluation tools and processes. (Obj. 3.1)	April 2011	
Inform teachers of new evaluation instrument. (Obj. 3.3)	May 2011	<i>REIL</i> Field Specialists
Inform principals of new principal evaluation instrument. (Obj. 3.3)	June 2011	<i>REIL</i> Field Specialists
Conduct qualified evaluator training for all supervisors of teachers. (Obj. 3.3)	June-July 2011	Program Director
Develop inter-rater reliability training for all evaluators. (Obj. 3.1)	March-June 2011	Program Director
Conduct qualified evaluator training for all supervisors of principals. (Obj. 3.3)	June-July 2011	Program Director
Create modules for training and communication on new teacher and principal evaluation instruments. (Obj. 3.3)	April-Aug 2011	Program Director; <i>REIL</i> Field Specialists
Train district staff to deliver <i>REIL</i> evaluation systems information session modules. (Obj. 3.1)	July 2011	<i>REIL</i> Field Specialists

Milestone (<i>Core Element C</i>): Rigorous, transparent, and fair evaluation system plan for teachers and principals in place. (Obj. 3.3)	August 2011	
Conduct training on evaluation system for all teachers. (3, 1-day trainings). (Obj. 3.3)	Aug 2011	<i>REIL</i> Field Specialists
Recommend viable evaluation framework for teachers and principals to ADE and SBE pursuant to Senate Bill 1040. (Obj. 3.1)	Dec 2011	Dr. Renfro (P.I.); Dr. Covey (Co-P.I.)
Evaluate qualified teachers and principals with newly developed STEP process. (Obj. 2.1)	Aug 2011- Feb 2012	Program Director
Refine evaluation instruments as implementation feedback is collected. (Obj. 3.1)	January 2012- April 2012	Dr. Renfro (P.I.); Program Director
Conduct 3 evaluations per teacher. (Obj. 3.1)	Aug 2011- June 2012	Program Director
Validate adopted instruments and processes. (Obj. 3.1)	January-June 2012	Program Director; Program Eval.
Recommend a validated evaluation system to each Alliance School District Supt. (Obj. 3.1)	May 2012	Program Director
Milestone: Each Alliance School District Governing Boards adopts <i>REIL</i> -aligned district evaluation tool(s) and processes. (Obj. 3.1)	May 2012	
Conduct <i>certified</i> evaluator training for all supervisors of teachers. (Obj. 3.1)	Aug 2011- March 2012	Program Director
Conduct <i>certified</i> evaluator training for all supervisors of principals. (Obj. 3.1)	Aug 2011- March 2012	Program Director
Conduct <i>qualified</i> evaluator training for Peer Evaluators and Master Educators. (Obj. 3.1)	July 2012	Program Director
Develop and implement Professional Growth Plans for teachers & principals. (Obj. 3.1)	Aug 2011- June 2012	Program Director
Conduct <i>certified</i> evaluator training for all Peer Evaluators. (Obj. 3.1)	Aug 2012- June 2013	Program Director
Conduct 5 evaluations per teacher (all indicators and levels 0-5); 3 per principal. (Obj. 3.1)	Years 3-5	Program Director
Validate adopted instruments and process. (Obj. 3.1)	Jan-June 2013	Dr. Renfro (P.I.); Program Director
Conduct training on evaluation system.	Ongoing, Years 3-5	Program Director
Milestone: Evaluators are <i>qualified</i> and <i>certified</i> . (Obj. 3.1)	Dec 2012	
Professional growth plans for teachers and principals revised. (Obj. 3.1)	Annually beginning Year 3	Program Director
Milestone: Completion of Objective 3.1	June 2014	
<i>Data Management System / Value-Added System</i>		
Conduct an assessment of current data management systems in <i>REIL</i> districts based on criteria established by	Oct-Nov 2010	Program Director; Data Coordinator;

Program Management Team, <i>REIL</i> Advisory Council, and Cross-District Teams. (Obj. 1.1)		Business Systems Specialist; MCESA Research & Eval Dir.
Procure data management system based on gap analysis. (Obj. 1.1)	Jan-June 2011	MCESA Business Manager
Collaborate with <i>REIL</i> Advisory Council, Cross-District Teams, and the ADE to develop criteria for value-added model. (Obj. 1.2)	Oct-Dec 2010	Program Director; Data Coordinator
Finalize value-added model. (Obj. 1.2)	Jan 2011	Program Director; Data Coordinator; MCESA Research & Eval Dir.
Develop implementation plan for value-added model. (Obj. 1.2)	Jan-March 2011	Program Director; MCESA Research & Eval Dir.
<i>REIL School Districts</i> prepare for roll-out of data management system (e.g., infrastructure, BETA testing). (Obj. 1.1) <ul style="list-style-type: none"> • Extract data for importation into system. • Establish secure user accounts to validate user access. • Establish administrator review and set-up periods. • Create teacher verification process. • Administrator validation and approval process. 	July 2011-Jan 2012	Program Director; Data Coordinator; Business Systems Specialist
Conduct pilot test of data management system. (Obj. 1.1)	Jan-March 2012	Program Director; Business Systems Specialist
Milestone (<i>Core Element D</i>): Data Management System in place. (Obj. 1.1)	July 2011	
Milestone: Value-added model and implementation plan in place. (Obj. 1.2)	July 2011	
Milestone: Award differential compensation. (Obj. 2.1)	Jan 2013	
Develop and implement process to enable users to review, modify, or verify information contained in the data management system throughout the year. (Obj. 1.1)	Jan 2012-July 2012	Program Director; Data Coordinator
Implement audit system for data verification. (Obj. 1.1)	Oct 2012	Program Director
Ongoing refinement and maintenance of Data Management System. (Obj. 1.1)	Years 3-5	Program Director
Milestone: Completion of Objective 1.1	June 2013	
Milestone: Completion of Objective 1.2	June 2014	
<i>Professional Development</i>		
Note: For training related to teacher and principal evaluation, see <i>Evaluation Systems</i> category.		
Provide professional development to ensure that teachers & principals comprehend and apply the PBCS performance measures. (Obj. 2.2, 2.3)	May 2011	Program Director; Field Specialists

Milestone (<i>Core Element E</i>): Provide professional development to ensure that teachers and principals comprehend and apply specific measures of teacher and principal effectiveness included in the PBCS.	August 2011	
Create math and science PLC modules for middle & high school teachers. (Obj. 1.3)	Nov 2010-Jan 2011	Dr. Renfro (P.I.); Program Director
Grade 7-12 math & science teachers attend Professional Learning Community (PLC) training. (Obj. 1.3)	Jan-June 2011	Dr. Renfro (P.I.); Program Director
Teachers & principals attend professional development on administration of local assessments, and use of data generated from assessments. (Obj. 1.2)	Ongoing beginning Aug 2011	Dr. Renfro (P.I.); Program Director
Teachers & principals attend professional development on value-added model. (Obj. 1.2)	Jan 2012-June 2013	Program Director; Data Coordinator
Teachers and principals attend professional development on how to use data to inform and improve instruction. (Obj. 1.1, 3.3)	Ongoing beginning Aug 2012	Program Director; Data Coord; MCESA Research & Evaluation Dir.
Grade 7-12 math & science teachers attend training on developing common assessments that are authentic and performance-based. (Obj. 1.3)	Year 2	Dr. Renfro (P.I.); Program Director
Milestone: Trainings archived for future professional development opportunities. (Obj. 1.3)	June 2011	
Create and/or purchase a video bank (& storage device) of teaching and leading in action for training <i>REIL</i> district evaluation team members. (Obj. 3.3)	July 2011	Program Director; Videographer
Acquire and/or develop classroom and principal observation training videos for repository. (Obj. 3.3)	Aug 2011	Program Director; Videographer
Professional development opportunities for potential Master Educators & Peer Evaluators. (Obj. 3.3)	Aug 2011-July 2012	Dr. Renfro (P.I.); Program Director
Analyze all teacher & principal professional growth plans to determine Year 3 prof. dev. requirements. (Obj. 3.3)	April 2012	Program Director; Program Eval
Provide professional development on value-added model. (Obj. 2.2)	Aug 2011-April 2012	Program Director
Continue training to use data. (Obj. 1.1)	Aug 2012-May 2013	Program Director
<i>REIL</i> Peer Evaluators, Master Educators, Principals receive professional development on NSDC standards, coaching, pedagogy, & content. (Obj. 3.3)	Ongoing beginning Aug 2012	Program Director
Provide PLC professional development. (Obj. 3.3)	Ongoing beginning Aug 2012	Program Director
Differentiated PD options to support growth plans are provided by Master Educators, Principals, Central Office. (Obj. 3.3)	Ongoing beginning Aug 2012	Program Director
Milestone: Completion of Objective 3.3	June 2013	

Provide content-focused professional development. (Obj. 1.3)	Ongoing beginning Aug 2013	Program Director
Grade 7-12 math & science teachers receive content-focused PD delivered via established partnership and Peer Evaluator Cadre. (Obj. 1.3)	Ongoing beginning Aug 2013	Program Director
Teachers & principals receive job-embedded PD via coaching and feedback aligned to teacher/principal learning needs and student learning needs. (Obj. 3.3)	Ongoing beginning Aug 2011	Program Director
Performance-Based Compensation		
Finalize which positions will qualify for awards. (Obj. 2.1)	Nov 2010	Dr. Renfro (P.I.); Program Director;
Determine measures for those who teach non-tested subjects and grades. (Obj. 2.1)	Nov-Dec 2010	Dr. Renfro (P.I.); Program Director
Support legislation for local tax levy to support <i>REIL</i> PBCS. (Obj. 2.2)	Ongoing	Dr. Covey (Co-P.I.); Program Director
<i>REIL School Districts</i> curtail the utilization of new 301 money - until year 3 (Obj. 2.2)	Aug 2010- 13	Business Systems Specialist
Conduct analysis of current salary index w/ goal of moving toward <i>step-less</i> salary schedule (Obj. 2.2)	Aug 2010- June 2011	Business Systems Specialist
Conduct 5-year analysis using financial modeling taking into consideration retirements, attrition, etc. (Obj. 2.2)	Jan 2011	Business Systems Specialist
Facilitate succession planning. (Obj. 2.2)	Jan 2011- June 2012	Dr. Covey (Co-P.I.); Program Director
Effective teachers and principals receive performance award based on observation component. (Obj. 2.1)	Jan & June 2013	Program Director; Business Systems Specialist
Master Educators and <i>REIL</i> Peer Evaluators receive salary enhancement based on effectiveness and career pathway placement. (Obj. 2.1)	July 2012- June 2013	Program Director; Business Systems Specialist
Master Educators and <i>REIL</i> Peer Evaluators receive performance award based on observation component. (Obj. 2.1)	Jan & June 2013	Program Director; Business Systems Specialist
Teachers in hard-to-staff positions receive performance award (1.5 X regular performance incentive). (Obj. 2.1)	Jan & June 2013, 2014	Program Director; Business Systems Specialist
Effective teachers & principals receive performance award based on observation and value-added component. (Obj. 2.1)	Jan & June 2014, 2015	Program Director; Business Systems Specialist
Master Educators & <i>REIL</i> Peer Evaluators receive salary enhancement based on effectiveness and career pathway placement. (Obj. 2.1)	July 2013- June 2015	Program Director; Business Systems Specialist
Master Educators & Peer Evaluators receive performance	Jan & June	Program Director;

award based on observation component and student academic growth. (Obj. 2.1)	2014 2015	Business Systems Specialist
Milestone: Teachers in hard-to-staff positions receive enhanced performance award (established award x .5)	Jan & June 2015	
Milestone: Principals in hard-to-serve schools receive salary enhancement. (Obj. 2.3)	Years 3-5	
Milestone: Completion of Objective 2.1	June 2013	
Milestone: Completion of Objective 2.2	June 2015	
Career Pathways		
<i>REIL</i> Program Management Team and Advisory Council finalize career pathway models/options; create <i>Innovation Configuration Maps</i> to measure implementation. (Obj. 2.1)	Nov-Dec 2010	Program Director
Milestone: Initial Career Pathway Innovation Maps complete.	Dec 2010	
<i>REIL</i> Program Management Team finalizes criteria for career pathways (who will qualify?) and communicates with districts on career pathway options. (Obj. 2.1)	Dec 2010-Jan 2011	Program Director; <i>REIL</i> Field Specialists
Districts determine, w/ feedback from district level PD Team, which pathways they will offer. (Obj. 2.1)	Feb 2011	<i>REIL</i> Field Specialists
Districts look at schedule and budgets to determine how to support career pathway options. (Obj. 2.1)	Feb 2011- April 2012	Program Director
Develop STEP process. (Obj. 2.1, 2.3)	Oct 2010-July 2011	Dr. Renfro (P.I.); Program Director
Facilitate development of schedules, budget, prof. dev. to support Year 3 career pathways. (Obj. 2.1)	Jan-June 2011	Program Director
Determine appropriate career path placement. (Obj. 2.1)	June 2012	Program Director
Master Educator & Peer Evaluator leadership training/retreat. (Obj. 2.1)	July 2012	Program Director
Milestone: Master Educators & Peer Evaluators in place. (Obj. 2.1)	August 2012	
Evaluate career pathway implementation using Innovation Configuration maps. (Obj. 2.1)	Jan-June 2013	Dr. Renfro (P.I.); Program Director
Milestone: Implement Career Pathway <i>reach</i> extensions for student enrichment and intervention. (Obj. 1.3)	Oct 2013	
Milestone: Completion of Objective 1.3	June 2015	

Stakeholder involvement and support across all district partners is a cornerstone element of the *REIL* program. In order to facilitate communication and establish clarity in roles and responsibilities, a RASCI chart (MindTools, 2010) has been established in order to facilitate optimal program management (see Table 22).

Table 22: RASCI Chart

	R1=Responsible	R2= Co-Responsibility	A=Approve	S=Support	C=Consult	I=Inform			
	<i>P.I.</i>	<i>Program Director</i>	<i>Advisory Council</i>	<i>Data Coord.</i>	<i>Business Analyst</i>	<i>Program Eval.</i>	<i>Field Spec.</i>	<i>Cross-District Teams</i>	<i>District Teams</i>
<i>Staffing</i>	A, C	R, A	I	I	I	I	I	I	I
<i>Communication</i>	C, A	R, C, A	C	I	S	I	S	S	S
<i>PBC</i>	A, C	RI, C	C,S	C,S	R2	S	C,S	A, S	S,A
<i>Evaluation</i>	C, A	RI, A	C,S	S	S	S	S,C	C	C,A
<i>Prof. Dev.</i>	C, S	A,C	C, S	I, S	I	S	R	C	C
<i>Career Pathways</i>	C, A	C.A	C, S	I	R2	I	RI, A	C, S	C, A
<i>Data Mgmt / Value-Added</i>	C, S	C, A	C, S	C, A	R	C, S	C, S	C, S	C, A
<i>Assessments</i>	C, A	C, A	C, S	C, S	I	C, S	C, S	C, S	C, A
<i>Hard-to-Staff</i>	C	C, A	C	I	RI, C, A	I	R2, C, S	C, S	C, A

Selection Criteria 3.2: *The extent to which the project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively.*

The Principal Investigator, Dr. Lori Renfro, Executive Director of Performance-Based Compensation and Incentive Programs for the MCESA, is a field-based leader in the education community with extensive experience in the areas of curriculum, instruction, student assessment, professional development, teacher evaluation, program evaluation, and performance-based compensation. Dr. Renfro was the administrator of a pay-for-performance program in a K-12 school district with 23,000 students and 1,200 teachers and is ready to reinvent how PBCSs are designed and implemented. She understands the needs of teachers and leaders within the school from her years of experience working as a classroom teacher, instructional coach, and central office administrator and she has witnessed firsthand the impact that great teachers and leaders can have relative to teacher and principal growth and student achievement.

Co-Principal Investigator, Dr. Donald Covey is currently the elected Maricopa County Superintendent of Schools. Dr. Covey, who brings with him a wealth of experience as a building

level leader and district superintendent, is a visionary educational policy leader. He currently serves on many state and national boards dedicated to educational reform and accountability for increasing student achievement, and he is a long-time member of the Arizona State Council for North Central Association on School Improvement and Accreditation. Dr. Covey has long been recognized for his action-driven leadership and ability to bring together diverse constituencies for the purpose of increased student achievement. He was the recipient of the Arizona Superintendent of the Year award, and his work with participatory site-based management resulted in one of his most prestigious awards as the National Administrator of the Year.

In addition to the expertise and time commitment of the Principal Investigators, the *REIL* program will hire the following individuals who will devote 100% of their time to managing the program: **(1) Program Director for Rewarding Excellence in Instruction and Leadership**, who is responsible for coordinating all activities under each of the program objectives and ensuring efficient coordination and communication across program partners; **(2) Data Coordinator**, who will assist the program director in data collection and dissemination; **(3) REIL Field Specialists**, who will serve as the in-district program coordinators; and **(4) Business Systems Specialist** to assist *REIL School Districts* with preparing for fiscal sustainability using human resources and financial modeling (see Appendix for job descriptions).

MCESA staff will also support implementation of the *REIL* program, including: (1) Chief Deputy Superintendent (.10 FTE); (2) Assistant Supt. for Innovative Programs (.15 FTE); (3) Marketing/Communications Director (.10 FTE); and (4) Research and Evaluation Director (.25 FTE).

Selection Criteria 3.3: *The extent to which the applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources.*

Each *REIL School District* has accepted responsibility for repurposing or reallocating current and future funding sources to ensure implementation and sustainability of *REIL*'s PBCS. In addition, the strategic phase-in and phase-out plan includes a gradual shift of reliance upon grant funds to reliance upon district funds to ensure sustainability beyond the grant period.

State Funding Sources

REIL School Districts will support implementation of the *REIL* program with funds provided under the State-funded *Classroom Site Fund* (Arizona Revised Statute 15-977) and the *Instructional Improvement Fund* (Arizona Revised Statute 15-979). In the fall of 2000, Arizona voters approved Proposition 301, increasing the State sales tax for a period of twenty years (2001-2021) to increase funding for education (Classroom Site Fund). This funding source can be used for performance-based compensation and base salary increases for teachers. In consultation with Arizona Association of School Business Officials (AASBO), conservative and realistic projections have been modeled demonstrating the long-term availability of Classroom Site Funds for each *Alliance School District's* fiscal support of *REIL* (see Table 23). This model is based on the premise that each *REIL School District* will carry over half of their total funds annually in order to establish a corpus to continue funding performance-based compensation during years 3-5 of the grant period, as well as beyond the grant period.

Table 23: Classroom Site Fund Projections Modeled on ½ Funds Carried Over Annually

FY	Per Pupil	<i>Alhambra</i>	<i>Isaac</i>	<i>Nadaburg</i>	<i>Phoenix Union</i>	<i>Gila Bend</i>	<i>Tolleson</i>	TOTAL
09-10								
10-11	\$							
11-12								
12-13	\$							
13-14								
14-15	\$							

The Instructional Improvement Fund (generated from Indian Gaming revenues) will provide a second source for *REIL School Districts* to contribute State-generated funding in support of the *REIL* program. These monies can be used to support teacher compensation increases, as well as instructional improvement programs. The 2009-10 and 2010-11 funding amounts for each *REIL School District* are shown in Table 24.

Table 24: *REIL School Districts*' Instructional Improvement Funding

FY	<i>Alhambra</i>	<i>Isaac</i>	<i>Nadaburg</i>	<i>Phoenix Union</i>	<i>Gila Bend</i>	<i>Tolleson</i>
09-10					0	
10-11					0	

Federal Funding Sources

Federal Title I and II monies, shown in Table 25, will also allow *REIL School Districts* to provide financial support to implementation and sustainability of the *REIL* program. Title I funding, whose purpose is to help all children achieve the State's academic standards, provides financial assistance to LEAs to meet the needs of educationally disadvantaged children at the Pre-K-12 levels. Title II funding addresses the equitable distribution of highly qualified teachers and can be used for professional development, hard-to-staff content incentives, and instructional support services.

Table 25: *REIL School Districts* Title I and II Funds

<i>REIL School Districts</i> Title I Funds						
<i>FY</i>	<i>Alhambra</i>	<i>Isaac</i>	<i>Nadaburg</i>	<i>Phoenix Union</i>	<i>Gila Bend</i>	<i>Tolleson</i>
09-10						
10-11						
<i>REIL School Districts</i> Title II Funds						
<i>FY</i>	<i>Alhambra</i>	<i>Isaac</i>	<i>Nadaburg</i>	<i>Phoenix Union</i>	<i>Gila Bend</i>	<i>Tolleson</i>
09-10						
10-11						

Fiscal Sustainability

The Federal and State funding sources described above demonstrate the financial ability

of each *REIL School District* to support the *REIL* program with funds provided under other federal/state/local programs, and to demonstrate capacity for sustainability of the program beyond the grant period. To ensure sustainability of PBC during and after the grant period, a strategic phase-in and phase-out plan has been designed in order to illustrate that, by fiscal year 2014-2015, *REIL School Districts* will be responsible for funding 80% of the performance-based incentives. By fiscal year 2015-2016, *REIL School Districts* will have sufficient local funds to support 100% of the performance-based incentives (see Table 26).

Table 26: Phase-in/Phase-out Strategic Transition Plan for Performance Based Incentives

	Year 1		Year 2	Year 3	Year 4	Year 5	Year 6
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	
Total PBC Cost			████████	████████	████████	████████	████████
Percent of PBC Cost Covered by Grant			80%	40%	22%	0%	
Total PBC Cost Covered by Grant			████████	████████	████████	████	
Percent of PBC Cost Covered by District			20%	60%	78%	100%	
Total PBC Costs Covered by District			████████	████████	████████	████████	

The *REIL* program will also strategically shift full fiscal responsibility from grant funds to *REIL School District* Funds over time ensuring long-term funding sustainability (see Table 27).

Table 27: Strategic Funding Transition Plan for Sustainability of *REIL* PBCS

	Planning Year	Year 2	Year 3	Year 4	Year 5	Post Award
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Total cost of <i>REIL</i>	████████	████████	████████	████████	████████	████████
% of Total Cost Covered by Grant	38%	57%	67%	47%	35%	0%
Total Cost Covered by Grant	████████	████████	████████	████████	████████	████
% of Total Covered by District	62%	43%	33%	53%	65%	100%
Total Cost Covered by District	████████	████████	████████	████████	████████	████████

Selection Criteria 3.4: *The extent to which the requested grant amount and project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project.*

The *REIL* program is focused on implementation of a transformative Performance-Based Management System across multiple Maricopa County Schools Districts, representing over 170 principals and assistant principals, 3,380 teachers, and over 52,000 students. The requested amount takes into account the cost of awarding *significant* performance awards to both teachers *and* principals, and includes all costs above and beyond those that go directly to compensation changes. Implementation of a planning year requires additional costs to ensure the 5 core elements are in place within the 12-month planning period. Overall, the implementation of *REIL*'s Performance-Based Management System will require substantial changes in system processes and procedures, and will require adequate funding to: (1) hire a Project Management Team; (2) revise current evaluation systems, including the validation of assessment instrument(s) and establishment of a rigorous system of inter-rater reliability; (3) implement a data management system; (4) create a Stakeholder Engagement & Communication Plan; (5) create an formative assessment system that includes valid and reliable assessments for tested and non-tested grades and content areas; (6) implement a value-added model in order to provide differential compensation; (7) implement extensive professional development including the development of specific resources to include a video repository to provide support to teachers and administrators; and (8) implement a career pathway system.

In order to determine the requested grant amount, the design team wrote 3 goals with objectives and activities aligned to funding amounts (see Section 3.1). This process allowed the design team to determine the final requested grant amount, commensurate with program goals, and reasonable in relation to the objectives and design of the project.

4. QUALITY OF THE LOCAL EVALUATION

Upon award of the TIF grant, the MCESA will use a competitive bidding process to contract with an organization to conduct an independent, third-party evaluation of the *REIL* program. The Program Management Team will broadly publicize the request for proposals in order to attract top-tier national research organizations. The evaluation will collect and analyze both 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 28 below.

Table 28: Timeline of Key Evaluation Events

	Year 1	Year 2	Year 3	Year 4	Year 5
Data collection					
Instrument and protocol design	√				
Site visits and interviews with district leaders	√	√	√	√	√
Teacher surveys		√	√	√	√
Principal surveys		√	√	√	√
Analysis					
Feasibility study	√				
Implementation data analysis		√	√	√	
Analysis of program impact			√	√	√
Performance Feedback					
White papers on promising practices		√	√	√	√
Annual evaluation report		√	√	√	
Comprehensive evaluation report					√

Quality Of Local Evaluation Selection Criteria 4.1: *Measurable Performance Objectives.*

The central purpose of the local evaluation is to determine the extent to which the project accomplishes the goals and objectives outlined in the proposal. The evaluation plan matrix (see Table 29) identifies the project’s measurable goals and objectives, as well as the research questions, data collection, and analytic strategies that will be used to evaluate progress toward these goals and objectives.

Table 29: Evaluation Plan Matrix

Goal 1: Ensure students graduate college-and-career ready by increasing student achievement and growth in all content areas			
Performance Objectives	Research Questions	Data Collection /Sources	Analytic Strategies
<p><u>1.1:</u> By June 2013, 100% of <i>REIL School Districts</i> will implement a data management system (DMS).</p>	<p>(1) What factors facilitate or impede the implementation of a DMS?</p> <p>(2) How much variation is there in functionality and capacity of district DMSs?</p> <p>(3) How are teachers and administrators using the data to inform and improve instruction?</p>	<ul style="list-style-type: none"> • Site visits – semi-structured interviews with district leaders • Principal & teacher surveys 	<ul style="list-style-type: none"> • Qualitative analysis of interview data • Descriptive quantitative analysis of survey data
<p><u>1.2:</u> By June, 2014, 100% of <i>REIL School Districts</i> will implement a value-added model for ALL teachers and administrators.</p>	<p>(1) What factors facilitate or impede the implementation of a value-added model?</p> <p>(2) To what degree are districts implementing a valid and reliable value-added model?</p>	<ul style="list-style-type: none"> • Site visits – semi-structured interviews with district leaders • Principal & teacher surveys 	<ul style="list-style-type: none"> • Qualitative analysis of interview data • Descriptive quantitative analysis of survey data
<p><u>1.3:</u> By June 2015, there will be a 10% increase in the percentage of students meeting or exceeding the State standard, and a 15% decrease in students falling far below the standard in State-tested STEM content areas.</p>	<p>(1) What is the overall impact of the program on student achievement?</p> <p>(2) What impact do the incentives have on teacher and principal effectiveness as measured by student achievement results?</p> <p>(3) How do the program impacts vary based on measures of the fidelity of implementation at the district, school, and classroom level?</p>	<ul style="list-style-type: none"> • AIMS data • Local formative assessment data • Administrative data on students, teachers, and schools 	<ul style="list-style-type: none"> • Qualitative analysis of interview data • Descriptive quantitative analysis of survey data • Multivariate analysis of covariance/ value-added regression analysis with longitudinal data
Goal 2: Enhance careers for effective teachers and principals by implementing a fiscally sustainable PBCS.			
Objectives	Research Questions	Data Collection /Sources	Analytic Strategies

<p>2.1: By June 2013, 100% of <i>REIL School Districts</i> will implement performance pay for effective teachers and principals by providing differential & substantial compensation based on demonstrated performance.</p>	<p>(1) Are districts and schools implementing the components of the program as intended? (2) What factors support or impede successful implementation? (3) To what extent did the implementation of the program increase the retention of effective teachers and principals?</p>	<ul style="list-style-type: none"> • Site visits – semi-structured interviews with district officials • Principal & teacher surveys • District administrative employment data 	<ul style="list-style-type: none"> • Qualitative analysis of interview data • Descriptive quantitative analysis of survey data • Logistic regression
<p>2.2: By June 2015, 100% of <i>REIL School Districts</i> will identify and/or reallocate non-TIF funds to sustain performance-based compensation model.</p>	<p>(1) To what degree did all partner districts identify and reallocate non-TIF funds? (2) How do districts’ funding streams differ and why? (3) What challenges/obstacles do district face in developing sustainable funding for the initiative?</p>	<ul style="list-style-type: none"> • Site visits – semi-structured interviews with district officials • District financial data 	<ul style="list-style-type: none"> • Qualitative analysis of interview data • Descriptive analysis of financial data
<p>2.3: By June 2015, 100% of <i>REIL School Districts</i> will provide financial incentives to recruit and retain effective teachers in hard-to-staff positions.</p>	<p>(1) Are all districts providing financial incentives as intended? (2) To what extent do teachers and principals perceive the incentives as an important factor in their decision to stay in the profession? (3) What impact do the incentives have on teacher retention and recruitment?</p>	<ul style="list-style-type: none"> • Site visits – semi-structured interviews with district officials • Teacher and principal surveys • District administrative employment data 	<ul style="list-style-type: none"> • Qualitative analysis of interview data • Descriptive quantitative analysis of survey data • Logistic regression

Goal 3: Develop talent in teaching and leading through a sustainable, comprehensive program of performance-based evaluation and support

Objectives	Research Questions	Data Collection /Sources	Analytic Strategies
<p>3.1: By June 2014, 100% of <i>REIL School Districts</i> will implement and validate a rigorous, transparent, and fair evaluation system with inter-rater reliability that uses</p>	<p>(1) What factors facilitate or impede the implementation of a rigorous, transparent, and fair evaluation system? (2) To what degree are the teacher evaluation instruments valid and reliable, adequately distinguishing between levels of performance?</p>	<ul style="list-style-type: none"> • Site visits – semi-structured interviews with district officials • Principal & teacher surveys • AIMS data • Local formative assessment data 	<ul style="list-style-type: none"> • Qualitative analysis of interview data • Correlational analysis of teacher evaluation measures with teacher value-

multiple evaluations and measures to determine teacher/principal effectiveness.	(3) To what degree is the inter-rater reliability between evaluators? (4) What is the correlation between the ratings on the instrument and student achievement?		added scores
3.2: By June 2011, 100% of <i>REIL School Districts</i> will implement a communication structure to ensure that teachers and administrators will understand the specific measures of teacher and principal effectiveness included in the performance-based evaluation system.	(1) How do these communication structures differ? (2) What are some promising strategies that districts are using to effectively communicate the performance measures to teachers and principals? (3) To what extent do teachers and principals understand and support the performance measurement systems?	<ul style="list-style-type: none"> • Site visits – semi-structured interviews with district officials • Principal & teacher surveys • Observe committee meetings; professional development sessions; coaching sessions 	<ul style="list-style-type: none"> • Qualitative analysis of interview data • Descriptive quantitative analysis of survey data
3.3: By June 2013, 100% of <i>REIL School Districts</i> will implement a high quality professional development and support system for teachers and administrators linked to performance-based evaluation system.	(1) To what extent are job-embedded, differentiated professional development and support system for teachers and principals being implemented as intended? (2) What are teachers' and principals' perceptions of the benefits of these plans?	<ul style="list-style-type: none"> • Site visits – semi-structured interviews with district officials • Principal & teacher surveys • Professional Growth Plans 	<ul style="list-style-type: none"> • Qualitative analysis of interview data • Descriptive quantitative analysis of survey data

Quality Of Local Evaluation Selection Criteria 4.2: *Evaluation Data.*

A variety of quantitative and qualitative data will be collected to evaluate the implementation and impact of the TIF project (see Table 30).

Table 30: Quantitative and Qualitative Data

Data	Description
Semi-structured Interview Data	Annual semi-structured interviews with superintendents, assistant superintendents, and human resource directors in all seven districts. These interviews will aim to assess districts’ progress towards the project goals, learn about factors impeding or facilitating their progress, and identify promising practices that should be disseminated.
Principal and Teacher Survey Data	Annual surveys, beginning in Year 2, for participating school principals and teachers. The surveys will measure multiple dimensions of the <i>REIL</i> goals and objectives, including participants’ perceptions of program features and support systems, the practical challenges of implementation, and the promising practices employed by participating schools and school personnel.
Student Achievement Data	Longitudinal student-level assessment data, including AIMS, local formative assessments, DIBELS, and graduation data to estimate the program’s impact on student achievement. The evaluator will be furnished a Statewide longitudinal de-identified student-level data file from the ADE. These data will enable the evaluator to establish quasi-experimental comparison groups for participating students.
Administrative Records	Teacher employment data, student demographic and program participation data, and school and district financial data. These data will be used to assess how the impact of the incentive programs varies based on teacher, student, and school factors.
Innovation Configuration (IC) Map Data	The implementation of districts’ career pathway models will be monitored using the innovation configuration maps that are developed Year 1. School and district site visits will be conducted, using IC maps to determine the fidelity of Career Pathway program implementation, and to measure how the roles and responsibilities of participating teachers and principals have changed as a result of <i>REIL</i> .

These data will be analyzed using a variety of descriptive and regression-based techniques. During the first six months of the evaluation, the evaluator will conduct a feasibility study to determine the most rigorous non-experimental strategy possible for estimating the impact of the program given the parameters of the project design. Thereafter, the evaluator will use the appropriate forms of time-series regression techniques to compare teacher and school effectiveness before and after the implementation of Maricopa’s educator incentive program. These time-series regression techniques will explicitly control for student, teacher, classroom, and school factors that may independently affect student performance. The evaluator also will

employ hierarchical modeling to examine the relationship between program effects and variation in the program's implementation.

Quality Of Local Evaluation Selection Criteria 4.3: *Ensuring feedback and continuous improvement.*

The evaluation plan is designed to provide continuous feedback on the program's implementation and impact. The program evaluator will be an integral part of the program team, participate in all scheduled meetings, and provide regular updates on data collection and evaluation activities. The evaluator will provide an annual report on *REIL* program progress and performance in years 2-4. These reports will include both quantitative and qualitative results on the extent to which the program is being implemented as intended and meeting its performance objectives. In year 5, the evaluator will prepare a final report summarizing the grant's activities and featuring a summative evaluation of the extent to which the program achieved its stated goals and objectives. In addition to the annual and final reports, the evaluator will publish brief white papers that examine promising practices and solutions employed by district and school leaders during the program's implementation. These white papers will be disseminated to participating schools to ensure that all of the evaluation's most salient findings are communicated effectively to the leaders on the ground.

Rewarding Excellence in Instruction and Leadership

Right Team – Right Tools – Right Talent → ***REIL Change***

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **REIL High -Need Schools Documentation** Pages: **3** Uploaded File: **REIL Alliance Partners Needs Documentation.pdf**

REIL Alliance Schools and Districts

Free and Reduced Lunch Rate

The *Rewarding Excellence in Instruction and Leadership* (REIL) schools qualify independently as required by the eligibility definitions in the U.S. Department of Education Teacher Incentive Fund request for proposals. As “high-need schools”, all 52 schools report to the Arizona Department of Education greater than 50% of their student population enrolled in the free or reduced-price lunch subsidy program as seen in the table below. For the purposes of equity, coherence, and cohesion, the Maricopa County Education Service Agency is partnering with school districts in which every school meets the “high-need” definition.

District	School	Percent Free and Reduced Lunch
Alhambra Elementary		
	Andalucia Middle School	96.90%
	Andalucia Primary School	96.52%
	Barcelona Middle School	82.39%
	Carol G. Peck Elementary School	94.88%
	Catalina Ventura School	90.77%
	Cordova Middle School	92.85%
	Cordova Primary School	96.95%
	Granada East School	96.23%
	Granada Primary School	96.99%
	Montebello School	95.58%
	Sevilla Primary School	95.34%
	R E Simpson School	97.44%
	Westwood Primary School	97.21%
	Sevilla West School	92.29%
	Alhambra College Preparatory High School	84.89%

Gila Bend Unified		
	Gila Bend Elementary	75.00
Isaac Elementary		
	Isaac Middle School	92.89
	J B Sutton Elementary School	94.34
	Alta E Butler School	91.95
	P T Coe Elementary School	87.27
	Joseph Zito Elementary School	86.42
	Mitchell Elementary School	82.52
	Esperanza Elementary School	90.44
	Bret Tarver Education Complex	85.96
	Pueblo Del Sol Middle School	87.06
	Morris K. Udall Escuela de Bellas Artes	88.54
	Moya Elementary	86.23
	Lela Alston Elementary	91.80
	Carl T. Smith Middle School	96.39
Nadaburg Unified		
	Nadaburg Elementary School	71.29
	Desert Oasis Elementary School	60.33
Phoenix Union High		
	Alhambra High School	80.52
	Metro Tech High School	83.51
	Bostrom Alternative Center	91.09
	Trevor Browne High School	69.00

	Camelback High School	82.74
	Central High School	80.83
	Desiderata	85.37
	Carl Hayden High School	89.81
	Maryvale High School	76.78
	North High School	72.70
	South Mountain High School	73.74
	Cesar Chavez High School	62.16
	Suns-Diamondback Education Academy	74.24
	Franklin Police and Fire High School	83.49
	Phoenix Union Cyber High School	76.92
	Phoenix Union Bioscience High School	64.66
	Betty Fairfax High School	61.40
Tolleson Elementary		
	Porfirio H. Gonzales Elementary School	80.82
	Arizona Desert Elementary School	85.75
	Sheely Farms Elementary School	73.51
	Desert Oasis Elementary School	74.84

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **REIL Commitment Letters** Pages: **0** Uploaded File: **REIL Union, Teacher, and Principal Support Letters_rev.pdf**

REIL Letters Representing Union, Teacher, and Principal Support

❖ **Education Community Professional Organizations**

- Arizona Education Association (AEA)
- Arizona School Administrators (ASA)

❖ **REIL School District Letters of Support**

- Alhambra Elementary School District No. 68
- Gila Bend Unified School District No. 24
- Isaac Elementary School District No. 5
- Nadaburg Unified School District No. 81
- Phoenix Union High School District No. 210
- Tolleson Elementary School District No. 17

Statement Regarding Union, Teacher, and Principal Support

The State of Arizona is one of twenty-two “Right-to-Work” states in the nation, having established the “Right-to-work” clause in Article XXV of the State Constitution. Policy states that: “No person shall be denied the opportunity to obtain or retain employment because of non-membership in a labor organization, nor shall the State or any subdivision thereof, or any corporation, individual or association of any kind enter into any agreement, written or oral, which excludes any person from employment or continuation of employment because of non-membership in a labor organization.”

Therefore, Arizona does not advocate official unionization for any employer. Many educators organize into professional organizations — such as the Arizona Education Association (teachers) and Arizona School Administrators (principals) — for the purposes of collective bargaining and representation; however, educators cannot be legally obligated to do so. This creates an environment in which some schools and districts choose not to participate.

Regarding the *REIL School Districts*, for those having representation through the state-wide professional organizations, we gained support for our program from each of their school district-level representatives. In addition, our program designers have received support and encouragement directly from those education community professional organizations representing the *REIL School Districts* encouraging the success of the *REIL* program to bring the *Right Team with the Right Tools and the Right Talent for REIL Change.*



Arizona
Education
Association

345 East Palm Lane

Phoenix, AZ
85004-1532

(602) 264-1774

(800) 352-5411

FAX
(602) 240-6887

Web site:
www.arizonaea.org

June 11, 2010

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, Arizona 85012

REF: Teacher Incentive Fund (CDFA # 84.385) *Rewarding Excellence in Instruction and Leadership*

Dear Dr. Covey,

As President and President-Elect we are pleased to submit this letter of support on behalf of the Maricopa County Education Service Agency's proposed "**Rewarding Excellence in Instruction and Leadership**" Program Grant. We support you and the County Education Service Agency based on the outstanding commitments that have been made to ensure **An Inclusive Alliance** which includes the: **Arizona Education Association; Arizona School Boards Association; Arizona School Administrators Association; and Arizona School Business Officials**. This Inclusive Alliance has demonstrated an effective Consensus Decision-Making Process. This collaborative example of an Inclusive Alliance has resulted with the successful appointments of **Nineteen (19) Governing Board Appointments for Fourteen (14) County School Districts**. As we expressed in AEA's letter in support of Arizona's second Race To The Top application, the Arizona Education Association is eager to support a new direction for education in Arizona, a direction pursued through collaboration, respect, and investment with the end of building a great public school for every student.

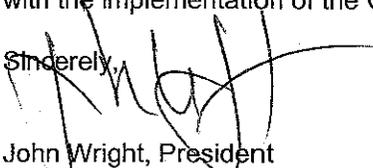
We have no doubt that collaboration between the envisioned **Alliance** for "**Rewarding Excellence in Instruction and Leadership**" and the Arizona Education Association as a Member of the Advisory Council can mutually accomplish the following Program Goals:

1. **Ensure that Students Graduate College-And-Career Ready.**
2. **Increase Student Achievement** through highly effective Teachers and Principals and successful implementation of the objectives and activities utilized for "**Rewarding Excellence in Instruction and Leadership**."
3. **Redesign Compensation Systems, including performance based pay**, so that Teachers and Principals earn competitive salaries and are rewarded for increases in Student Achievement within a sustainable system utilizing multiple strategies and tools for measuring teacher effectiveness.
4. **Increase the Number of Effective Teachers and Principals** working with poor, minority and disadvantage students in hard-to-staff subjects.

As a State we are faced with increasing accountability and the demand for highly effective principals and teachers who can **increase student academic progress, achievement, and success**. As a **Member of the Advisory Council**, for "**Rewarding Excellence in Instruction and Leadership**" the AEA looks forward to working with you to ensure the successful implementation of program goals, strategies, and tactics. The Program Grant will enable us to realize our mutual goals through strategies including: Participating in a Collaborative Development and Implementation of Innovation that builds the *Capacity of Teachers, Principals and School Leaders* to increase Student Achievement and Success; Ensuring Evaluator Inter-Rater-Reliability; Development and Utilization of Multi-Assessments for Measuring Student Achievement; and the Eligibility of All Educators to Participate in a Sustainable Performance-Based Compensation System.

We are very enthusiastic and optimistic about "**Rewarding Excellence in Instruction and Leadership**" 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 proposed Program Grant.

Sincerely,


John Wright, President
Arizona Education Association

Sincerely,


Andrew Morrill, President-Elect
Arizona Education Association

AEA's MISSION

AEA...
keeping the
promise of
quality
public
education



ARIZONA SCHOOL
ADMINISTRATORS

May 28, 2010

Dr. Donald D. Covey, Superintendent of Schools
Maricopa Education Service Agency
4041 North Central Avenue
Phoenix, Arizona 85012

RE: Teacher Incentive Fund (CDFA #84.385) "Rewarding Excellence in Instruction and Leadership"

Dear Dr. Covey,

Arizona School Administrators, Inc. is very supportive of Maricopa Education Service Agency's proposed "**Rewarding Excellence in Instruction and Leadership**" Grant Program. We affirm our support based on the knowledge and our participation regarding the "**Jointly Developed and Collaborative Development of the Grant**" with major stakeholders. The evolution of the Grant's development will ensure the successful accomplishment of the following Program Goals: **(1) Ensure that Students Graduate College-And-Career Ready; (2) Increase Student Achievement Through Highly Effective Teachers and Principals; (3) Reform Compensation Systems That ensure Teachers and Principals are Rewarded for Increasing Student Achievement; (4) Increase the Number of Effective Teachers and Principals Working With Poor, Minority and Disadvantaged Students in Hard to Staff Schools and Subjects; and (5) Create Sustainable Performance-Based-Compensation Systems.**

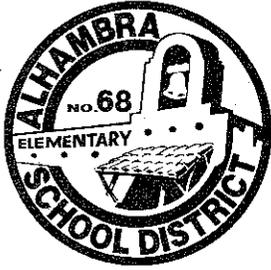
As a State, we are challenged with an increasing demand for highly qualified and effective teachers and principals who have the skills, knowledge and disposition to lead schools to higher levels of achievement. This demand, coupled with the increasing pressures to turn-around our lowest performing and most challenging schools requires us to look at a more systemic approach to recruiting, training and supporting current teachers and principals. **Arizona School Administrators, Inc.** believes that the "**Rewarding Excellence in Instruction and Leadership**" program will provide the resources and framework to support the increasing demand for highly effective teachers and principals.

Arizona School Administrators, Inc. embraces your commitment to improving the quality of our County's K-12 educational future and is looking forward to being a **Member of the Advisory Council** for "**Rewarding Excellence in Instruction and Leadership**" and assisting you with the implementation of the Goals, Objectives, Activities and Evaluations of the Program Grant.

Sincerely,

A handwritten signature in cursive script that reads "Debra Duvall".

Debra Duvall, Ed.D., Executive Director
Arizona School Administrators



Alhambra School District No. 68

4510 North 37th Avenue • Phoenix, Arizona 85019

(602) 336-2920 • Fax (602) 336-2266

June 11, 2010

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, Arizona 85012

Dear Dr Covey,

As Governing Board President and Superintendent of the Alhambra Elementary School District we are pleased to submit this letter of support on behalf of Maricopa County Education Service Agency's proposed "**Rewarding Excellence in Instruction and Leadership**", CDFA #84.385, Teacher Incentive Fund. We support you and the County Education Service Agency based on the outstanding commitments that have been made to ensure an Inclusive Alliance which includes the Alhambra Elementary School District. This Inclusive Alliance has demonstrated an effective Consensus Decision-Making Process. This collaborative example of an Inclusive Alliance has resulted with the successful submission of the **School Leaders Grant Proposal** of which Alhambra is an Alliance Member. We have no doubt that with the envisioned Alliance for "**Rewarding Excellence in Instruction and Leadership**" and Alhambra School Elementary District being a member of the Advisory Council we can mutually accomplish the following Program Goals:

1. *Ensure* that students are Graduate College-And-Career Ready.
2. *Increase* student achievement through highly effective teachers and principals and successful implementation of the objectives and activities utilized for "**Rewarding Excellence in Instruction and Leadership**".
3. *Reform* compensation systems so that teachers and principals are rewarded for increase in student achievement.
4. *Increase* the number of effective teachers and principals working with poor, minority and disadvantage students in hard-to-staff positions and schools.
5. *Create* sustainable performance-based compensation systems.

As a school district we are faced with an increasing accountability and the demand for highly effective principals and teachers who can increase student academic progress, achievement and success. We look forward to working with you, as a member of the Advisory Council, for "**Rewarding Excellence in Instruction and Leadership**" to ensure the successful implementation of approved program goals, objectives and activities. We know that our mutual goals, including but not limited to, participating in a collaborative development and implementation of innovative strategies that build the capacity of teachers, principals and school leaders to increase student achievement and success; ensuring evaluator inter-rater-reliability; development and utilization of multiple assessments for measuring student achievement; and all educators being eligible to participate in a sustainable performance-based compensation system can be accomplished through the five (5) year Program Grant.

We are very enthusiastic and optimistic about the potential that "**Rewarding Excellence in Instruction and Leadership**" can bring to our School District. We fully support and will assist your leadership with the implementation of the goals, objectives, activities and evaluations of the proposed Program Grant.

Sincerely,

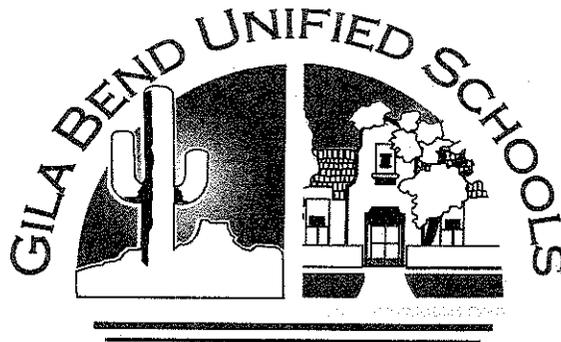
Handwritten signature of Elizabeth Sanchez in black ink.

Elizabeth Sanchez,
Governing Board President

Sincerely,

Handwritten signature of Dr. Karen Williams in black ink.

Dr. Karen Williams,
Superintendent



June 11, 2010

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, Arizona 85012

Dear Dr Covey,

As Governing Board President/Designee, Superintendent and Teacher Representative of the *Gila Bend Unified School District* we are pleased to submit this letter of support on behalf of Maricopa County Education Service Agency's proposed "*Rewarding Excellence in Instruction and Leadership*", CFDA #84.385 Teacher Incentive Fund. Gila Bend Unified School District supports you and the County Education Service Agency based on the exceptional commitments that have been made to ensure *An Inclusive Alliance* which includes the: Gila Bend Unified School District. This *Inclusive Alliance* has demonstrated an effective *Consensus Decision-Making Process*. This collaborative example of an *Inclusive Alliance* has resulted with the successful submission of the *School Leaders Grant Proposal* of which *Gila Bend Unified School District is an Alliance Member*. We fully believe that with the envisioned *Alliance* for "*Rewarding Excellence in Instruction and Leadership*" and *Gila Bend Unified School District* being a *Member of the Advisory Council* we can mutually accomplish the following Program Goals:

1. *Ensure that Students are Graduate College-And-Career Ready.*
2. *Increase Student Achievement through highly effective Teachers and Principals and successful implementation of the objectives and activities utilized for "Rewarding Excellence in Instruction and Leadership".*
3. *Reform Compensation Systems so that Teachers and Principals are rewarded for increase in Student Achievement.*
4. *Increase the Number of effective Teachers and Principals working with poor, minority and disadvantage students in hard-to-staff positions and schools.*
5. *Create sustainable Performance-Based Compensation Systems.*

As a School District we are faced with an increasing accountability and the demand for highly effective principals and teachers who can increase student academic progress, achievement and success. We look forward to working with you, as a *Member of the Advisory Council*, for "*Rewarding Excellence in Instruction and Leadership*" to ensure the successful implementation of approved program goals, objectives and activities. We know that our mutual goals, including but not limited to, Participating in a Collaborative Development and Implementation of Innovative Strategies that build the *Capacity of Teachers, Principals and School Leaders* to Increase Student Achievement and Success; Ensuring Evaluator Inter-Rater-Reliability; Development and Utilization of Multiple Assessments for Measuring Student Achievement; and All Educators Being Eligible to Participate in a Sustainable Performance-Based Compensation System can be accomplished through the five (5) year Program Grant.

We are very enthusiastic and optimistic about the potential that "*Rewarding Excellence in Instruction and Leadership*" can bring to our School District. We fully support and will assist your leadership with the implementation of the Goals, Objectives, Activities and Evaluations of the proposed Program Grant.

Sincerely,

A handwritten signature in black ink that reads "Herman 'Sonny' Hoffman".

Herman "Sonny" Hoffman,
Governing Board President/Designee

Sincerely,

A handwritten signature in black ink that reads "Jim Mosley".

Jim Mosley,
Superintendent

P.O. Box V • 308 N. Martin Ave. • Gila Bend, AZ 85337 • 928.683.2225 Tel. • 928.683.2671 Fax



ISAAC SCHOOL DISTRICT NO. 5

3348 West McDowell Road
Phoenix, Arizona 85009-2416
602-484-4112 Fax 602-455-6701
Carlos Bejarano, Ed.D.
Superintendent

June 8, 2010

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, Arizona 85012

Dear Dr Covey,

The Isaac School District is pleased to support the idea of a collaborative partnership with Maricopa County Education Service Agency's proposed "Rewarding Excellence in Instruction and Leadership", CDFA #84.385 Teacher Incentive Fund. We're excited about the opportunity to form a professional alliance with many stakeholders in our state. The Isaac family has representation from our teachers, certificated specialists, principals and our superintendency in participating in the Consensus Decision-Making Process. This collaborative effort of an inclusive alliance has resulted with the successful submission of the School Leaders Grant Proposal of which Isaac Elementary School District is an alliance member. We feel strongly that the alliance for "Rewarding Excellence in Instruction and Leadership" (REIL) and Isaac Elementary School District being a Member of the Advisory Council will accomplish the following goals:

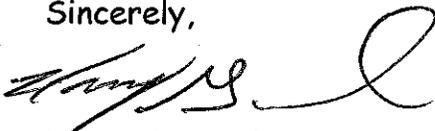
1. Ensure that our students are Graduate College-And-Career Ready.
2. Increase student learning through highly effective teachers and principals and successful implementation of the objectives and activities utilized for REIL.
3. Restructure our compensation systems so that teachers and principals are rewarded for increase in student achievement.

4. Increase the number of effective certificated teachers and principals working with poor, minority and disadvantage students in hard-to-staff positions and schools.
5. Create a workable performance-based compensation systems.

As our state and our nation increase expectations for our professional staff and governing board it's evident that our proposed grant is addressing: collaboration amongst stakeholders, performance for all professional staff, compensating our staff for results, building our capacity in evaluation inter-rater reliability and working together to strengthen pedagogy. Growth of our students relies on a staff that is well trained and has the necessary tools. The REIL five (5) year grant will make a difference for our students.

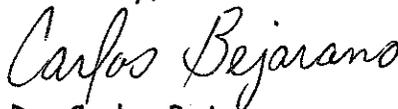
We are very enthusiastic about the potential that "Rewarding Excellence in Instruction and Leadership" can bring to our district and students. We fully support and will assist your team with the implementation of the goals, objectives, activities and evaluations of the proposed grant.

Sincerely,



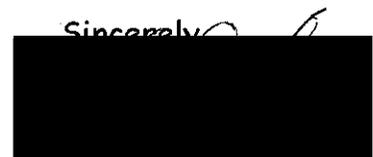
Harry Garewal
Governing Board President/Designee

Sincerely,



Dr. Carlos Bejarano,
Superintendent

Sincerely,



Marisol Garcia,
Teacher Representative

NADABURG UNIFIED SCHOOL DISTRICT No. 81
“Our Mandate is Excellence”

32919 Center Street, Wittmann, Arizona 85361 Phone: (623) 388-2321 Fax: (623) 388-2915

June 9, 2010

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, Arizona 85012

Dear Dr. Covey:

As Superintendent of Schools, it is my pleasure to submit our endorsement on behalf of our District, Governing Board and NEA President. Our Governing Board President and President of the Teachers' Association of the *Nadaburg Unified School District* have joined with me to support the proposal of our Maricopa County Education Service Agency's "***Rewarding Excellence in Instruction and Leadership***", CDEA #34.385 Teacher Incentive Fund. We are fully committed to this initiative and the County Education Service Agency based on the understandings that have been made to underscore *an inclusive alliance* which includes the Nadaburg Unified School District. This collaborative, effective decision-making consensus process is an example of how our *inclusive alliance* can and has resulted in the successful submission of the *School Leaders Grant Proposal*, of which the *Nadaburg Unified School District is an Alliance Member*. With the envisioned *Alliance for "Rewarding Excellence in Instruction and Leadership"* and the *Nadaburg Unified School District* being a member of the Advisory Council, we are certain that we can mutually accomplish the following Program Goals:

1. *To Ensure that All Students are College-And-Career Ready.*
2. *To Increase Student Achievement* through utilizing highly effective Teachers and Principals and successful implementation of the objectives and activities identified in "***Rewarding Excellence in Instruction and Leadership***".
3. *To Reform Compensation Systems* so that Teachers and Principals are rewarded for increase in Student Achievement.
4. *To Increase the Number of effective Teachers and Principals working with poor, minority and disadvantage students* in hard-to-staff positions and schools.
5. *To Develop and implement sustainable Performance-Based Compensation Systems.*

In Arizona and the nation, we are faced with an expectation of increasing accountability and the demand for highly effective principals and teachers who can increase learner academic progress, achievement and success. We look forward to working with you as a Member of the Advisory Council for "***Rewarding Excellence in Instruction and Leadership***" to ensure the successful implementation of approved program goals, objectives and activities. We know that our mutual goals, including but not limited to, Participating in a Collaborative Development and Implementation of Innovative Strategies that build the *Capacity of Teachers, Principals and School Leaders* to Increase Student Achievement and Success; Ensuring Evaluator Inter-Rater-Reliability with measurable results; Development and Utilization of Multiple Assessments for Measuring Student Achievement; and All Educators Being Eligible to Participate in a Sustainable Performance-Based Compensation System can be accomplished through the five (5) year grant proposal.

NADABURG UNIFIED SCHOOL DISTRICT No. 81
"Our Mandate is Excellence"

We are anxious and excited to continue to become engaged in best practice and a model for institutional reform that *"Rewarding Excellence in Instruction and Leadership"* promises to bring to our School District. We are presently engaged in reframing our institutions in the Nadaburg Unified School District #81 and will work diligently to assist you with the implementation of the goals, objectives, activities and evaluations of the proposed program grant.

Sincerely,



Mr. Robert Jones
Governing Board President

Sincerely,



Dr. Gregory J. Riccio
Superintendent of Schools

Sincerely,



Ms. Liza Green
NEA President



Preparing Every Student for Success in College, Career and Life

CENTER FOR EDUCATIONAL SERVICES
4502 North Central Avenue
Phoenix, Arizona 85012
www.PhoenixUnion.org
(602) 764-1100

Office of the Superintendent

June 16, 2010

The Honorable Donald D. Covey
Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, Arizona 85012

Dear Dr. Covey:

On behalf of the Phoenix Union High School District, we are pleased to submit this letter of support for Maricopa County Education Service Agency's proposed "Rewarding Excellence in Instruction and Leadership," CDEFA #84.385 Teacher Incentive Fund. We support the inclusive alliance of which Phoenix Union High School District is a part. This inclusive alliance has demonstrated an effective consensus decision making process. We have no doubt that, together, we can mutually accomplish the following Program Goals through collaboration and mutual respect.

- 1. Ensure that students are graduate college-and-career ready.
2. Increase student achievement through highly effective teachers and principals and successful implementation of the objectives and activities utilized for "Rewarding Excellence in Instruction and Leadership."
3. Redesign compensation systems so that teachers and principals are rewarded for increase in student achievement within a sustainable system using a number of strategies for measuring teacher effectiveness.
4. Increase the number of effective teachers and principals working with poor, minority and disadvantage students in hard-to-staff positions and schools.
5. Create sustainable performance-based compensation systems.

As a school district we are faced with increasing accountability and the demand for highly effective principals and teachers who can increase student academic progress, achievement and success. We look forward to working with you to ensure the successful implementation of approved program goals, strategies and activities. We know that our mutual goals can be accomplished through the five-year program grant.

We are very enthusiastic and optimistic about the potential that "Rewarding Excellence in Instruction and Leadership" can bring to our District. We fully support and will assist your leadership with the implementation of the proposed program.

Sincerely,

[Handwritten signatures of Amy Kobeta and Kent P. Scribner]

Amy Kobeta
Governing Board President

Kent P. Scribner, Ph.D.
Superintendent



Edward Bufford
Teacher Representative

- Alhambra
Bioscience
Bostrom
Trevor G. Browne
Camelback
Central
Cesar Chavez
Cyber
Desiderata
Betty H. Fairfax
Franklin
Carl Hayden
Maryvale
Metro Tech
North
South Mountain



Tolleson Elementary School District No. 17

9261 W. Van Buren • Tolleson, AZ 85353
(623) 936-9740 • FAX (623) 936-9757

June 11, 2010

The Governing Board

Francisco Cano, III
Nettie Gámez
Adriana Garza
Elizabeth Hunsaker
Belinda Quezada

Superintendent

Bill Christensen

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, Arizona 85012

Dear Dr. Covey,

As **Governing Board President/Designee, Superintendent and Teacher Representative of the Tolleson Elementary School District No. 17**, we are pleased to submit this letter of support on behalf of Maricopa County Education Service Agency's proposed **"Rewarding Excellence in Instruction and Leadership"**, CDFR #84.385 Teacher Incentive Fund. We support you and the County Education Service Agency based on the outstanding commitments that have been made to ensure **An Inclusive Alliance** which includes the: **Tolleson Elementary School District**. This **Inclusive Alliance** has demonstrated an effective **Consensus Decision-Making Process**. This collaborative example of an **Inclusive Alliance** has resulted with the successful submission of the **School Leaders Grant Proposal** of which **Tolleson Elementary School District is an Alliance Member**. We have no doubt that with the envisioned **Alliance** for **"Rewarding Excellence in Instruction and Leadership"** and **Tolleson Elementary School District** being a **Member of the Advisory Council** we can mutually accomplish the following Program Goals:

1. **Ensure that Students are Graduate College-And-Career Ready.**
2. **Increase Student Achievement** through highly effective Teachers and Principals and successful implementation of the objectives and activities utilized for **"Rewarding Excellence in Instruction and Leadership"**.
3. **Reform Compensation Systems** so that Teachers and Principals are rewarded for increase in Student Achievement.
4. **Increase the Number of effective Teachers and Principals** working with poor, minority and disadvantage students in hard-to-staff positions and schools.
5. **Create sustainable Performance-Based Compensation Systems.**

As a School District we are faced with an increasing accountability and the demand for highly effective principals and teachers who can **increase student academic progress, achievement and success**. We look forward to working with you, as a **Member of the Advisory Council**, for **"Rewarding Excellence in Instruction and Leadership"** to ensure the successful implementation of approved program goals, objectives and activities. We know that our mutual goals, including but not limited to, **Participating in a Collaborative Development and Implementation of Innovative Strategies that build the Capacity of Teachers, Principals and School Leaders to Increase Student Achievement and Success; Ensuring Evaluator Inter-Rater-Reliability; Development and Utilization of Multiple Assessments for Measuring Student Achievement; and All Educators Being Eligible to Participate in a Sustainable Performance-Based Compensation System** can be accomplished through the five (5) year Program Grant.

We are very enthusiastic and optimistic about the potential that **"Rewarding Excellence in Instruction and Leadership"** can bring to our School District. We fully support and will assist your leadership with the implementation of the Goals, Objectives, Activities and Evaluations of the proposed Program Grant.

Sincerely,

Ms. Elizabeth Hunsaker
Governing Board Vice President

Mr. Bill Christensen
Superintendent

Ms. Alicia Arellano
Teacher Representative

Project Narrative

Other Attachments

Attachment 1:

Title: **REIL Other Attachments** Pages: **0** Uploaded File: **REIL Other attachments final.pdf**

REIL Appendices

Resumes

- Dr. Lori Renfro
- Dr. Donald Covey
- Jeff Peterson
- Kristine Morris
- LaMar Brown

Job Descriptions

- Program Director
- Field Specialist
- Data Coordinator
- Business Systems Specialist
- Videographer

REIL Advisory Council

Letters of Commitment and Support

Arizona Department of Education Professional Teaching Standards

Teacher and Principal Evaluation Instruments

- *THIES* Framework
- Ontario Leadership Framework

Arizona Legislative Bills

- SB 1040
- HB 2521

Glossary

Bibliography

DR. LORI RENFRO

ADDRESS

Superintendent of Schools
Maricopa County Education Service Agency
4041 N. Central Avenue
Phoenix, AZ 85012
602.372.3705

EDUCATION

Doctor of Education, Educational Leadership, Arizona State University, 2007.
Master of Arts, Reading, Central Michigan University, 1989.
Bachelor of Arts, Elementary Education, Saginaw Valley State University, 1984.

EMPLOYMENT

2009-present Executive Director of Performance-Based Compensation and Incentive Programs,
Maricopa County Education Service Agency, Phoenix, AZ
2005-2009 Staff Development Coordinator, Dysart Unified School District, Surprise, AZ
2002-2005 Director of Curriculum, Cartwright School District, Phoenix, AZ
1998-2001 K-8 Collaborative Peer Teacher, 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

- State of Arizona School Solutions Team Member, Arizona Dept of Education, Phoenix, AZ,
2003-present
- State of Arizona Professional Development Leadership Academy
 - Coach, Arizona Dept of Education, Phoenix, AZ, 2009-present
 - Team Leader, Arizona Dept of Education, Phoenix, AZ, 2005-2009
 - Advisory Board, Arizona Dept of Education, Phoenix, AZ, 2005-2006
- Dysart Unified School District, Phoenix, AZ
 - Project Manager, iObservation Walk-Through Pilot Program, 2009
 - Project Manager and Instructor, Dysart Facilitator Cadre, 2006-2008

- Facilitator, Career Ladder Steering Committee, 2005-2009
- Facilitator, Professional Development Leadership Team, 2005-2009
- State of Arizona Career Ladder Network Member, Phoenix, AZ, 2005-2009
- Cartwright Elementary School District, Phoenix, AZ
 - Facilitator, Curriculum Advisory Council, 2002-2005
 - Standards-Based Mathematics Academy Instructor, 1999-2001
- Arizona State University
 - Mentor Teacher Cadre Instructor for B.E.S.T. (Beginning Educator Support Team) Program, 2000-2001
 - Visitation Coach for B.E.S.T. (Beginning Educator Support Team) Program, 2000-2001
- Phoenix Urban Systemic Initiative Mathematics and Science Academy Instructor, Phoenix, AZ, 1998-1999
- Social Studies Curriculum Coordinator, Phoenix, AZ, 1997-1998

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 Achievement in an Arizona School District*, unpublished doctoral dissertation, Arizona State University, 2007

CONFERENCE PRESENTATIONS

- *Developing and Using Innovation Configuration Maps*, Dysart Unified School District, Phoenix, AZ, 2008
- *Using Non-linguistic Representations as a Research-based Instructional Strategy*, Dysart Unified School District, Phoenix, AZ, 2007
- *Using Cues, Questions, & Advance Organizers as a Research-based Instructional Strategy*, Dysart Unified School District, Phoenix, AZ, 2007
- *Identifying Similarities & Differences as a Research-based Instructional Strategy*, Dysart Unified School District, Phoenix, AZ, 2006

- *Summarizing and Note-taking as a Research-based Instructional Strategy*, Dysart Unified School District, Phoenix, AZ, 2006
- *Differentiation Series: Knowing the Learner; Content, Product, and Process; Assessment for Learning; Knowing the Learner*, Dysart Unified School District, Phoenix, AZ, 2006
- *Building Academic Vocabulary*, Dysart Unified School District, Phoenix, AZ, 2006
- *Curriculum Alignment Workshop*, Cartwright Elementary School District, Phoenix, AZ, 2001
- *Deconstructing Test Items and Writing Parallel Assessment Items*, Cartwright Elementary School District, Phoenix, AZ, 2001
- *The Jigsaw Reading Strategy*, Cartwright Elementary School District, Phoenix, AZ, 2001
- *Professional Learning 101: Provide Teachers with Specific Feedback*, National Staff Development Council Annual Conference, St. Louis, MO, 2009
- *Changing Classroom Practice through Instructional Dialogue*, National School Board Technology and Learning Conference, Denver, CO, 2004
- *Building Number Sense for the Primary Grades*, Arizona Association for Mathematics Annual Conference, Phoenix, AZ, 2001

PROFESSIONAL AFFILIATIONS AND MEMBERSHIPS

- Association for Supervision and Curriculum Development
- National Staff Development Council
- National Council for Teachers of Mathematics
- American Educational Research Association
- Professional Development Leadership Academy (PDLA)
- Phi Delta Kappa International

PROFESSIONAL CERTIFICATIONS

- Arizona Administrative Certification (Supervisor, Principal) K-12
- Arizona Administrative Certification (Superintendent) K-12: Pending
- Standard Elementary (K-8) with Reading Endorsement
- English as a Second Language (ESL) Endorsement

Donald David Covey, Ed. D.

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 MEMBERSHIPS 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”

Jeff Peterson
(509) 961-3448
[@gmail.](mailto:jeff.peterson@gmail.com)

My career started as high school science teacher and coach. I have supervised schools as an assistant superintendent, coached learning communities as a national consultant, was selected as an award winning principal for improving student achievement. I have been an effective principal of two secondary and three elementary schools. Then I went back into the classroom teaching middle school science for three years to enhance my firsthand practice in the art and skill of teaching.

ADMINISTRATIVE EXPERIENCE

MARICOPA COUNTY EDUCATIONAL SERVICE AGENCY – Phoenix, Arizona

Assistant Superintendent for Quality Innovations and Improvement of Instruction, 2009-PRESENT, My position is to initiate, develop, and manage the implementation and sustainability needs of programs within professional learning communities to improve instruction and student achievement for our 60 districts and 300 charter schools in the fourth largest county in nation. These Quality Innovations are implemented in collaborative alliances with state, regional and district administrations: including superintendents, principals, teachers, parents and students in communities to advance learning and increase student achievement.

EDUCATIONAL SERVICE DISTRICT 105

Washington State - Regional School Improvement Coordinator, 2005-2006, 14 Schools: High School, Middle and Elementary that were not meeting AYP (Adequate Yearly Progress). My job was to develop implementation and sustainability needs with the learning communities at each school to improve student achievement: these collaborative efforts with state, regional and district's administration, including superintendents, principals, teachers, parents and students in communities to advance learning.

SELAH SCHOOL DISTRICT, NO. 119

Assistant Superintendent for Teaching and Learning, 2003-2005, 3,750 students, 435 staff Comprehensive School District with an excellent staff and academic programs focused on improving student achievement for all students. This position was responsible for academic services, related curriculum programs and providing leadership, development and maintenance of educational programs, which includes Curriculum and Instruction, Special Education, Title I, Gifted, and District Assessments.

- Supervised two High Schools to improve learning communities and learning systems.
- Significant student achievement increases in State measured assessments at all levels by implementing student achievement systems. Reading growth +20%. Math growth +25%. **This represents 34% more students meeting standard, a 34% increase.**
- Responsibility for district and state testing programs and PS-12 curriculum improvements.
- Develop classroom assessments that are aligned to the State's standards (Mini-WASLs).
- \$425,000 Federal "Health" Drug & Alcohol grant from the Office of Juvenile Justice – the only exemplary program like this in the northwest United States.
- Taught curriculum course Ed 562-64 for Central Washington University.
- Support the staff's selection of instructional materials and implementation of techniques.

WENATCHEE SCHOOL DISTRICT, No. 246

Secondary School Principal, 2002-2003, 600 students, 57 staff

Comprehensive Middle School Program with excellent academic programs focused on helping students to achieve the Essential Academic Learning Requirements.

- **All school-wide writing assessments**
- \$750,000 Federal “Gear Up” Grant to increase college bound students – our school one of only 16 in nation.
- Modeled and promote the use of technology by utilizing an Internet home page, providing integrated learning programs for students in Math and Reading.
- **Increased the amount of time students are actively engaged in Reading & Mathematics.**
- **Developed extensive parent and community involvement in the annual building goal setting for instructional program improvements.**

Elementary School Principal, 1989-2002, 500 students, 56 staff

Created and Supervised Developmental Preschool, District Reading Recovery Center, Before and After School Daycare, E.S.L. Learning Programs, and Special Education Programs.

- Modeled and promote the use of technology by utilizing an Internet home page for Washington School, providing Jostens integrated learning programs for students, Music in Education technological keyboard program, Accelerated Math, and Accelerated Reader.
- **Increased the amount of time students are actively engaged in Reading & Mathematics.**
- **Increased student test scores of standardized tests (CTBS, ITBS, & WASL).**
- **Developed extensive parent and community involvement in the annual building goal setting for instructional program improvements.**

AWARDS AND SPECIAL RECOGNITION

- Selected by Seattle Pacific University, with the Washington Association of School Administrators, as **one of the top 40 “highly successful principals” in Washington State.**
- Selected by the Office of The Superintendent of Public Instruction (OSPI) as one of the **top 38 schools, out of 1,125 schools, that made the most significant gains on the Fourth Grade WASL Math Assessments.**
- Reading Achievement Award for State WASL 2001 - met our reading improvement goal, received recognition plaque and banner from OSPI.
- ITBS Testing Results as of June 2002; NP Rank from 49% to 76% in Reading and from 64% to 84% in Math.
- Reading Achievement as of June 2002; **84% of K-4 students reading at or above grade level**, up from 46% three years ago.

PRESENTATIONS

- Presented at the National Staff Development Conference (NSDC) in December 2006. Presentation title: ***“Instructional Leadership Coaching to Improve Student Achievement”***.
- Presented for New Leaders for New Schools (NLNS) at their summer training 2006 in Philadelphia, PA, to train new principals to be ***Instructional Leaders in Mathamatics.***
- Consulted for Marysville School District, Washington, in November 2004 through March 2005 on ***“Data Analysis and Goal Setting”***, ***“Using Your School Improvement Plans to***

Transition from First to Second Order Change” and *“Building Collaborative Teams to Improve Student Achievement”*”.

- Presented at Washington State Winter Best Practices Conference, January 2005. Presentation title, *“25% Improvement on Grade 4 Mathematics WASL by Developing Mini-WASLs with Teachers”*.
- Presented at the National Quality Education Conference in November 2003. Presentation title: *“No Child Left Behind in Classrooms with Total Quality Management”*.
- Consulted and presented for Milford, Connecticut Schools and *“Improving Student Achievement Using Quality Tools for Best of Class”* in June 2003.
- Consulted and presented for Cave Creek Schools, Arizona, Principal development consultant on *“Quality Tools and Continuous Improvements”* in February 2002.

Adjunct Professor

Supervising Student Teachers, Central Washington University, Ellensburg, Washington: 1998
Leadership and Curriculum course Ed 564 for Central Washington University: Spring, 2004.

EDUCATION

- EASTERN WASHINGTON UNIVERSITY, Cheney, WA — M.A.Ed. in Science and School Administration, 1980
- EASTERN WASHINGTON UNIVERSITY, Cheney, WA — B.A.Ed. in Science Education and Biology, 1976

CERTIFICATES

1980 Washington State P-12 Principal
1979 Washington State Elementary/Secondary Teacher
2008 Arizona State Elementary Education K-8
2008 Arizona State Secondary Education 7-12
2008 Arizona State Principal K-12 *Structured English Immersion
2009 **Arizona State Superintendent**

PROFESSIONAL MEMBERSHIP

Washington Association of School Administrators
Washington Science Teachers Association
Arizona Association of School Administrators
Association for Supervision and Curriculum Development (ASCD)
Phi Delta Kappa (educational honorary)

CIVIC INVOLVEMENT

Selah **Chamber of Commerce** Board
Wenatchee **Chamber of Commerce**, Education Committee
YMCA Basketball Coaching
Amateur Athletic Union Basketball Coaching
United Way Campaign Certificate of Appreciation for Leadership
Veterans of Foreign Wars of the United States Citation of Merit

Kristine K. Morris



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 Superintendent of Schools ***Chief Deputy Superintendent***

Phoenix, Arizona
June 2009-Present

Responsible for the overall direction and management of administration and operations for County Superintendent of Schools Office. 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.

Pendergast Elementary School District #92 ***Principal, Sonoran Sky Elementary School***

Phoenix, Arizona
July 2004-May 2009

Responsible for education of 800 K-8 students. Oversaw curriculum implementation, delivery and on-going student learning and achievement. 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. Provided safe and nurturing atmosphere for students, staff, and families that is conducive to learning. Served on District, State, and School Level committees.

Achievements

- 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
- Improved student learning and achievement
- Established a positive school climate

Cartwright Elementary School District #83
Asst. Superintendent for Educational Services

Phoenix, Arizona
July 2003-June 2004

Coordinated curriculum development, improvement, and evaluation. 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 on policies, practices and procedures for improving the school system. Managed and coordinated all Title budgets and 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. Worked with building level administrators to develop the skill necessary to be instructional leaders.

Cartwright Elementary School District #83
Director of Student Achievement

Phoenix, Arizona
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 IMSeries for instructional planning

Madison Elementary School District, #38
Director of Community Education

Phoenix, Arizona
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
***Seventh Grade Science, Language, Humanities
and Social Studies Instructor, Mohave Middle School***

Scottsdale, Arizona
August 1995-June 1997

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
Biology Instructor, South Mountain High School

Phoenix, Arizona
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
***Instructional Specialist Senior,
Center for Academic Precocity***

Tempe, Arizona
1994-August 1996

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**

SACCNNet Education Board Chairman	June 2010
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

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

References

Available upon request

LaMar K. Brown

[REDACTED]

[REDACTED]

[REDACTED]

EDUCATION

Master of Public Administration

Webster University

Bachelor of Science in Business Management

University of Phoenix

Project Management Certification

University of Phoenix

EMPLOYMENT HISTORY

Maricopa County Superintendent of Schools

09/09-present

Grants Administrator

- Facilitates the Design, Development and Writing of Grants to Support Strategic and Tactical Planning
- Conducts Comprehensive Analysis and Research on State and Federal Competitive and Entitlement Grants to Ensure High Percentage Point Accomplishment for all Submitted Grant Applications
- Employs Fiscal and Budget Management as Required by Federal Regulations, State Statutes and Uniform Systems of Financial Reporting
- Provides Effective and Efficient Communication and Dissemination to All Stakeholders

City of Surprise – Surprise, AZ

03/07-05/09

Senior Grants Analyst

- Manage various grants and programs including American Reinvestment and Recovery funding (ARRA), the budgeting process, directing work, verifying purchases and presenting results to Senior Management.

- Establish administrative procedures and controls for acquiring and implementing grant awards, tracks grant progress to ensure compliance and departmental accountability.
- Performs project and policy analysis, which includes: conducting grant research, determining and raising pertinent issues, summarizing findings, presenting results, administering programs and performing other duties to ensure program success.
- Makes presentations to City Management, Council, and department staff on grant issues to ensure that all federal, state and local grant requirements are met.
- Establish and maintain effective working relationships with City management, government agencies, non profits, grant funding agencies and the general public.

Arizona Department of Environmental Quality – Phoenix, AZ

09/04 – 03/07

CONTRACTS/GRANTS MANAGER

- Directed and coordinated activities to ensure grants progressed on schedule, within prescribed budget and under agreed upon scope and objectives. Managed several projects and grants dealing with various public organizations, local and state agencies.
- Project planning and scheduling including scope, cost tracking, objectives, budget development and grant project plan development specifically with counties, local jurisdictions and designated private companies.

PROGRAM AND PROJECTS SPECIALIST II

- Supervised personnel on various projects, tracked budgets and evaluated the overall progression and work. Facilitated communication to all personnel involved and assured state rules and regulations were enforced.
- Interacted with the regulated business, industrial community and other governmental regulatory officials to establish and maintain effective working relationships, obtain information, and resolve possible problems.

Rockford Corporation – Tempe, AZ

08/98 – 08/04

ENGINEERING PROJECT MANAGER

- Managed up to four project teams concurrently which consisted of approximately 18 employees. Budgets for the projects ranged from \$150,000.00 up to \$3.2 million dollars.

Involved in contract negotiations with original equipment manufacturers (OEM) customers, which included standardizing benchmarking processes for products.

- Project planning and scheduling including scope, cost tracking, objectives, budget development, resource allocation and project plan development specifically with engineering, design group, operations and maintenance.
- Provided leadership and motivation, conflict management, quality assurances, issues tracking and resolution, team ownership, and project reporting to internal and external customers and stakeholders.

ENGINEERING PROJECT COORDINATOR

- Coordinated and documented activities of engineering staff and subject matter experts during the lifecycle of a project; maintained project timelines with Microsoft Project, scope management, status tracking and reporting; and coordinated project activities.
- Reviewed engineering specific contracts with customers and internal stakeholders. Made recommendations to management for vendor approval.

Technical Proficiencies

Microsoft Project - Level 1 & 2 Certified

Proficient in Oracle, GroupWise, Microsoft Word, Excel, PowerPoint, Access, Outlook, Outlook Express, IDIS, Hansen, and PSpice.

Professional Affiliations

AAGP (American Association of Grant Professionals) local and national chapters.



MARICOPA COUNTY JOB DESCRIPTION

REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP (REIL) PROGRAM DIRECTOR

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

PURPOSE STATEMENT:

The REIL Program Director oversees the day-to-day operations and provides leadership in coordinating all of the activities associated with the REIL program by: working collaboratively with the REIL Advisory Council, consultants, REIL School District Administration, REIL Data Coordinator, Teacher Professional Organizations, Stakeholder groups and other project partners to:

- Facilitate communication and stakeholder involvement across partner districts.
- Implement a system of recruitment and retention of effective teachers and principals on hard-to-staff subjects and specialty areas in hard-to-serve schools.
- Create, implement, and evaluate student assessments.
- Implement a teacher evaluation system aligned to student learning outcomes.
- Develop criteria for value-added model, and implement a data management system.
- Ensure that teachers and principals will understand the specific measures of teacher and principal effectiveness included in the PBCS.
- Implement a sustainable Performance-Based Compensation System.

PRIMARY INDICATORS/DUTIES:

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

1.0 Facilitate Communication and Stakeholder Involvement

- 1.1 Facilitate REIL Advisory Council Meetings
- 1.2 Establish and facilitate Cross-District Leadership and Communication Teams
- 1.3 Identify 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 Performance-Based Management System.
- 1.4 Facilitate the creation of District Transition Teams for data management, teacher and principal evaluation, performance-based management, and professional development.
- 1.5 Conduct focus group interviews to collect feedback from stakeholder groups.
- 1.6 Develop teacher and principal REIL Profile Sheet as a document designed to inform each teacher and principal how their performance award was calculated.

2.0 Recruitment and Retention of Effective Teachers and Principals on Hard-to-Staff Subjects and Specialty Areas in Hard-to-Serve Schools

- 2.1 Establish criteria for selecting hard-to-staff positions and hard-to-serve schools.
- 2.2 Facilitate District Professional Development Transition Teams to establish hard-to-staff assignment list for local Governing Board approval.
- 2.3 Identify hard-to-serve-schools.
- 2.4 Identify turnaround principal candidates and place in designated hard-to-serve schools.
- 2.5 Determine effectiveness of potential hard-to-staff career pathway candidates.
- 2.6 Re-evaluate hard-to-staff positions for next 3-year term.

3.0 Facilitate Establishment of Comprehensive Assessment System

- 3.1 Conduct analysis of existing interim assessment systems.
- 3.2 Identify valid and reliable measures to use to assess performance of all teachers and others to be included in the program.
- 3.3 Create / procure common assessments for grade levels subject areas that do not have assessments in place.
- 3.4 Implement assessment system for activity listed above.
- 3.5 Provide training and support for all teachers and principals on use of data to inform practice

4.0 Providing Leadership in Developing a Fair, Rigorous and Transparent Teacher & Principal Evaluation Systems

- 4.1 Finalize evaluation framework (e.g., essential elements, required components, and process functions, model/rubric).
- 4.2 Conduct analysis of current district systems/policies and state statutes.
- 4.3 Identify aligned evaluation tool(s) for teachers, principals, and career pathways.
- 4.4 Inform teachers and principals of new evaluation instrument.
- 4.5 Conduct qualified evaluator training for all supervisors of teachers and principals.
- 4.6 Develop inter-rater reliability training for all evaluators.
- 4.7 Create modules for training and communication on new teacher and principal evaluation instruments.

- 4.8 Conduct training on evaluation system for all teachers.
- 4.9 Refine evaluation instruments as implementation feedback is collected.
- 4.10 Validate adopted instruments and process.

5.0 Identifying and Securing a Comprehensive Data Management System

- 5.1 Conduct an assessment of current data management systems in REIL districts based on criteria established by Program Management Team, REIL Advisory Council, and Cross-District Teams.
- 5.2 Procure data management system based on gap analysis.
- 5.3 Collaborate with REIL Advisory Council, Cross-District Teams, and the Arizona Department of Education to develop criteria for value-added model.
- 5.4 Develop implementation plan for value-added model.
- 5.5 Conduct pilot test of data management system.

6.0 Ensuring Job-embedded Professional Development in REIL School District

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

7.0 Creating Sustainable Performance-Based Compensation Systems

- 7.1 Determine 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 Coordinate the performance based awards for teachers, master educators, peer evaluators, and administrators.

REPORTING STRUCTURE

A. Supervision Received:

- Assistant Superintendent

B. Supervision Exercised:

- REIL Field Specialists
- REIL Data Coordinator
- REIL Videographer
- REIL Business Systems Specialist

QUALIFICATIONS*

A. Minimum education and/or experience:

- Arizona Principal or Supervisor Certification
- A 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 principal and/or superintendent preferred
- Extensive knowledge of English Language Development
- Direct experience with implementation of teacher evaluation or performance based incentives.
- Doctorate preferred

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 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 (REIL) FIELD SPECIALIST

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

PURPOSE STATEMENT:

The REIL Field Specialist will serve as the REIL School District on-site program coordinators to build the capacity of teachers and administrators by working collaboratively with REIL Leadership and partner school districts to:

- Facilitate Communication and Stakeholder Involvement across REIL School Districts.
- Implement a rigorous, fair and transparent performance based evaluation and compensation system.
- Design and deliver job-embedded Professional Development.
- Manage and support career pathway options for teachers.
- Implement a data management system enabling teachers and leaders to use data to inform decisions.

PRIMARY INDICATORS/DUTIES:

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

- 1.0 Facilitate Communication and Stakeholder Involvement Across Partner Districts**
- 1.1 Facilitate Cross-District Leadership and Communication Teams (Professional Development; Human Resources/Payroll; Finance).
 - 1.2 Facilitate the creation of District Transition Teams for data management, teacher and principal evaluation, performance-based management, and professional development.

- 1.3 Facilitate feedback loop between District Leadership & Communication Teams, District transition Teams, and program Management Team.
- 1.4 Conduct regular meetings with teachers and principals so that they can ask questions and raise concerns about Performance-Based Management System.

2.0 Implement a Rigorous, Fair and Transparent Performance Based Evaluation and Compensation System

- 2.1 Facilitate district level Teacher & Principal Evaluation Transition Teams in crosswalk/comparison of existing district evaluation tools(s).
- 2.2 Inform teachers of new evaluation instrument
- 2.3 Create modules for training and communication on new teacher and principal evaluation instruments.
- 2.4 Conduct training on evaluation system for all teachers.

3.0 Ensuring Job-embedded Professional Development in REIL School District

- 3.1 Provide professional development to ensure that teachers and principals will understand the specific measures of teacher and principal effectiveness included in the PBCS.
- 3.2 Use data from educator growth plans to collaboratively analyze and design REIL District professional development and support systems to improve instructional and leadership effectiveness.

4.0 Facilitates Implementation of Career Pathways

- 4.1 Coordinates with REIL Program Management Team and Advisory Council finalize career pathway models/options and create *Innovation Configuration Maps* to measure implementation.
- 4.2 Facilitate and advise school districts on which career pathways (i.e. Master Educators, REIL Peer Evaluators) they will offer.

REPORTING STRUCTURE

A. Supervision Received:

- REIL Program Director

B. Supervision Exercised:

- REIL Peer Evaluators

QUALIFICATIONS*

A. Minimum education and/or experience:

- Arizona Principal or Supervisor Certification
- A 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 principal and/or superintendent
- Extensive knowledge of English Language Development
- Direct experience implementing teacher evaluation or performance based incentives.
- Doctorate preferred

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 (REIL) DATA COORDINATOR

MARKET RANGE TITLE: TBD

DEPARTMENT: EDUCATION SERVICE AGENCY

DIVISION/SECTION/UNIT: TEACHING AND LEARNING (LOW ORG 3750)

FLSA STATUS: NON-EXEMPT

CLASSIFIED/UNCLASSIFIED: CONTRACT/UNCLASSIFIED

POSITION NUMBER: TBD

PURPOSE STATEMENT:

The REIL Data Coordinator assists the program manager in data collection, communication and dissemination by:

- Working collaboratively with REIL Management and REIL school districts to identify, implement, and support a data management system/value-added system.
- Working collaboratively with REIL Management and REIL school districts to provide professional development on data management system.
- Providing administrative support functions related to data dissemination and REIL program communication.

PRIMARY INDICATORS/DUTIES:

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

1.0 Data Management System / Value-Added System

- 1.1 Advise and assist with the implementation of an assessment of current data management systems in REIL districts based on criteria established by Program Management Team, REIL Advisory Council, and Cross-District Teams.
- 1.2 Collaborate with REIL Advisory Council, Cross-District Teams, and the Arizona Department of Education to develop criteria for value-added model.
- 1.3 Work collaboratively with partners to finalize value-added model.
- 1.4 Support districts as they prepare for roll-out of data management system (e.g., infrastructure, BETA testing).
- 1.5 Work collaboratively to develop and implement process to enable users to review, modify, or verify information contained in the data management system throughout the year.

2.0 Professional Development

- 2.1 Facilitate professional development for teachers and principals on value-added model in collaboration with REIL Field Specialists and Research and Evaluation Director.
- 2.2 Facilitate professional development for teachers and principals on how to use data to inform and improve instruction.
- 2.3 Provides training and create materials for delivery of professional development related to REIL program goals and objectives.

3.0 Research, Communication and Dissemination

- 3.1 Compose routine correspondence, answer, research and respond to questions and inquiries pertaining to REIL program.
- 3.2 Research and compile background information from districts and other sources for the preparation and submission of grant documentation.
- 3.3 Collect information on operations and administrative problems, prepare comprehensive reports.
- 3.4 Coordinates the flow of paperwork. Visually verifies and reviews material for accuracy and completeness.
- 3.5 Develops and maintains appropriate documentation of REIL activities, policies and progress.
- 3.6 Maintain meeting minutes of REIL Advisory Council.
- 3.7 Review, prepare, recommend and perform content updates for the REIL website.
- 3.8 Provides assistance to the REIL Program Management by screening calls, visitors, and mail.

REPORTING STRUCTURE

A. Supervision Received:

- REIL Program Director

B. Supervision Exercised:

- None

QUALIFICATIONS*

A. Minimum education and/or experience:

- At least five years successful teaching experience
- Demonstrated proficiency in the use of data and research to support student achievement
- Knowledge of national standards and the Arizona Academic Standards
- Evidence of leadership in delivery of professional development for teachers and administrators
- Evidence of independent decision-making skills
- Evidence of strong interpersonal skills
- Evidence of collaborative skills
- Excellent communication skills (written and oral)
- Evidence of problem solving ability
- Skilled at developing talent in other people

- Resourceful and adaptable
- Willingness to perform up to the highest measure of competence
- Respected professionally

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

C. Preferred education and/or experience:

D. Knowledge, Skills, and Abilities:

- Strong interpersonal, customer service, 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, PowerPoint, Access & Internet.
- Knowledge of research methods and techniques.
- Ability to collect and compile qualitative and quantitative data.

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

- Fingerprint Clearance
- Teacher Certification Required
- 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 (REIL) BUSINESS SYSTEMS SPECIALIST

MARKET RANGE TITLE: TBD

DEPARTMENT: EDUCATION SERVICE AGENCY

DIVISION/SECTION/UNIT: BUSINESS SERVICES (LOW ORG 3720)

FLSA STATUS: NON-EXEMPT

CLASSIFIED/UNCLASSIFIED: CONTRACT/UNCLASSIFIED

POSITION NUMBER: TBD

PURPOSE STATEMENT:

Assist Alliance School Districts with preparing and ensuring future fiscal sustainability using anticipated revenue streams and expenditures in the areas of payroll, human resources and financial modeling by working collaboratively with REIL Management Team. Works collaboratively with Alliance School Districts business officials to ensure compliance with CFR and the State's Auditor General Uniform System of Financial Reporting (USFR):

PRIMARY INDICATORS/DUTIES:

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

1.0 Financial Resource Management

1.1 Monitor District, State and Federal financial management regulations and policies as they relate to Performance Based Compensation Systems and inform REIL Program Director of potential problems and/or changes in regulations and policies.

2.0 Human Resource Management

2.1 Ensure compliance with policies, federal grant guidelines, laws, and regulations and provide direction in planning staff development programs for personnel in the *Finance, Accounting, and Payroll and Human Resource departments.*

2.2 Provide professional development to appropriate staff regarding financial management.

2.3 Advise the REIL School District payroll and accounts payable departments and facilitate their action for effective distribution of performance based incentives.

3.0 Information Management, Research and Planning

3.1 Advise the REIL Advisory Council and REIL School Districts on strategies relating to the business and financial affairs as they pertain to sustaining a Performance Based Compensation System.

3.2 Attend regular meetings of REIL Advisory Council and serve actively to improve communication, cooperation, operations and planning regarding fiscal operations.

3.3 Ensure grants and confirm that funds are being utilized appropriately.

3.4 Maintain necessary records, file, reports, databases and resource materials pertinent to grants office activities.

3.5 Participate on REIL School District teams responsible for implementing data management, human resources and payroll systems.

3.6 Ensure that fiscal resources are appropriately allocated to meet REIL objectives and activities.

3.7 Coordinate amendment processes, and control transfers of budgeted funds as requested by Project Director.

3.8 Compile, analyze and report pertinent data concerning the business and financial affairs in the REIL District as they pertain to REIL goals and objectives to ensure sustainability of PBCS.

3.9 Perform other tasks as directed by the Project Director.

4.0 Legal and Policy Issues related to Performance Based Compensation Systems

4.1 Create and prepare timely reports concerning the Performance Based Compensation models to inform key public policy makers (i.e. Chairs of Senate and House Education Committees, REIL School District Governing Boards, Governor's Office)

4.2 Coordinate with local, county, state and federal agencies concerning the sustainability of Performance Based Compensation Systems.

REPORTING STRUCTURE

A. Supervision Received:

- REIL Program Director

B. Supervision Exercised:

- None

QUALIFICATIONS*

A. Minimum education and/or experience:

- Bachelor's Degree
- School District Finance background

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

C. Preferred education and/or experience:

- Preferred Accounting Degree or equivalent work experience with knowledge of the Arizona USFR accounting procedures, federal reporting requirements, and Visions.
- Experience in various facets of school finance including Federal or State grant management and accounts payable/receivable preferred.
- Public Policy Experience.
- Experience in governmental budgeting/finance preferred.
- At least 5 years of accounting or finance.
- School District Principal, Central Office experience preferred.

D. Knowledge, Skills, and Abilities:

- Extensive knowledge of Human Resources, Payroll Services and Data Management Systems
- Strong interpersonal skills.
- The ability to work well under pressure in a multi-task environment.
- 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 Uniform System of Financial Records (USFR), Arizona Revised Statutes (ARS), and federal grant requirements.
- Proficiency with Microsoft Office products (Word, Excel, Access, PowerPoint).

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 (REIL) VIDEOGRAPHER

MARKET RANGE TITLE: TBD

DEPARTMENT: EDUCATION SERVICE AGENCY

DIVISION/SECTION/UNIT: TEACHING AND LEARNING (LOW ORG 3750)

FLSA STATUS: NON-EXEMPT

CLASSIFIED/UNCLASSIFIED: CONTRACT/UNCLASSIFIED

POSITION NUMBER: TBD

PURPOSE STATEMENT:

The REIL Videographer will perform technical work in the production of video and audio presentations to advance REIL program goals and objectives. Responsible for recording and producing video of classroom instruction, video training materials and well as other communication videos that support project goals. Working collaboratively with REIL Management Team the REIL Videographer will create videos that support communications and instruct stakeholders on all aspects of a Performance Based Compensation System.

PRIMARY INDICATORS/DUTIES:

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

1.0 Creates Video to ensure Communication and Stakeholder Involvement:

- 1.1 Produces videos to be included on REIL webpage.
- 1.2 Lead production of video communications: including strategy and timeline development, coordinating design, producing and distributing finished video product to REIL program stakeholders.
- 1.3 Ensure consistent, accurate, aligned message and image in video communications to maintain quality control for all video productions.
- 1.4 Use results from REIL stakeholder feedback to design target video communications.

2.0 Develop a Video Repository for Professional Development:

- 2.1 Create and a video bank of teaching and leading in action for training REIL District qualified and certified evaluators.
- 2.2 Review literature related to REIL program goals and strategic branding to ensure consistent message.
- 2.3 Research, write, develop supporting story lines and consult with REIL Management regarding specific needs for video productions.

REPORTING STRUCTURE

A. Supervision Received:

- REIL Program Director

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 rational 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)**

REIL Alliance Advisory Council

Dr. Karen Williams, Superintendent, Alhambra Elementary School District No. 68

Jim Mosley, Superintendent, Gila Bend Unified School District No. 24

Dr. Carlos Bejarano, Superintendent, Isaac Elementary School District No. 5

Dr. Greg Riccio, Superintendent, Nadaburg Unified School District No. 81

Dr. Kent Scribner, Superintendent, Phoenix Union High School District No. 210

Bill Christensen, Superintendent, Tolleson Elementary School District No. 17

Chuck Essigs, Director of Governmental Relations, Arizona Association of School Business Officials (AASBO)

Andrew Morrill, President-Elect, Arizona Education Association (AEA)

Dr. Deborah Duvall, Executive Director, Arizona School Administrators (ASA)

Panfilo H. Contreras, Executive Director, Arizona School Boards Association (ASBA)

Karla Phillips, K–12 Education Policy Advisor, State of Arizona, Executive Office of the Governor

Representative Rich Crandall, Chairman, Arizona State House of Representatives Education Committee

Senator John Huppenthal, Chairman, Arizona State Senate Education Committee

Art Harding, State Government Relations, Arizona Department of Education

The Honorable Donald Covey, Maricopa County Superintendent of Schools, Maricopa County Education Service Agency

Dr. Lori Renfro, Executive Director of Performance-Based Compensation and Incentive Programs, Maricopa County Education Service Agency

TBD, REIL Program Director, Maricopa County Education Service Agency

REIL Letters of Commitment and Support

❖ Education Community Professional Organizations

- Arizona Association of School Business Officials (AASBO)
- Arizona Education Association (AEA)
- Arizona School Administrators (ASA)
- Arizona School Boards Association (ASBA)

❖ REIL School District Letters of Commitment

- Alhambra Elementary School District No. 68
- Gila Bend Unified School District No. 24
- Isaac Elementary School District No. 5
- Nadaburg Unified School District No. 81
- Phoenix Union High School District No. 210
- Tolleson Elementary School District No. 17

❖ REIL School District Letters of Support

- Alhambra Elementary School District No. 68
- Gila Bend Unified School District No. 24
- Isaac Elementary School District No. 5
- Nadaburg Unified School District No. 81
- Phoenix Union High School District No. 210
- Tolleson Elementary School District No. 17

❖ Government Agencies

- State of Arizona, Executive Office of the Governor
- Arizona House of Representatives, Education Committee
- Arizona State Senate, Education Committee

Statement Regarding Union, Teacher, and Principal Support

The State of Arizona is one of twenty-two “Right-to-Work” states in the nation, having established the “Right-to-work” clause in Article XXV of the State Constitution. Policy states that: “No person shall be denied the opportunity to obtain or retain employment because of non-membership in a labor organization, nor shall the State or any subdivision thereof, or any corporation, individual or association of any kind enter into any agreement, written or oral, which excludes any person from employment or continuation of employment because of non-membership in a labor organization.”

Therefore, Arizona does not advocate official unionization for any employer. Many educators organize into professional organizations — such as the Arizona Education Association (teachers) and Arizona School Administrators (principals) — for the purposes of collective bargaining and representation; however, educators cannot be legally obligated to do so. This creates an environment in which some schools and districts choose not to participate.

Regarding the *REIL School Districts*, for those having representation through the state-wide professional organizations, we gained support for our program from each of their school district-level representatives. In addition, our program designers have received support and encouragement directly from those education community professional organizations representing the *REIL School Districts* encouraging the success of the *REIL* program to bring the *Right Team with the Right Tools and the Right Talent for REIL Change.*



June 18, 2010

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, Arizona 85012

REF: Teacher Incentive Fund (CDFA # 84.385) *Rewarding Excellence in Instruction and Leadership*

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 proposed "*Rewarding Excellence in Instruction and Leadership*" Program Grant. We support you and the County Education Service Agency based on the outstanding commitments that have been made to ensure *An Inclusive Alliance* which includes the: **Arizona Education Association; Arizona School Boards Association; Arizona School Administrators Association; and Arizona Association of School Business Officials.** This *Inclusive Alliance* has demonstrated an effective *Consensus Decision-Making Process*. Clearly your actions far exceed your words when it comes to empowering *Professional and Inclusive Alliances*. We have no doubt that the envisioned *Alliance* for "*Rewarding Excellence in Instruction and Leadership*" and the **Arizona Association of School Business Officials** being a Member of the Advisory Council can mutually accomplish the Program Goals.

Pursuant to your conversations with Dr. Chuck Essigs, Director of Government Relations for Arizona Association of School Business Officials, we will collaborate with you regarding public policies that may realize the accomplishment of Goal Number Five (5):

"Create a Sustainable Performance-Based Compensation System"

As you are aware currently there are three (3) possible State funding sources that can be designed to sustain a Performance-Based Compensation System: (1) *Proposition 301 "Classroom Site Fund" ARS 15-977*; (2) *Career Ladder Programs, ARS 15-918*; and (3) *Gaming Proceeds in the "Instructional Improvement Fund."* All three of these revenue streams have potential to sustain "*Rewarding Excellence in Instruction and Leadership*" as envisioned in your Grant Proposal CDFA # 84.385 Teacher Incentive Fund for Principals and Teachers. With the expertise of our Association and Maricopa County Education Service Agency we are confident that over the next two years we will be able to introduce enabling legislation and policy that would appropriate the use of these three and other revenue streams to "*Create a Sustainable Performance-Based Compensation System.*"

We are very enthusiastic and optimistic about "*Rewarding Excellence in Instruction and Leadership*" and what it will bring to our State. We fully support and will assist you with the implementation of the Goals and Objectives of the proposed Program Grant.

Sincerely,

[Redacted Signature]

John Hung
Executive Director
Arizona Association of School Business Officials

Sincerely,

[Redacted Signature]

Chuck Essigs
Director of Governmental Relations
Arizona Association of School Business Officials





Arizona Education Association

345 East Palm Lane

Phoenix, AZ 85004-1532

(602) 264-1774

(800) 352-5411

FAX (602) 240-6887

Web site: www.arizonaaea.org

June 11, 2010

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, Arizona 85012

REF: Teacher Incentive Fund (CDFA # 84.385) Rewarding Excellence in Instruction and Leadership

Dear Dr. Covey,

As President and President-Elect we are pleased to submit this letter of support on behalf of the Maricopa County Education Service Agency's proposed "Rewarding Excellence in Instruction and Leadership" Program Grant. We support you and the County Education Service Agency based on the outstanding commitments that have been made to ensure An Inclusive Alliance which includes the: Arizona Education Association; Arizona School Boards Association; Arizona School Administrators Association; and Arizona School Business Officials. This Inclusive Alliance has demonstrated an effective Consensus Decision-Making Process. This collaborative example of an Inclusive Alliance has resulted with the successful appointments of Nineteen (19) Governing Board Appointments for Fourteen (14) County School Districts. As we expressed in AEA's letter in support of Arizona's second Race To The Top application, the Arizona Education Association is eager to support a new direction for education in Arizona, a direction pursued through collaboration, respect, and investment with the end of building a great public school for every student.

We have no doubt that collaboration between the envisioned Alliance for "Rewarding Excellence in Instruction and Leadership" and the Arizona Education Association as a Member of the Advisory Council can mutually accomplish the following Program Goals:

- 1. Ensure that Students Graduate College-And-Career Ready.
2. Increase Student Achievement through highly effective Teachers and Principals and successful implementation of the objectives and activities utilized for "Rewarding Excellence in Instruction and Leadership."
3. Redesign Compensation Systems, including performance based pay, so that Teachers and Principals earn competitive salaries and are rewarded for increases in Student Achievement within a sustainable system utilizing multiple strategies and tools for measuring teacher effectiveness.
4. Increase the Number of Effective Teachers and Principals working with poor, minority and disadvantage students in hard-to-staff subjects.

As a State we are faced with increasing accountability and the demand for highly effective principals and teachers who can increase student academic progress, achievement, and success. As a Member of the Advisory Council, for "Rewarding Excellence in Instruction and Leadership" the AEA looks forward to working with you to ensure the successful implementation of program goals, strategies, and tactics. The Program Grant will enable us to realize our mutual goals through strategies including: Participating in a Collaborative Development and Implementation of Innovation that builds the Capacity of Teachers, Principals and School Leaders to increase Student Achievement and Success; Ensuring Evaluator Inter-Rater-Reliability; Development and Utilization of Multi-Assessments for Measuring Student Achievement; and the Eligibility of All Educators to Participate in a Sustainable Performance-Based Compensation System.

We are very enthusiastic and optimistic about "Rewarding Excellence in Instruction and Leadership" 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 proposed Program Grant.

AEA's MISSION

AEA... keeping the promise of quality public education

Sincerely, [Signature]
John Wright, President
Arizona Education Association

Sincerely, [Signature]
Andrew Morrill, President-Elect
Arizona Education Association



ARIZONA SCHOOL
ADMINISTRATORS

May 28, 2010

Dr. Donald D. Covey, Superintendent of Schools
Maricopa Education Service Agency
4041 North Central Avenue
Phoenix, Arizona 85012

RE: Teacher Incentive Fund (CDFA #84.385) "Rewarding Excellence in Instruction and Leadership"

Dear Dr. Covey,

Arizona School Administrators, Inc. is very supportive of Maricopa Education Service Agency's proposed "**Rewarding Excellence in Instruction and Leadership**" Grant Program. We affirm our support based on the knowledge and our participation regarding the "**Jointly Developed and Collaborative Development of the Grant**" with major stakeholders. The evolution of the Grant's development will ensure the successful accomplishment of the following Program Goals: **(1) Ensure that Students Graduate College-And-Career Ready; (2) Increase Student Achievement Through Highly Effective Teachers and Principals; (3) Reform Compensation Systems That ensure Teachers and Principals are Rewarded for Increasing Student Achievement; (4) Increase the Number of Effective Teachers and Principals Working With Poor, Minority and Disadvantaged Students in Hard to Staff Schools and Subjects; and (5) Create Sustainable Performance-Based-Compensation Systems.**

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 pressures to turn-around our lowest performing and most challenging schools requires us to look at a more systemic approach to recruiting, training and supporting current teachers and principals. **Arizona School Administrators, Inc.** believes that the "**Rewarding Excellence in Instruction and Leadership**" program will provide the resources and framework to support the increasing demand for highly effective teachers and principals.

Arizona School Administrators, Inc. embraces your commitment to improving the quality of our County's K-12 educational future and is looking forward to being a **Member of the Advisory Council** for "**Rewarding Excellence in Instruction and Leadership**" and assisting you with the implementation of the Goals, Objectives, Activities and Evaluations of the Program Grant.

Sincerely,


Debra Duvall, Ed.D., Executive Director
Arizona School Administrators



"Quality leadership and advocacy for children in public schools."

May 24, 2010

**OFFICERS
AND
DIRECTORS**

PRESIDENT
Debbie King
Vail Unified

PRESIDENT ELECT
Dee Navarro
Prescott Unified

SECRETARY
Debra Scott
Sierra Vista Unified

TREASURER
Lamar Johnson
Casa Grande Elementary

**IMMEDIATE PAST
PRESIDENT**
Robert Rice
Chandler Unified

APACHE COUNTY
Rose Martinez

COCHISE COUNTY
Carolyn Calderon

COCONINO COUNTY
Charles Wahler

GILA COUNTY
Bob Cassa

GRAHAM COUNTY
Roberta Lopez

GREENLEE COUNTY
Michael Wearne

LA PAZ COUNTY
Rudy Parker

MARICOPA COUNTY
Kevin Clayborn
Randy Schiller

MOHAVE COUNTY
William Goodale

NAVAJO COUNTY
Raymond Laughter

PIMA COUNTY
Jim Coulter
Elaine Hall

PINAL COUNTY
Irene Patino

SANTA CRUZ COUNTY
Harry Clapect

YAVAPAI COUNTY
Karen McClelland

YUMA COUNTY
Maureen Irr

**CHAIR, HISPANIC/NATIVE
AMERICAN INDIAN CAUCUS**
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Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, AZ 85012

Dear Dr. Covey:

RE: Teacher Incentive Fund (CDFA #84.385) Rewarding Excellence in Instruction and Leadership.

The **Arizona School Boards Association** is pleased to submit this letter of support on behalf of the Maricopa County Education Service Agency's proposed **"Rewarding Excellence in Instruction and Leadership"** Program Grant. We are impressed with the involvement of the **Major Stakeholders** in the development of the Grant through the **collaboration** of the **Arizona School Administrators (ASA); Arizona Education Association (AEA); and Arizona School Business Officials (ASBO)**. As you are aware, we have mutual goals for ensuring that all of our schools have highly qualified and effective teachers and school principals. Clearly, our Association has confidence in your leadership with successfully implementing the following Program Goals:

- **Ensure that Students Graduate College-And-Career Ready.**
- **Increase Student Achievement through Highly Effective Teachers and Principal.**
- **Reform Compensation Systems That Ensure Teachers and Principals are Rewarded for Increasing Student Achievement.**
- **Increase the Number of Effective Teachers and Principals Working With Poor, Minority and Disadvantage Students in Hard-to-Staff Schools and Subjects.**
- **Create Sustainable Performance-Based Compensation Systems.**

Additionally, we are aware of **Senate Bill 1040** and the necessity to begin work on recommending, to the State Board of Education, a **"Model Framework"** for principal and teacher evaluation instruments that includes quantitative data on student achievement that accounts for between thirty-three and fifty percent of the evaluation outcomes and best practices for professional development and evaluator training. Successful funding of **"Rewarding Excellence in Instruction and Leadership"** could make significant contributions and recommendations regarding the **"Model Framework"** to the State Board of Education.

As a State, we are faced with an increasing demand for highly effective teachers and principals **who can increase student academic progress, achievement and success**. We look forward to working with you, as a **Member of the Advisory Council**, for **"Rewarding Excellence in Instruction and Leadership"** to ensure successful implementation of Program Goals, Objectives and Activities.

Arizona needs effective teachers and school principals and realizes that we need to move deliberately towards **"Rewarding Excellence in Instruction and Leadership."** The **Arizona School Boards Association** fully supports and will assist with the implementation of the Goals, Objectives and Activities of the proposed **"Rewarding Excellence in Instruction and Leadership"** Grant Program.

Sincerely,

[Redacted signature]

Panfilo H. Contreras, Executive Director
Arizona School Boards Association

ARIZONA SCHOOL BOARDS ASSOCIATION

2100 North Central Avenue, Suite 200, Phoenix, Arizona 85004 • 602.254.1100 • FAX 602.254.1177

The Alliance for Rewarding Excellence in Instruction and Leadership (REIL) Program

Teacher Incentive Fund Grant Proposal

5/5/2010

Maricopa County Education Service Agency
and

Alhambra Elementary School District



The Alliance for Rewarding Excellence in Instruction and Leadership (REIL) Program

PROGRAM GOALS:

1. Improve student achievement and growth through **Highly Effective Teachers** and School **Leaders** in high-need Local Education Agencies.
2. Provide **Differentiated Levels** of Compensation for Effective Teachers and Principals.
3. Improve the knowledge and skills of practicing **Teachers** and School **Leaders** serving in high-need Local Education Agencies.

“The Alliance” School District Members understand that continuous improvement requires commitment. Therefore, each **School District Member** 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 (REIL) Program:**

- 1.0** 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, enabling each student to successfully enter a post-secondary education and/or demonstrate career-readiness.
- 2.0** **Participate, as an Alliance Member, on an Advisory Council for the Effective Implementation of the Program’s Vision, Mission, Goals, Objectives, Activities and Evaluation that will** ensure successful implementation of the **Five (5) Core Elements** required by the Teacher Incentive Fund Grant, including, but not limited to:
 - 2.1** A plan for effectively **Communicating the Components** of the **“Rewarding Excellence in Instruction and Leadership”** to Teachers, School Leaders, Principals, district office administrators, other school personnel, and the community.
 - 2.1** **Guaranteeing Involvement and Obtaining Support** from Teachers, School Leaders, Principals, and other certified personnel.
 - 2.2** **A Rigorous, Transparent, and Fair Evaluation System** for Teachers, School Leaders, and Principals that differentiate effectiveness based on multiple measures including student achievement and academic growth as a significant factor, utilizing classroom observations conducted at least four (4) times during the school year.
 - 2.3** **A Data-Management System** linking student achievement data to Teachers’, School Leaders’, and Principals’ Performance-Based Compensation.

The Alliance for Rewarding Excellence in Instruction and Leadership (REIL) Program

- 2.4 *A plan for ensuring that Teachers, School Leaders, and Principals understand the specific measures of Teacher, School Leader, and Principal Effectiveness.*
 - 2.4.1 Ensure that each participant in the “*Rewarding Excellence in Instruction and Leadership*” is provided with the necessary Professional Growth to succeed in the Program.
- 3.0 Assist with the design and implementation of a *Sustainable and Differential Systemic Performance- Based Compensation and Evaluation System* for Teachers, Principals, and School Leaders that results in increased Educator effectiveness and student academic progress achievement and success, and includes:
 - 3.1 *A rigorous, fair, and transparent Performance-Based Evaluation System* that differentiates effectiveness, using multiple Indicators and Descriptors, which measures classroom instruction, administrative procedures, and instructional management.
 - 3.2 *A Data Management System* that links student achievement data to Teachers’, School Leaders’, and Principals’ **Performance-Based Compensation.**
 - 3.3 *A system for on-going Inter-Rater Reliability certification for all Evaluators.*
- 4.0 *Work to modify, where possible, the current District’s Teacher, School Leader and Principal Compensation Salary Schedules* by transitioning from an indexed salary schedule based on coursework and experience, to a *Performance-Based Compensation System* that:
 - 4.1 *Provides Differential Compensation for Highly Effective Teachers, School Leaders, and Principals based on demonstrated performance.*
 - 4.2 *Utilizes allocation of funding from Non-Grant Funds* revenues to fund Performance-Based Compensation **during** Project Years three (3) through five (5).
 - 4.3 *Provides* Performance Based Compensation that is *substantial.*
- 5.0 *Assist with the Design, Development, and Implementation of a Performance-Based Compensation System* that:
 - 5.1 *Includes all Teachers, School Leaders, and Principals.*
 - 5.2 *Provides “market incentives”* for demonstrated effectiveness in hard-to-staff subject and specialty areas.
 - 5.3 *Supports individual as well as group compensation.*
 - 5.4 *Provides “Career Pathways” with appropriate compensation.*

The Alliance for Rewarding Excellence in Instruction and Leadership (REIL) Program

- 6.0** *Implement a "Value-Added Model"*. Linking Teacher, School Leader and Principal Contributions for increasing student academic progress, achievement and success.
- 6.1** *Provide* Professional Development Programs for Teachers, School Leaders and Principals that will enable each to understand how *"Value-Added Model"* is calculated as part of a comprehensive Performance- Based Compensation System.
- 6.2** *Design, Develop and Implement a Professional Development Plan*, aligned with the Performance-Based Compensation System, which enables all Teachers, School Leaders and Principals to generate, analyze, and use student data to increase Student Academic Progress, Achievement and Success.
- 7.0** *Support Assessment of Principals, School Leaders, and Aspiring Teacher Leaders utilizing an "Assessment Center" and Evaluation Process* to identify candidates for *"Career Pathways"*.
- 7.1** Develop and Implement a "Program of Studies" for multiple *"Career Pathways"* for qualified candidates from the field of Teachers, School Leaders, and Principals.
- 8.0** *Authorize the Acquisition and Use of Program Related Data* (demographic, perceptual, student achievement, and school process) to evaluate effectiveness of *"Rewarding Excellence in Instruction and Leadership Program"*.
- 9.0** *Provide Grant Required Information* for *"Rewarding Excellence in Instruction and Leadership Program"* for compilation of Annual Performance Reports (APRs), Program Performance Measures, and Final Report in accordance with USDOE regulations.

The Alhambra Elementary School District agrees to the Goals, Objectives and Activities and Commitments for "Rewarding Excellence for Instruction and Leadership" and looks forward to its successful implementation.

Signed Karen E. Williams

Date: 5/05/10

Superintendent of Alhambra Elementary School District

The Alliance for Rewarding Excellence in Instruction and Leadership (REIL) Program

- 6.0** *Implement a "Value-Added Model".* Linking Teacher, School Leader and Principal Contributions for increasing student academic progress, achievement and success.
- 6.1** *Provide* Professional Development Programs for Teachers, School Leaders and Principals that will enable each to understand how *"Value-Added Model"* is calculated as part of a comprehensive Performance- Based Compensation System.
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- 7.0** *Support Assessment of Principals, School Leaders, and Aspiring Teacher Leaders utilizing an "Assessment Center" and Evaluation Process* to identify candidates for *"Career Pathways"*.
- 7.1** Develop and Implement a "Program of Studies" for multiple *"Career Pathways"* for qualified candidates from the field of Teachers, School Leaders, and Principals.
- 8.0** *Authorize the Acquisition and Use of Program Related Data* (demographic, perceptual, student achievement, and school process) to evaluate effectiveness of *"Rewarding Excellence in Instruction and Leadership Program"*.
- 9.0** *Provide Grant Required Information* for *"Rewarding Excellence in Instruction and Leadership Program"* for compilation of Annual Performance Reports (APRs), Program Performance Measures, and Final Report in accordance with USDOE regulations.

The Gila Bend Unified School District agrees to the Goals, Objectives and Activities and Commitments for "Rewarding Excellence for Instruction and Leadership" and looks forward to its successful implementation.

Signed _____

Superintendent of Gila Bend Unified School District

Date: _____

5/5/10

The Alliance for Rewarding Excellence in Instruction and Leadership (REIL) Program

- 6.0 **Implement a "Value-Added Model".** Linking Teacher, School Leader and Principal Contributions for increasing student academic progress, achievement and success.
- 6.1 **Provide** Professional Development Programs for Teachers, School Leaders and Principals that will enable each to understand how "**Value-Added Model**" is calculated as part of a comprehensive Performance- Based Compensation System.
- 6.2 **Design, Develop and Implement a Professional Development Plan**, aligned with the Performance-Based Compensation System, which enables all Teachers, School Leaders and Principals to generate, analyze, and use student data to increase Student Academic Progress, Achievement and Success.
- 7.0 **Support Assessment of Principals, School Leaders, and Aspiring Teacher Leaders utilizing an "Assessment Center" and Evaluation Process** to identify candidates for "**Career Pathways**".
- 7.1 Develop and Implement a "Program of Studies" for multiple "**Career Pathways**" for qualified candidates from the field of Teachers, School Leaders, and Principals.
- 8.0 **Authorize the Acquisition and Use of Program Related Data** (demographic, perceptual, student achievement, and school process) to evaluate effectiveness of "**Rewarding Excellence in Instruction and Leadership Program**".
- 9.0 **Provide Grant Required Information** for "**Rewarding Excellence in Instruction and Leadership Program**" for compilation of Annual Performance Reports (APRs), Program Performance Measures, and Final Report in accordance with USDOE regulations.

The Isaac Elementary School District agrees to the Goals, Objectives and Activities and Commitments for "Rewarding Excellence for Instruction and Leadership" and looks forward to its successful implementation.

Signed Carlos Bejarano
Superintendent of Isaac Elementary School District

Date: 5/5/10

The Alliance for Rewarding Excellence in Instruction and Leadership (REIL) Program

- 6.0** *Implement a “Value-Added Model”.* Linking Teacher, School Leader and Principal Contributions for increasing student academic progress, achievement and success.
- 6.1** *Provide* Professional Development Programs for Teachers, School Leaders and Principals that will enable each to understand how *“Value-Added Model”* is calculated as part of a comprehensive Performance- Based Compensation System.
- 6.2** *Design, Develop and Implement a Professional Development Plan,* aligned with the Performance-Based Compensation System, which enables all Teachers, School Leaders and Principals to generate, analyze, and use student data to increase Student Academic Progress, Achievement and Success.
- 7.0** *Support Assessment of Principals, School Leaders, and Aspiring Teacher Leaders utilizing an “Assessment Center” and Evaluation Process* to identify candidates for *“Career Pathways”*.
- 7.1** Develop and Implement a “Program of Studies” for multiple *“Career Pathways”* for qualified candidates from the field of Teachers, School Leaders, and Principals.
- 8.0** *Authorize the Acquisition and Use of Program Related Data* (demographic, perceptual, student achievement, and school process) to evaluate effectiveness of *“Rewarding Excellence in Instruction and Leadership Program”*.
- 9.0** *Provide Grant Required Information* for *“Rewarding Excellence in Instruction and Leadership Program”* for compilation of Annual Performance Reports (APRs), Program Performance Measures, and Final Report in accordance with USDOE regulations.

The Nadaburg Elementary School District agrees to the Goals, Objectives and Activities and Commitments for “Rewarding Excellence for Instruction and Leadership” and looks forward to its successful implementation.

Signed *D. Catherine Ciss for D. J. Riccio* Date: *May 5, 2010*

Superintendent of Nadaburg Elementary School District

The Alliance for Rewarding Excellence in Instruction and Leadership (REIL) Program

- 6.0 **Implement a “Value-Added Model”.** Linking Teacher, School Leader and Principal Contributions for increasing student academic progress, achievement and success.
- 6.1 **Provide** Professional Development Programs for Teachers, School Leaders and Principals that will enable each to understand how “*Value-Added Model*” is calculated as part of a comprehensive Performance- Based Compensation System.
- 6.2 **Design, Develop and Implement a Professional Development Plan**, aligned with the Performance-Based Compensation System, which enables all Teachers, School Leaders and Principals to generate, analyze, and use student data to increase Student Academic Progress, Achievement and Success.
- 7.0 **Support Assessment of Principals, School Leaders, and Aspiring Teacher Leaders utilizing an “Assessment Center” and Evaluation Process** to identify candidates for “*Career Pathways*”.
- 7.1 Develop and Implement a “Program of Studies” for multiple “*Career Pathways*” for qualified candidates from the field of Teachers, School Leaders, and Principals.
- 8.0 **Authorize the Acquisition and Use of Program Related Data** (demographic, perceptual, student achievement, and school process) to evaluate effectiveness of “*Rewarding Excellence in Instruction and Leadership Program*”.
- 9.0 **Provide Grant Required Information** for “*Rewarding Excellence in Instruction and Leadership Program*” for compilation of Annual Performance Reports (APRs), Program Performance Measures, and Final Report in accordance with USDOE regulations.

The Phoenix Union High School District agrees to the Goals, Objectives and Activities and Commitments for “Rewarding Excellence for Instruction and Leadership” and looks forward to its successful implementation.

Signed _____



Superintendent of Phoenix Union High School District

Date: _____

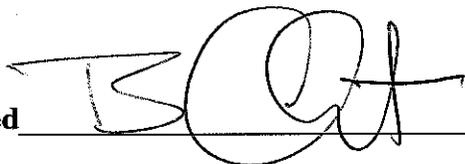
May 5, 2010

The Alliance for Rewarding Excellence in Instruction and Leadership (REIL) Program

- 6.0** *Implement a "Value-Added Model".* Linking Teacher, School Leader and Principal Contributions for increasing student academic progress, achievement and success.
- 6.1** *Provide* Professional Development Programs for Teachers, School Leaders and Principals that will enable each to understand how *"Value-Added Model"* is calculated as part of a comprehensive Performance- Based Compensation System.
- 6.2** *Design, Develop and Implement a Professional Development Plan,* aligned with the Performance-Based Compensation System, which enables all Teachers, School Leaders and Principals to generate, analyze, and use student data to increase Student Academic Progress, Achievement and Success.
- 7.0** *Support Assessment of Principals, School Leaders, and Aspiring Teacher Leaders utilizing an "Assessment Center" and Evaluation Process* to identify candidates for *"Career Pathways"*.
- 7.1** Develop and Implement a "Program of Studies" for multiple *"Career Pathways"* for qualified candidates from the field of Teachers, School Leaders, and Principals.
- 8.0** *Authorize the Acquisition and Use of Program Related Data* (demographic, perceptual, student achievement, and school process) to evaluate effectiveness of *"Rewarding Excellence in Instruction and Leadership Program"*.
- 9.0** *Provide Grant Required Information* for *"Rewarding Excellence in Instruction and Leadership Program"* for compilation of Annual Performance Reports (APRs), Program Performance Measures, and Final Report in accordance with USDOE regulations.

The Tolleson Elementary School District agrees to the Goals, Objectives and Activities and Commitments for "Rewarding Excellence for Instruction and Leadership" and looks forward to its successful implementation.

Signed _____



Date: _____

Superintendent of Tolleson Elementary School District



Alhambra School District No. 68

4510 North 37th Avenue • Phoenix, Arizona 85019

(602) 336-2920 • Fax (602) 336-2266

June 11, 2010

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, Arizona 85012

Dear Dr. Covey,

As Governing Board President and Superintendent of the Alhambra Elementary School District we are pleased to submit this letter of support on behalf of Maricopa County Education Service Agency's proposed "**Rewarding Excellence in Instruction and Leadership**", CDFA #84.385, Teacher Incentive Fund. We support you and the County Education Service Agency based on the outstanding commitments that have been made to ensure an Inclusive Alliance which includes the Alhambra Elementary School District. This Inclusive Alliance has demonstrated an effective Consensus Decision-Making Process. This collaborative example of an Inclusive Alliance has resulted with the successful submission of the **School Leaders Grant Proposal** of which Alhambra is an Alliance Member. We have no doubt that with the envisioned Alliance for "**Rewarding Excellence in Instruction and Leadership**" and Alhambra School Elementary District being a member of the Advisory Council we can mutually accomplish the following Program Goals:

1. *Ensure* that students are Graduate College-And-Career Ready.
2. *Increase* student achievement through highly effective teachers and principals and successful implementation of the objectives and activities utilized for "**Rewarding Excellence in Instruction and Leadership**".
3. *Reform* compensation systems so that teachers and principals are rewarded for increase in student achievement.
4. *Increase* the number of effective teachers and principals working with poor, minority and disadvantage students in hard-to-staff positions and schools.
5. *Create* sustainable performance-based compensation systems.

As a school district we are faced with an increasing accountability and the demand for highly effective principals and teachers who can increase student academic progress, achievement and success. We look forward to working with you, as a member of the Advisory Council, for "**Rewarding Excellence in Instruction and Leadership**" to ensure the successful implementation of approved program goals, objectives and activities. We know that our mutual goals, including but not limited to, participating in a collaborative development and implementation of innovative strategies that build the capacity of teachers, principals and school leaders to increase student achievement and success; ensuring evaluator inter-rater-reliability; development and utilization of multiple assessments for measuring student achievement; and all educators being eligible to participate in a sustainable performance-based compensation system can be accomplished through the five (5) year Program Grant.

We are very enthusiastic and optimistic about the potential that "**Rewarding Excellence in Instruction and Leadership**" can bring to our School District. We fully support and will assist your leadership with the implementation of the goals, objectives, activities and evaluations of the proposed Program Grant.

Sincerely,

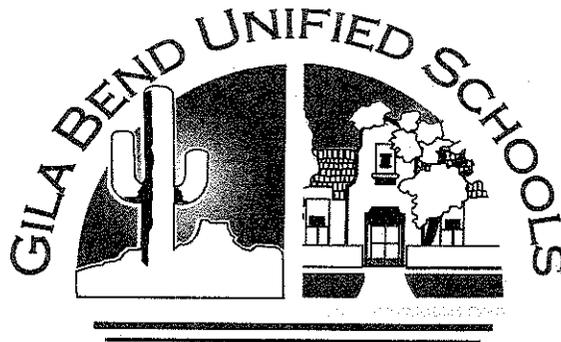
A handwritten signature in black ink, appearing to read "Elizabeth Sanchez".

Elizabeth Sanchez,
Governing Board President

Sincerely,

A handwritten signature in black ink, appearing to read "Karen Williams".

Dr. Karen Williams,
Superintendent



June 11, 2010

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, Arizona 85012

Dear Dr Covey,

As Governing Board President/Designee, Superintendent and Teacher Representative of the *Gila Bend Unified School District* we are pleased to submit this letter of support on behalf of Maricopa County Education Service Agency's proposed "*Rewarding Excellence in Instruction and Leadership*", CFDA #84.385 Teacher Incentive Fund. Gila Bend Unified School District supports you and the County Education Service Agency based on the exceptional commitments that have been made to ensure *An Inclusive Alliance* which includes the: Gila Bend Unified School District. This *Inclusive Alliance* has demonstrated an effective *Consensus Decision-Making Process*. This collaborative example of an *Inclusive Alliance* has resulted with the successful submission of the *School Leaders Grant Proposal* of which *Gila Bend Unified School District* is an *Alliance Member*. We fully believe that with the envisioned *Alliance* for "*Rewarding Excellence in Instruction and Leadership*" and *Gila Bend Unified School District* being a *Member of the Advisory Council* we can mutually accomplish the following Program Goals:

1. *Ensure that Students are Graduate College-And-Career Ready.*
2. *Increase Student Achievement through highly effective Teachers and Principals and successful implementation of the objectives and activities utilized for "Rewarding Excellence in Instruction and Leadership".*
3. *Reform Compensation Systems so that Teachers and Principals are rewarded for increase in Student Achievement.*
4. *Increase the Number of effective Teachers and Principals working with poor, minority and disadvantage students in hard-to-staff positions and schools.*
5. *Create sustainable Performance-Based Compensation Systems.*

As a School District we are faced with an increasing accountability and the demand for highly effective principals and teachers who can increase student academic progress, achievement and success. We look forward to working with you, as a *Member of the Advisory Council*, for "*Rewarding Excellence in Instruction and Leadership*" to ensure the successful implementation of approved program goals, objectives and activities. We know that our mutual goals, including but not limited to, Participating in a Collaborative Development and Implementation of Innovative Strategies that build the *Capacity of Teachers, Principals and School Leaders* to Increase Student Achievement and Success; Ensuring Evaluator Inter-Rater-Reliability; Development and Utilization of Multiple Assessments for Measuring Student Achievement; and All Educators Being Eligible to Participate in a Sustainable Performance-Based Compensation System can be accomplished through the five (5) year Program Grant.

We are very enthusiastic and optimistic about the potential that "*Rewarding Excellence in Instruction and Leadership*" can bring to our School District. We fully support and will assist your leadership with the implementation of the Goals, Objectives, Activities and Evaluations of the proposed Program Grant.

Sincerely,

A handwritten signature in black ink that reads "Herman 'Sonny' Hoffman".

Herman "Sonny" Hoffman,
Governing Board President/Designee

Sincerely,

A handwritten signature in black ink that reads "Jim Mosley".

Jim Mosley,
Superintendent

P.O. Box V • 308 N. Martin Ave. • Gila Bend, AZ 85337 • 928.683.2225 Tel. • 928.683.2671 Fax



ISAAC SCHOOL DISTRICT NO. 5

3348 West McDowell Road
Phoenix, Arizona 85009-2416
602-484-4112 Fax 602-455-6701
Carlos Bejarano, Ed.D.
Superintendent

June 8, 2010

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, Arizona 85012

Dear Dr Covey,

The Isaac School District is pleased to support the idea of a collaborative partnership with Maricopa County Education Service Agency's proposed "Rewarding Excellence in Instruction and Leadership", CDFA #84.385 Teacher Incentive Fund. We're excited about the opportunity to form a professional alliance with many stakeholders in our state. The Isaac family has representation from our teachers, certificated specialists, principals and our superintendency in participating in the Consensus Decision-Making Process. This collaborative effort of an inclusive alliance has resulted with the successful submission of the School Leaders Grant Proposal of which Isaac Elementary School District is an alliance member. We feel strongly that the alliance for "Rewarding Excellence in Instruction and Leadership" (REIL) and Isaac Elementary School District being a Member of the Advisory Council will accomplish the following goals:

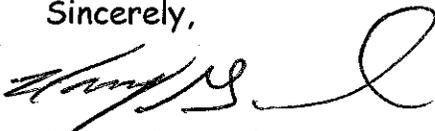
1. Ensure that our students are Graduate College-And-Career Ready.
2. Increase student learning through highly effective teachers and principals and successful implementation of the objectives and activities utilized for REIL.
3. Restructure our compensation systems so that teachers and principals are rewarded for increase in student achievement.

4. Increase the number of effective certificated teachers and principals working with poor, minority and disadvantage students in hard-to-staff positions and schools.
5. Create a workable performance-based compensation systems.

As our state and our nation increase expectations for our professional staff and governing board it's evident that our proposed grant is addressing: collaboration amongst stakeholders, performance for all professional staff, compensating our staff for results, building our capacity in evaluation inter-rater reliability and working together to strengthen pedagogy. Growth of our students relies on a staff that is well trained and has the necessary tools. The REIL five (5) year grant will make a difference for our students.

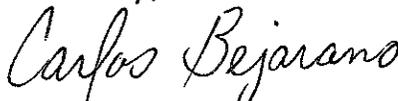
We are very enthusiastic about the potential that "Rewarding Excellence in Instruction and Leadership" can bring to our district and students. We fully support and will assist your team with the implementation of the goals, objectives, activities and evaluations of the proposed grant.

Sincerely,



Harry Garewal
Governing Board President/Designee

Sincerely,



Dr. Carlos Bejarano,
Superintendent

Sincerely,



MARISOL GARCIA,
Teacher Representative

NADABURG UNIFIED SCHOOL DISTRICT No. 81
“Our Mandate is Excellence”

32919 Center Street, Wittmann, Arizona 85361 Phone: (623) 388-2321 Fax: (623) 388-2915

June 9, 2010

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, Arizona 85012

Dear Dr. Covey:

As Superintendent of Schools, it is my pleasure to submit our endorsement on behalf of our District, Governing Board and NEA President. Our Governing Board President and President of the Teachers' Association of the *Nadaburg Unified School District* have joined with me to support the proposal of our Maricopa County Education Service Agency's "***Rewarding Excellence in Instruction and Leadership***", CDEFA #34.385 Teacher Incentive Fund. We are fully committed to this initiative and the County Education Service Agency based on the understandings that have been made to underscore *an inclusive alliance* which includes the Nadaburg Unified School District. This collaborative, effective decision-making consensus process is an example of how our *inclusive alliance* can and has resulted in the successful submission of the *School Leaders Grant Proposal*, of which the *Nadaburg Unified School District is an Alliance Member*. With the envisioned *Alliance for "Rewarding Excellence in Instruction and Leadership"* and the *Nadaburg Unified School District* being a member of the Advisory Council, we are certain that we can mutually accomplish the following Program Goals:

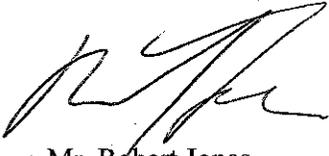
1. *To Ensure that All Students are College-And-Career Ready.*
2. *To Increase Student Achievement* through utilizing highly effective Teachers and Principals and successful implementation of the objectives and activities identified in "***Rewarding Excellence in Instruction and Leadership***".
3. *To Reform Compensation Systems* so that Teachers and Principals are rewarded for increase in Student Achievement.
4. *To Increase the Number of effective Teachers and Principals working with poor, minority and disadvantage students* in hard-to-staff positions and schools.
5. *To Develop and implement sustainable Performance-Based Compensation Systems.*

In Arizona and the nation, we are faced with an expectation of increasing accountability and the demand for highly effective principals and teachers who can increase learner academic progress, achievement and success. We look forward to working with you as a Member of the Advisory Council for "***Rewarding Excellence in Instruction and Leadership***" to ensure the successful implementation of approved program goals, objectives and activities. We know that our mutual goals, including but not limited to, Participating in a Collaborative Development and Implementation of Innovative Strategies that build the *Capacity of Teachers, Principals and School Leaders* to Increase Student Achievement and Success; Ensuring Evaluator Inter-Rater-Reliability with measurable results; Development and Utilization of Multiple Assessments for Measuring Student Achievement; and All Educators Being Eligible to Participate in a Sustainable Performance-Based Compensation System can be accomplished through the five (5) year grant proposal.

NADABURG UNIFIED SCHOOL DISTRICT No. 81
"Our Mandate is Excellence"

We are anxious and excited to continue to become engaged in best practice and a model for institutional reform that *"Rewarding Excellence in Instruction and Leadership"* promises to bring to our School District. We are presently engaged in reframing our institutions in the Nadaburg Unified School District #81 and will work diligently to assist you with the implementation of the goals, objectives, activities and evaluations of the proposed program grant.

Sincerely,



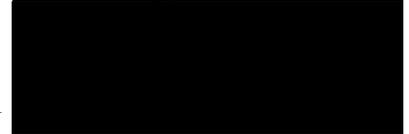
Mr. Robert Jones
Governing Board President

Sincerely,

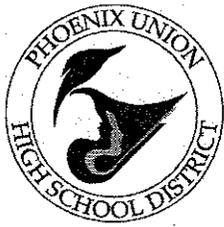


Dr. Gregory J. Riccio
Superintendent of Schools

Sincerely,



Ms. Liza Green
NEA President



Preparing Every Student for Success in College, Career and Life

CENTER FOR EDUCATIONAL SERVICES
4502 North Central Avenue
Phoenix, Arizona 85012
www.PhoenixUnion.org
(602) 764-1100

Office of the Superintendent

June 16, 2010

The Honorable Donald D. Covey
Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, Arizona 85012

Dear Dr. Covey:

On behalf of the Phoenix Union High School District, we are pleased to submit this letter of support for Maricopa County Education Service Agency's proposed "Rewarding Excellence in Instruction and Leadership," CDEFA #84.385 Teacher Incentive Fund. We support the inclusive alliance of which Phoenix Union High School District is a part. This inclusive alliance has demonstrated an effective consensus decision making process. We have no doubt that, together, we can mutually accomplish the following Program Goals through collaboration and mutual respect.

- 1. Ensure that students are graduate college-and-career ready.
2. Increase student achievement through highly effective teachers and principals and successful implementation of the objectives and activities utilized for "Rewarding Excellence in Instruction and Leadership."
3. Redesign compensation systems so that teachers and principals are rewarded for increase in student achievement within a sustainable system using a number of strategies for measuring teacher effectiveness.
4. Increase the number of effective teachers and principals working with poor, minority and disadvantage students in hard-to-staff positions and schools.
5. Create sustainable performance-based compensation systems.

As a school district we are faced with increasing accountability and the demand for highly effective principals and teachers who can increase student academic progress, achievement and success. We look forward to working with you to ensure the successful implementation of approved program goals, strategies and activities. We know that our mutual goals can be accomplished through the five-year program grant.

We are very enthusiastic and optimistic about the potential that "Rewarding Excellence in Instruction and Leadership" can bring to our District. We fully support and will assist your leadership with the implementation of the proposed program.

Sincerely,

[Handwritten signatures of Amy Kobeta and Kent P. Scribner]

Amy Kobeta
Governing Board President

Kent P. Scribner, Ph.D.
Superintendent

Edward Bufford
Teacher Representative

Alhambra

Bioscience

Bostrom

Trevor G. Browne

Camelback

Central

Cesar Chavez

Cyber

Desiderata

Betty H. Fairfax

Franklin

Carl Hayden

Maryvale

Metro Tech

North

South Mountain



Tolleson Elementary School District No. 17

9261 W. Van Buren • Tolleson, AZ 85353
(623) 936-9740 • FAX (623) 936-9757

June 11, 2010

The Governing Board

Francisco Cano, III
Nettie Gámez
Adriana Garza
Elizabeth Hunsaker
Belinda Quezada

Superintendent

Bill Christensen

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, Arizona 85012

Dear Dr. Covey,

As **Governing Board President/Designee, Superintendent and Teacher Representative of the Tolleson Elementary School District No. 17**, we are pleased to submit this letter of support on behalf of Maricopa County Education Service Agency's proposed "**Rewarding Excellence in Instruction and Leadership**", CDFR #84.385 Teacher Incentive Fund. We support you and the County Education Service Agency based on the outstanding commitments that have been made to ensure **An Inclusive Alliance** which includes the: **Tolleson Elementary School District**. This **Inclusive Alliance** has demonstrated an effective **Consensus Decision-Making Process**. This collaborative example of an **Inclusive Alliance** has resulted with the successful submission of the **School Leaders Grant Proposal** of which **Tolleson Elementary School District is an Alliance Member**. We have no doubt that with the envisioned **Alliance** for "**Rewarding Excellence in Instruction and Leadership**" and **Tolleson Elementary School District** being a Member of the Advisory Council we can mutually accomplish the following Program Goals:

1. **Ensure that Students are Graduate College-And-Career Ready.**
2. **Increase Student Achievement** through highly effective Teachers and Principals and successful implementation of the objectives and activities utilized for "**Rewarding Excellence in Instruction and Leadership**".
3. **Reform Compensation Systems** so that Teachers and Principals are rewarded for increase in Student Achievement.
4. **Increase the Number of effective Teachers and Principals** working with poor, minority and disadvantaged students in hard-to-staff positions and schools.
5. **Create sustainable Performance-Based Compensation Systems.**

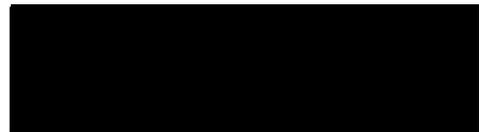
As a School District we are faced with an increasing accountability and the demand for highly effective principals and teachers who can **increase student academic progress, achievement and success**. We look forward to working with you, as a **Member of the Advisory Council**, for "**Rewarding Excellence in Instruction and Leadership**" to ensure the successful implementation of approved program goals, objectives and activities. We know that our mutual goals, including but not limited to, **Participating in a Collaborative Development and Implementation of Innovative Strategies that build the Capacity of Teachers, Principals and School Leaders to Increase Student Achievement and Success; Ensuring Evaluator Inter-Rater-Reliability; Development and Utilization of Multiple Assessments for Measuring Student Achievement; and All Educators Being Eligible to Participate in a Sustainable Performance-Based Compensation System** can be accomplished through the five (5) year Program Grant.

We are very enthusiastic and optimistic about the potential that "**Rewarding Excellence in Instruction and Leadership**" can bring to our School District. We fully support and will assist your leadership with the implementation of the Goals, Objectives, Activities and Evaluations of the proposed Program Grant.

Sincerely,

Ms. Elizabeth Hunsaker
Governing Board Vice President

Mr. Bill Christensen
Superintendent



Ms. Alicia Arenano
Teacher Representative



STATE OF ARIZONA

JANICE K. BREWER
GOVERNOR

EXECUTIVE OFFICE

June 21, 2010

Dr. 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 # 84.385) *Rewarding Excellence in Instruction and Leadership.*

Dear Secretary Duncan,

I am writing to express my support of Maricopa County Education Service Agency's application for the Teacher Incentive Fund, "Rewarding Excellence in Instruction and Leadership" (REIL). My vision for Arizona, as outlined in our Race to the Top (RTTT) application, will lead to a future where all students are prepared for college and career and is very much aligned to the over-arching goals of the Teacher Incentive Fund (TIF).

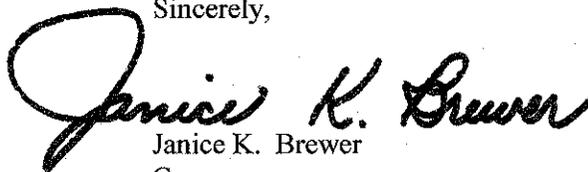
I am impressed with the comprehensive involvement of the major stakeholders in the development of the REIL application. This unique and unprecedented collaboration of representatives includes the Arizona School Boards Association; Arizona Administrators Association; Arizona Education Association; Arizona School Business Association; school board members and superintendents as **Alliance Members** representing 52,294 K-12 students, 3,380 teachers, 174 school leaders, and 52 schools. The Alliance has great potential to catalyze change in our State. Through this Alliance they will achieve the additional TIF goals to: "**Increase Student Achievement** Through Highly Effective Teachers and Principals"; "**Reform Compensation Systems** that Ensures Teachers and Principals are Rewarded for Increasing Student Achievement"; "**Increase the Number of Effective Teachers and Principals** Working With the Poor, Minority and Disadvantage Students in Hard to Staff School and Subjects"; and "**Create a Sustainable Performance-Based-Compensation**".

I recently signed two important bills into law that will not only have a profound impact on Arizona's education system but support the goals of TIF and RTTT. (1) **Senate Bill 1040** states..."by December 15, 2011 the State Board of Education shall adopt and Maintain a Model Framework for Teacher and Principal Evaluation that includes data on Student Achievement"...; and (2) **House Bill 2521**..."Ensure that the contract of the Superintendent is structured to include at least 20% of the total annual contact as Performance Pay.." Maricopa County's TIF application has the enabling policy, best research, and committed practitioner support to make this a stellar example of Performance Based Evaluation not only for Arizona, but for the Nation.

Dr. Arne Duncan
U.S. Secretary of Education
June 21, 2010
Page 2

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 support the Maricopa County Education Service Agency's TIF application and am very optimistic and enthusiastic about the potential it has to accelerate Arizona's goals and dreams for our students.

Sincerely,

A handwritten signature in black ink that reads "Janice K. Brewer". The signature is written in a cursive style with a large initial "J".

Janice K. Brewer
Governor

RICH CRANDALL
1700 WEST WASHINGTON, SUITE H
PHOENIX, ARIZONA 85007-2844
CAPITOL PHONE: (602) 926-3020
CAPITOL FAX: (602) 417-3119
TOLL FREE: 1-800-352-8404
rcrandall@azleg.gov



COMMITTEES:
EDUCATION, CHAIRMAN
APPROPRIATIONS
COMMERCE

JOINT COMMITTEE ON
CAPITAL REVIEW

JOINT LEGISLATIVE AUDIT
COMMITTEE

Arizona House of Representatives
Phoenix, Arizona 85007

DISTRICT 19

May 28, 2010

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, Arizona 85012

REF: Teacher Incentive Fund (CDFA #84.385) *Rewarding Excellence in Instruction and Leadership*

Dear Dr Covey,

As a former *Governing Board Member, of a School District, and Chairman of the Arizona House of Representatives Education Committee* I am pleased to submit this letter of support on behalf of the Maricopa County Education Service Agency's Teacher and Principal Incentive Grant Proposal: *"Rewarding Excellence in Instruction and Leadership"*.

The House Education Committee has continuously supported rigorous standards for student achievement and effective teachers and school principals that ensures that all students *"Move On When Ready"* to the next grade level. I fully agree with the *"Over-Arching Goal"* of your Grant Proposal which is to *"Ensure that Students are Graduating College-and-Career Ready"*. This is why I support *"Rewarding Excellence in Instruction and Leadership"* and the *Program's Goals* of: (1) *Increasing Student Achievement* Through Highly Effective Teachers and Principals; (2) *Reform Current Compensation Systems* That Ensure that Teachers and Principals are Rewarded for Increasing Student Achievement; (3) *Increase the Number of Teachers and Principals Working* with Poor, Minority and Disadvantaged Students in *Hard-to-Staff Schools and Subjects*; and, (4) *Create Sustainable Performance-Based Compensation Systems*.

Through my role as Chairman of the House Education Committee a priority has been placed upon *Education Reform and Accountability* through continuous legislation. 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 *"Rewarding Excellence in Instruction and Leadership"*. I am also aware your Alliance Members representative of the major stakeholders, e.g. Arizona School Administrators (ASA); Arizona Education Association (AEA); Arizona School Boards Association (ASBA) et al. have worked in a most *"Collaborative Manner"* with the development of the *TIF Incentive Plans* As you progress with successful implementation and accomplishments for each Program Goal and discover the need for amended and/or new legislation that would enable our State to sustain a system that ensures highly effective teachers and school principals in all of our schools, please do not hesitate to forward your recommendations to me.

As a School Board Member and Chairman of the House Education Committee I am very enthusiastic about the *systemic and collaborative* approach for with all of the relevant stakeholders to ensure highly effective teachers and school leaders and for the potential that the *"Rewarding Excellence in Instruction and Leadership"* Program brings to Arizona which will result in increased student achievement. You have my fullest support and commitment to assist you with the successful implementation of the Goals and Objectives of the proposed *"Rewarding Excellence in Instruction and Leadership"* Program.

Sincerely,

A handwritten signature in cursive script that reads "Rich Crandall".

Representative Rich Crandall, Chairman
Arizona House of Representatives Education Committee

JOHN HUPPENTHAL
ARIZONA STATE SENATE
1700 WEST WASHINGTON
PHOENIX, ARIZONA 85007-2844
CAPITOL PHONE: (602) 926-5261
CAPITOL FAX: (602) 417-3157
TOLL FREE: 1-800-352-8404
jhuppent@azleg.state.az.us



COMMITTEES:

Education, Accountability
& Reform, Chairman
Judiciary, Vice Chair

DISTRICT 20

Arizona State Senate

May 26, 2010

Dr. Donald D. Covey, Superintendent of Schools
Maricopa County Education Service Agency
4041 North Central, Suite 1100
Phoenix, Arizona 85012

REF: Teacher Incentive Fund (CDFA # 84.385) *Rewarding Excellence in Instruction and Leadership*

Dear Dr Covey,

As *Chairman of the Arizona State Senate Education Committee* I am pleased to submit this letter of support on behalf of the Maricopa County Education Service Agency's proposed "*Rewarding Excellence in Instruction and Leadership*" Program grant. We share in the mutual goal of ensuring that all of our schools have highly qualified and effective teachers and school principals who can *Engineer Teacher, Principal and Student Success*. In my role as Chairman of the Senate Education Committee, Arizona's legislation for *Education Reform and Accountability* has been the focus of our work. The "*Rewarding Excellence in Instruction and Leadership*" Program Grant is supportive of our many legislative initiatives, including but not limited to, *Senate Bill 1040* which states that:

"... on or before December 15, 2011 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 achievement that accounts for between thirty-three and fifty percent of the evaluation outcomes and best practices for professional development and evaluator training..."

In addition, I have high levels of confidence in your leadership with successfully implementing and accomplishing the Program Goals, listed below, as well as the final plan being "*Collaboratively Developed with Relevant Stakeholders*" and, as such, knowing that the Program Goals, Objectives, Activities and Evaluations will:

1. **Ensure that Students are Graduating College-and-Career Ready.**
2. **Increase Student Achievement** through highly effective Teachers and Principals and successful implementation of the objectives and activities utilized for "*Rewarding Excellence in Instruction and Leadership*".
3. **Reform Compensation Systems** so that Teachers and Principals are rewarded for increase in Student Achievement.
4. **Increase the Number of effective Teachers and Principals** working with poor, minority and disadvantage students in hard-to-staff subjects.
5. **Create sustainable Performance-Based Compensation Systems.**

As a State we are faced with an increasing demand for highly effective principals and teachers who can **increase student academic progress, achievement and success**. In the event there is need for additions, revisions and/or new legislation that would enable "*Rewarding Excellence in Instruction and Leadership*", based on **statistically significant results** that would *serve as a model* for our State, I would **consider strong advocacy** for such legislation.

As Chairman of the Senate Education Committee, I am very enthusiastic and optimistic about the potential that "*Rewarding Excellence in Instruction and Leadership*" could bring to our State. I fully support and will assist your leadership with the implementation of the Goals and Objectives of the proposed Program Grant.

Sincerely,

Senator John Huppenthal, Chairman
Arizona Senate Education Committee

Arizona's Professional Teacher Standards

Standard 1: The teacher designs and plans instruction that develops students' abilities to meet Arizona's academic standards and the district's assessment plan.

The performance assessment shall measure the extent to which the teacher's planning:

1. Focuses instruction on Arizona's academic standards
2. Focuses instruction on the school's and district's academic standards
3. Aligns curriculum with the student assessments
4. Addresses any physical, mental, social, cultural, and community differences among learners
5. Addresses prior knowledge of individual and group performance
6. Indicates short and long term curriculum goals
7. Includes appropriate use of a variety of methods, materials, and resources
8. Includes learning experiences that are developmentally appropriate for learners
9. Includes learning experiences that address a variety of cognitive levels
10. Includes learning experiences that are appropriate for curriculum goals
11. Includes learning experiences that are based upon principles of effective instruction
12. Includes learning experiences that accurately represent content
13. Incorporates appropriate assessment of student progress

Standard 2: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's academic standards.

The performance assessment shall measure the extent to which the teacher:

1. Establishes and maintains standards of mutual respect
2. Displays effective classroom management

3. Encourages the student to demonstrate self-discipline and responsibility to self and others
4. Respects the individual differences among learners
5. Facilitates people working productively and cooperatively with each other
6. Provides a motivating learning environment
7. Promotes appropriate classroom participation
8. Listens thoughtfully and responsively
9. Organizes materials, equipment, and other resources appropriately
10. Applies to daily practice the ethics of the profession

Standard 3: The teacher implements and manages instruction that develops students' abilities to meet Arizona's academic standards

The performance assessment shall measure the extent to which the teacher:

1. Appropriately implements a teacher-designed lesson plan
2. Communicates to students specific standards and high expectations for learning
3. Links learning with students' prior knowledge, experiences, and backgrounds
4. Models the skills, concepts, attributes, or thinking processes to be learned
5. Demonstrates effective written and oral communication
6. Uses appropriate language to communicate with learners clearly and accurately
7. Uses strategies that are appropriate to students' developmental levels
8. Incorporates strategies which address the diverse needs of learners, and demonstrates multicultural sensitivity
9. Encourages critical thinking
10. Connects lesson content to real life situations when appropriate
11. Uses technology and a variety of instructional resources appropriately
12. Uses a variety of effective teaching strategies to engage students actively in learning
13. Maximizes the amount of class time students are engaged in learning which results in a high level of success for students
14. Provides opportunities for students to use and practice what is learned
15. Adjusts instruction based on feedback from students

Standard 4: The teacher assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet Arizona's academic standards.

The performance assessment shall measure the extent to which the teacher:

1. Promotes student self-assessment
2. Uses a variety of appropriate formal and informal assessments aligned with instruction
3. Maintains records of student work and performance and uses them to guide instructional decisions
4. Offers students and parents appropriate feedback on progress toward learning expectations
5. Maintains privacy of student records and performance

Standard 5: The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and transition from school to work or post-secondary education

The performance assessment shall measure the extent to which the teacher:

1. Works with parents to enhance student learning at home and school
2. Collaborates with other professionals and agencies to improve the overall learning environment for students
3. Accesses community resources and services to foster student learning
4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals
5. Collaborates with colleagues to achieve school and district goals

Standard 6: The teacher reviews and evaluates his or her overall performance and implements a professional development plan

The performance assessment shall measure the extent to which the teacher:

1. Reviews his or her practices and evaluates the influences of his or her practices on student growth and learning
2. Designs and continually adapts a professional development plan for improving instruction and student learning
3. Engages in activities that implement the professional development plan
4. Uses employer's documentation of his or her performance to develop a professional development plan
5. Pursues professional activities to support development as a learner and a teacher

Standard 7: The teacher has general academic knowledge as demonstrated by the attainment of a bachelor's degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona academic standards

The subject knowledge assessment shall measure the extent to which the teacher has knowledge of:

1. Skills and concepts related to the subject area
 - a. At the elementary level, the teacher demonstrates knowledge of language arts and reading, math, science, social studies, and fine arts.
 - b. At the secondary level, the teacher demonstrates knowledge of the subject area or areas he or she is being certified to teach.
2. Major facts and assumptions that are central to the discipline
3. Debates and the processes of inquiry that are central to the discipline
4. Integration of disciplinary knowledge with other subject areas
5. Connections between knowledge of the subject area and real life situations at the level of the students being taught

Standard 8: The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning

The professional knowledge assessment shall measure the extent to which the teacher has knowledge of:

1. A variety of methods for teaching language arts and reading, math, science, social studies, and fine arts at the elementary level or a variety of methods for teaching reading and the subject area or areas in which the teacher is seeking certification at the secondary level
2. Interdisciplinary learning experiences that integrate knowledge, skills, and methods of inquiry from several subject areas
3. Principles and techniques associated with various instructional strategies
4. Learning theories, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals
5. Methods for recognizing and accommodating exceptional children
6. Influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning
7. Principles of human motivation and behavior and their implications for managing the classroom and organizing individual and group work
8. Effective evaluation of curriculum materials and resources for accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts
9. The characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, determining what they know and are able to do, and identifying what experiences will support their further growth and development
10. Measurement theory, interpretation of test results, and assessment-related issues, such as validity, reliability, bias, and scoring
11. Services and resources to meet the needs of exceptional children and how to access the services and resources
12. Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system
13. Laws and ethics related to student, parent, and teacher rights and responsibilities

Standard 9: In collaboration with other professionals and parents, the special education teacher participates in the design, implementation, and assessment of individualized education programs

The performance assessment shall measure the extent to which the special education teacher:

1. Demonstrates knowledge of disabilities and their educational implications
2. Demonstrates knowledge of state and federal special education laws, rules, and regulations
3. Demonstrates knowledge of and the ability to use a variety of assistive devices that support student learning
4. Applies specialized diagnostic and assessment procedures to assist in determining special education eligibility for all areas of suspected disability
5. Assists in the design and implementation of individualized education programs through diagnostic teaching, instructional adaptations, and individual behavior management techniques
6. Utilizes paraeducators and paratherapists effectively through training and supervision

TEACHER IMPROVEMENT OF INSTRUCTION AND EVALUATION SYSTEMS

(T. I. I. E. S.)

TEACHER RUBRIC INDICATORS

TEACHER RUBRIC INDICATORS

Teacher Performance

Teacher Performance: Observation

Content Rubric

- a. Content Objectives/Sub-Objectives
- b. Instructional Level
- c. Organization of Content for Classroom
- d. Ongoing Assessment

Teacher Rubric: Instructional Facilitation

- a. Modeling
- b. Guided/Independent Practice
- c. Grouping and Activities
- d. Facilitation Cycle

Teacher Rubric: Elicited Interaction

- a. Elicited Interaction: Student to Teacher to Student
- b. Elicited Interaction: Student to Student

Student Engagement Rubric

- a. Participation in Learning Process
- b. Multi-Modality
- c. Thinking
- d. Accountability

Learning Climate

- a. Expectations for Students
- b. Expectations for Teachers

Teacher Performance: Documentation

Record of Student Academic Progress

- a. Record of Student Academic Progress: Effective Application of Student Data
- b. Record of Student Academic Progress: Assessment Plan

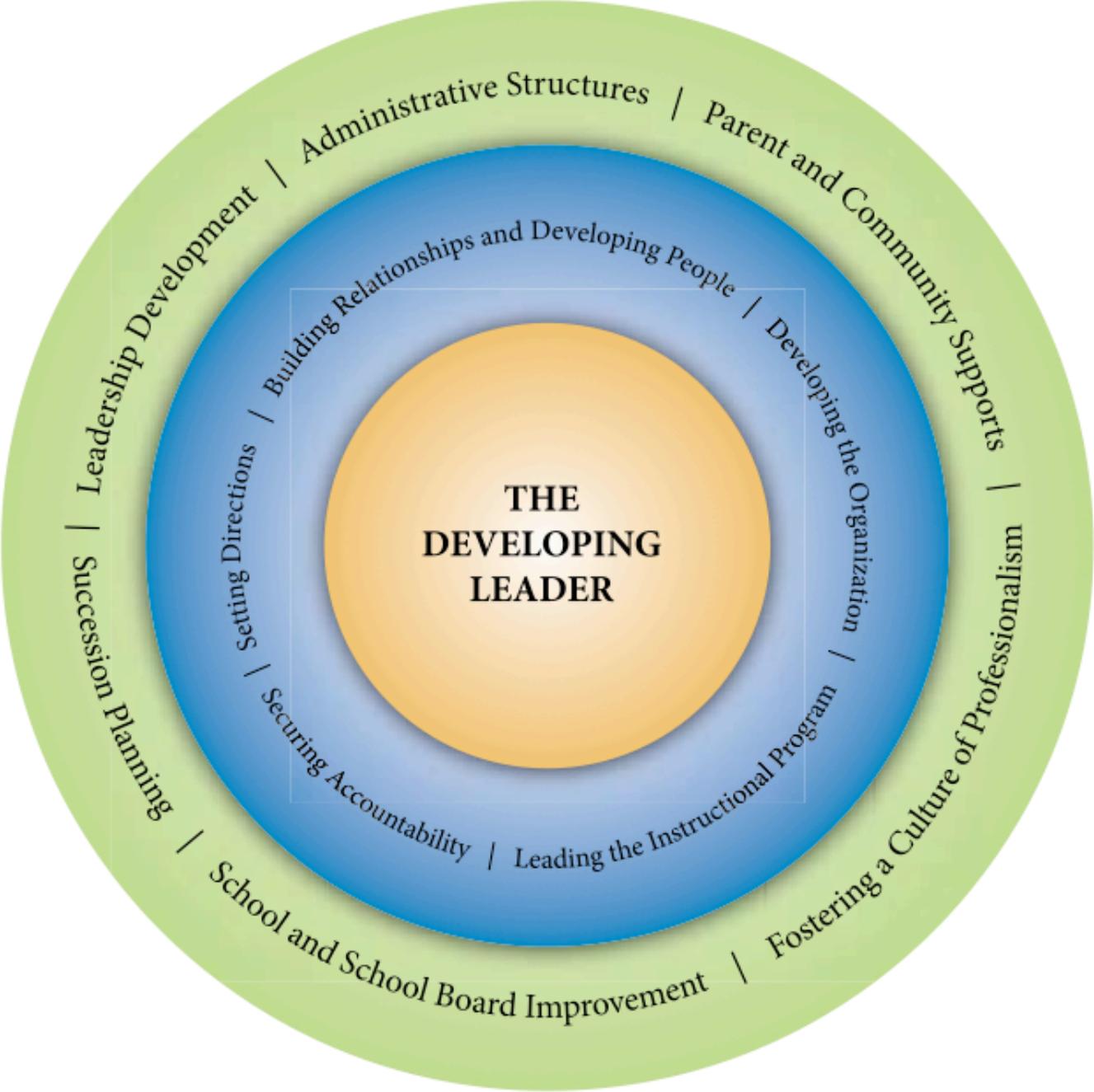
Lesson Planning

- a. Lesson Plans
- b. Lesson Plan Book
- c. State Standards Alignment

Professional Responsibilities

- a. School and Community Interaction
- b. Collaboration with Colleagues, Administration, and Parents
- c. Professional Development-Educator's Goal Plan

Ontario Leadership Framework



LEADERSHIP FRAMEWORK FOR PRINCIPALS AND VICE- PRINCIPALS

PART 1: PRACTICES AND COMPETENCIES

Understanding the framework

The leadership framework for principals and vice-principals consists of two parts:

- Part 1: Leader Practices and Competencies is displayed on this page
- Part 2: System Practices and Procedures is displayed on a separate page

The System Practices and Procedures portion of the framework is common to both the framework for principals and vice-principals and the framework for supervisory officers.

Assumptions about leadership

- There is an evolving body of professional knowledge about good leadership
- Leadership must be responsive to the diverse nature Ontario's communities
- Leadership is contextual and multi-dimensional
- The practices and competencies of leaders will evolve as leaders move through a variety of career stages
- Leadership practices and competencies are distributed members of school and system professional learning teams working together to accomplish goals

SETTING DIRECTIONS

The principal builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.

PRACTICES

The principal:

- ensures the vision is clearly articulated, shared, understood and acted upon by all;
- works within the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement;
- demonstrates the vision and values in everyday work and practice;
- motivates and works with others to create a shared culture and positive climate;
- ensures creativity, innovation and the use of appropriate technologies to achieve excellence;
- ensures that strategic planning takes account of the diversity, values, and experience of the school community
- provides ongoing and effective communication with the school community.

COMPETENCIES

Skills:

The principal is able to:

- think strategically and build and communicate a coherent vision in a range of compelling ways;
- inspire, challenge, motivate and empower others to carry the vision forward;
- model the values and vision of the board;
- actively engage the diverse community, through outreach, to build relationships and alliances.

Knowledge:

The principal has knowledge and understanding of:

- local, national and global trends;
- ways to build, communicate and implement a shared vision;
- strategic planning processes;
- ways to communicate within and beyond the school;
- new technologies, their use and impact;
- leading change, creativity and innovation.

Attitudes:

The principal demonstrates:

- commitment to setting goals that are not only ambitious and challenging, but also realistic and achievable;
- a belief that all students can learn;
- commitment to an inclusive, respectful, equitable school culture.

BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE

The principal strives to foster genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The principal affirms and empowers others to work in the best interests of all students.

PRACTICES

The principal:

- treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture;
- develops effective strategies for staff induction, professional learning and performance review
- engages staff in professional learning;
- develops and implements effective strategies for leadership development;
- uses delegation effectively to provide opportunities for staff to self-actualize;
- acknowledges and celebrates the achievements of individuals and teams;
- encourages colleagues to take intellectual risk
- leads by example, modelling core values;
- demonstrates transparent decision-making and consistency between words and deeds;
- maintains high visibility in the school and quality interactions with staff and students.

COMPETENCIES

Skills:

The principal is able to:

- foster an open, fair and equitable culture;
- develop, empower and sustain individuals and teams;
- give and receive effective feedback;
- challenge, influence and motivate others to attain high goals;
- communicate effectively with a diverse range of people, including the public and the media;
- manage conflict effectively;
- listen empathetically and actively;
- foster anti-discriminatory principles and practices.

Knowledge:

The principal has knowledge and understanding of:

- the significance of interpersonal relationships, adult learning and models of continuing professional learning;
- strategies to promote individual and team development;
- the relationship between performance management and school improvement;
- the impact of change on organizations and individuals.

Attitudes:

The principal demonstrates:

- commitment to effective working relationships;
- commitment to shared leadership for improvement;
- commitment to effective teamwork;
- confidence, optimism, hope, and resiliency;
- integrity.

DEVELOPING THE ORGANIZATION

The principal builds collaborative cultures, structures the organization for success, and connects the school to its wider environment.

PRACTICES

The principal:

- builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities;
- nurtures and empowers a diverse workforce;
- provides equity of access to opportunity and achievement;
- supervises staff effectively;
- uses performance appraisal to foster professional growth;
- challenges thinking and learning of staff to further develop professional practice;
- develops a school culture which promotes shared knowledge and shared responsibility for outcomes.

COMPETENCIES

Skills:

The principal is able to:

- create efficient administrative routines to minimize efforts on recurring and predictable activities;
- collaborate and network with others inside and outside the school;
- perceive the richness and diversity of school communities;
- foster a culture of change;
- engage in dialogue which builds community partnerships;
- listen and act on community feedback;
- engage students and parents.

Knowledge:

The principal has knowledge and understanding of:

- building and sustaining a professional learning community;
- change management strategies;
- models of effective partnership;
- strategies to encourage parent involvement;
- ministry policies and procedures;
- models of behaviour and attendance management.

Attitudes:

The principal demonstrates:

- acceptance of responsibility for school climate and student outcomes;
- ethical behaviour.

LEADING THE INSTRUCTIONAL PROGRAM

The principal sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction. The principal manages the school effectively so that everyone can focus on teaching and learning.

PRACTICES

The principal:

- ensures a consistent and continuous school-wide focus on student achievement, using system and school data to monitor progress;
- ensures that learning is at the centre of planning and resource management;
- develops professional learning communities to support school improvement;
- participates in the recruitment, hiring and retention of staff with the interest and capacity to further the school's goals;
- provides resources in support of curriculum instruction and differentiated instruction;
- buffers staff from distractions that detract from student achievement;
- implements strategies which secure high standards of student behaviour and attendance;
- fosters a commitment to equity of outcome and to closing the achievement gap.

COMPETENCIES

Skills:

The principal is able to:

- demonstrate the principles and practice of effective teaching and learning;
- access, analyse and interpret data;
- initiate and support an inquiry-based approach to improvement in teaching and learning;
- establish and sustain appropriate structures and systems for effective management of the school;
- make organizational decisions based on informed judgements;
- manage time effectively;
- support student character development strategies.

Knowledge:

The principal has knowledge and understanding of:

- strategies for improving achievement;
- effective pedagogy and assessment;
- use of new and emerging technologies to support teaching and learning;
- models of behaviour and attendance management;
- strategies for ensuring inclusion, diversity and access;
- curriculum design and management;
- tools for data collection and analysis;
- school self-evaluation;
- strategies for developing effective teachers and leaders;
- project management for planning and implementing change;
- legal issues;
- the importance of effective student character development.

Attitudes:

The principal demonstrates:

- commitment to raising standards for all students;
- commitment to equity of outcome and closing the achievement gap;
- belief in meeting the needs of all students in diverse ways;
- commitment to sustaining a safe, secure and healthy school environment;
- commitment to upholding human rights.

SECURING ACCOUNTABILITY

The principal is responsible for creating conditions for student success and is accountable to students, parents, the community, supervisors and to the board for ensuring that students benefit from a high quality education. The principal is specifically accountable for the goals set out in the school improvement plan.

PRACTICES

The principal:

- ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation;
- measures and monitors teacher and leader effectiveness through student achievement;
- aligns school targets with board and provincial targets;
- supports the school council so it can participate actively and authentically in its advisory role;
- develops and presents a coherent, understandable, accurate and transparent account of the school's performance to a range of audiences (e.g., ministry, board, parents, community);
- reflects on personal contribution to school achievements and takes account of feedback from others;
- participates actively in personal external evaluation and makes adjustments to better meet expectations and goals;
- creates an organizational structure which reflects the school's values and enables management systems, structures and processes to work within legal requirements;
- makes connections to ministry goals to strengthen commitment to school improvement efforts;
- develops and applies appropriate performance management practices to goals and outcomes identified in the school improvement plan.

COMPETENCIES

Skills:

The principal is able to:

- engage the school community in the systematic and rigorous evaluation of school effectiveness;
- collect and use a rich set of data to understand and assess the strengths and weaknesses of the school;
- combine the outcomes of regular school self-review with provincial and other external assessments for school improvement.

Knowledge:

The principal has knowledge and understanding of:

- accountability frameworks including self-evaluation;
- the contribution that education makes to developing, promoting and sustaining a fair and equitable society;
- the use of a range of evidence to support, monitor, evaluate and improve school performance;
- the principles and practices of performance management.

Attitudes:

The principal demonstrates:

- commitment to individual, team and whole-school accountability for student outcomes;
- commitment to the principles and practices of school self-evaluation;
- commitment to personal self-evaluation.

State of Arizona
Senate
Forty-ninth Legislature
Second Regular Session
2010

SENATE BILL 1040

AN ACT

AMENDING SECTION 15-203, ARIZONA REVISED STATUTES; AMENDING SECTION 15-536, ARIZONA REVISED STATUTES, AS AMENDED BY LAWS 2010, CHAPTER 98, SECTION 5; AMENDING SECTION 15-536, ARIZONA REVISED STATUTES, AS AMENDED BY SECTION 2 OF THIS ACT; REPEALING SECTION 15-536, ARIZONA REVISED STATUTES, AS AMENDED BY LAWS 2010, CHAPTER 98, SECTION 6; REPEALING SECTION 15-536, ARIZONA REVISED STATUTES, AS AMENDED BY LAWS 2010, CHAPTER 98, SECTION 7; AMENDING SECTION 15-538.01, ARIZONA REVISED STATUTES, AS AMENDED BY LAWS 2010, CHAPTER 98, SECTION 8; AMENDING SECTION 15-538.01, ARIZONA REVISED STATUTES, AS AMENDED BY SECTION 6 OF THIS ACT; REPEALING SECTION 15-538.01, ARIZONA REVISED STATUTES, AS AMENDED BY LAWS 2010, CHAPTER 98, SECTION 9; REPEALING SECTION 15-538.01, ARIZONA REVISED STATUTES, AS AMENDED BY LAWS 2010, CHAPTER 98, SECTION 10; RELATING TO EDUCATION.

(TEXT OF BILL BEGINS ON NEXT PAGE)

- 1 (a) Address procedures for each of the following:
2 (i) The transfer of student records.
3 (ii) Awarding credit for completed course work.
4 (iii) Permitting a student to satisfy the graduation requirements
5 prescribed in section 15-701.01 through the successful performance on
6 comparable exit-level assessment instruments administered in another state.
7 (b) Include appropriate criteria developed by the state board of
8 education and the Arizona board of regents.

9 33. Adopt guidelines that school district governing boards shall use
10 in identifying pupils who are eligible for gifted programs and in providing
11 gifted education programs and services. The state board of education shall
12 adopt any other guidelines and rules that it deems necessary in order to
13 carry out the purposes of chapter 7, article 4.1 of this title.

14 34. For each of the alternative textbook formats of human-voiced audio,
15 large-print and braille, designate alternative media producers to adapt
16 existing standard print textbooks or to provide specialized textbooks, or
17 both, for pupils with disabilities in this state. Each alternative media
18 producer shall be capable of producing alternative textbooks in all relevant
19 subjects in at least one of the alternative textbook formats. The board
20 shall post the designated list of alternative media producers on its website.

21 35. Adopt a list of approved professional development training
22 providers for use by school districts as provided in section 15-107,
23 subsection J. The professional development training providers shall meet the
24 training curriculum requirements determined by the state board of education
25 in at least the areas of school finance, governance, employment, staffing,
26 inventory and human resources, internal controls and procurement.

27 36. Adopt rules to prohibit a person who violates the notification
28 requirements prescribed in section 15-183, subsection C, paragraph 7 or
29 section 15-550, subsection C from certification pursuant to this title until
30 the person is no longer charged or is acquitted of any offenses listed in
31 section 41-1758.03, subsection B. The board shall also adopt rules to
32 prohibit a person who violates the notification requirements, certification
33 surrender requirements or fingerprint clearance card surrender requirements
34 prescribed in section 15-183, subsection C, paragraph 8 or section 15-550,
35 subsection D from certification pursuant to this title for at least ten years
36 after the date of the violation.

37 37. Adopt rules for the alternative certification of teachers of
38 nontraditional foreign languages that allow for the passing of a nationally
39 accredited test to substitute for the education coursework required for
40 certification.

41 38. ON OR BEFORE DECEMBER 15, 2011, ADOPT AND MAINTAIN A MODEL
42 FRAMEWORK FOR A TEACHER AND PRINCIPAL EVALUATION INSTRUMENT THAT INCLUDES
43 QUANTITATIVE DATA ON STUDENT ACADEMIC PROGRESS THAT ACCOUNTS FOR BETWEEN
44 THIRTY-THREE PER CENT AND FIFTY PER CENT OF THE EVALUATION OUTCOMES AND BEST
45 PRACTICES FOR PROFESSIONAL DEVELOPMENT AND EVALUATOR TRAINING. SCHOOL

1 DISTRICTS AND CHARTER SCHOOLS SHALL USE AN INSTRUMENT THAT MEETS THE DATA
2 REQUIREMENTS ESTABLISHED BY THE STATE BOARD OF EDUCATION TO ANNUALLY EVALUATE
3 INDIVIDUAL TEACHERS AND PRINCIPALS BEGINNING IN SCHOOL YEAR 2012-2013.

4 B. The state board of education may:

5 1. Contract.

6 2. Sue and be sued.

7 3. Distribute and score the tests prescribed in chapter 7, article 3
8 of this title.

9 4. Provide for an advisory committee to conduct hearings and
10 screenings to determine whether grounds exist to impose disciplinary action
11 against a certificated person, whether grounds exist to reinstate a revoked
12 or surrendered certificate and whether grounds exist to approve or deny an
13 initial application for certification or a request for renewal of a
14 certificate. The board may delegate its responsibility to conduct hearings
15 and screenings to its advisory committee. Hearings shall be conducted
16 pursuant to title 41, chapter 6, article 6.

17 5. Proceed with the disposal of any complaint requesting disciplinary
18 action or with any disciplinary action against a person holding a certificate
19 as prescribed in subsection A, paragraph 14 of this section after the
20 suspension or expiration of the certificate or surrender of the certificate
21 by the holder.

22 6. Assess costs and reasonable attorney fees against a person who
23 files a frivolous complaint or who files a complaint in bad faith. Costs
24 assessed pursuant to this paragraph shall not exceed the expenses incurred by
25 the state board in the investigation of the complaint.

26 Sec. 2. Section 15-536, Arizona Revised Statutes, as amended by Laws
27 2010, chapter 98, section 5, is amended to read:

28 15-536. Offer of contract to certificated teacher who has not
29 been employed more than three consecutive school
30 years; acceptance; notice to teacher of intention not
31 to reemploy

32 A. Subject to ~~the provisions of~~ sections 15-539, 15-540, 15-541,
33 15-544 and 15-549, the governing board shall, ~~between March 15 and May 15~~
34 offer a teaching contract for the next ensuing school year to each
35 certificated teacher who has not been employed by the school district for
36 more than the major portion of three consecutive school years and who is
37 under a contract of employment with the school district for the current
38 school year, unless, ~~on or before April 15,~~ the governing board, a member of
39 the board acting on behalf of the board or the superintendent of the school
40 district gives notice to the teacher of the board's intention not to offer a
41 teaching contract, ~~OR~~ unless such teacher has been dismissed pursuant to
42 section 15-538, 15-539, 15-541 or 15-544. The teacher's acceptance of the
43 contract for the ensuing year must be indicated within thirty days from the
44 date of the written contract or the offer is revoked. ~~Receipt under this~~
45 ~~subsection will be deemed to have occurred when the written contract is~~

State of Arizona
House of Representatives
Forty-ninth Legislature
Second Regular Session
2010

HOUSE BILL 2521

AN ACT

AMENDING SECTION 15-341, ARIZONA REVISED STATUTES; RELATING TO SCHOOL DISTRICT GOVERNING BOARDS.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 (c) A procedure to notify the residents of the households affected by
2 the attendance boundary changes.

3 (d) A process for placing public meeting notices and proposed maps on
4 the school district's website for public review, if the school district
5 maintains a website.

6 (e) A formal process for presenting the attendance boundaries of the
7 affected area in public meetings that allows public comments.

8 (f) A formal process for notifying the residents and parents or
9 guardians of the affected area as to the decision of the governing board on
10 the school district's website, if the school district maintains a website.

11 (g) A formal process for updating attendance boundaries on the school
12 district's website within ninety days of an adopted boundary change. The
13 school district shall send a direct link to the school district's attendance
14 boundaries website to the department of real estate.

15 (h) If the land that a school was built on was donated within the past
16 five years, a formal process to notify the entity that donated the land
17 affected by the decision of the governing board.

18 39. If the state board of education determines that the school district
19 has committed an overexpenditure as defined in section 15-107, provide a copy
20 of the fiscal management report submitted pursuant to section 15-107,
21 subsection H on its website and make copies available to the public on
22 request. The school district shall comply with a request within five
23 business days after receipt.

24 40. ENSURE THAT THE CONTRACT FOR THE SUPERINTENDENT IS STRUCTURED IN A
25 MANNER WHERE AT LEAST TWENTY PER CENT OF THE TOTAL ANNUAL COMPENSATION AND
26 BENEFITS INCLUDED FOR THE SUPERINTENDENT IN THE CONTRACT IS CLASSIFIED AS
27 PERFORMANCE PAY.

28 B. Notwithstanding subsection A, paragraphs 7, 9 and 11 of this
29 section, the county school superintendent may construct, improve and furnish
30 school buildings or purchase or sell school sites in the conduct of an
31 accommodation school.

32 C. If any school district acquires real or personal property, whether
33 by purchase, exchange, condemnation, gift or otherwise, the governing board
34 shall pay to the county treasurer any taxes on the property that were unpaid
35 as of the date of acquisition, including penalties and interest. The lien
36 for unpaid delinquent taxes, penalties and interest on property acquired by a
37 school district:

38 1. Is not abated, extinguished, discharged or merged in the title to
39 the property.

40 2. Is enforceable in the same manner as other delinquent tax liens.

41 D. The governing board may not locate a school on property that is
42 less than one-fourth mile from agricultural land regulated pursuant to
43 section 3-365, except that the owner of the agricultural land may agree to
44 comply with the buffer zone requirements of section 3-365. If the owner
45 agrees in writing to comply with the buffer zone requirements and records the

REIL Glossary

Arizona Association of School Administrators (ASA)

Arizona School Administrators, Inc. is a non-profit corporation organized to promote the best interests of education for the State of Arizona. ASA works to advance the roles of administrative leaders by providing training and support services for its membership. (<http://www.azsa.org>)

Arizona Association of School Business Officials (AASBO)

The Arizona Association of School Business Officials (AASBO) is a professional organization; providing support and professional development opportunities for individuals in the field of education who provide management and services in accounting, finance, budget, food and nutrition, technology, maintenance and facilities, pupil transportation, and other support service operations. (<http://www.aasbo.org>)

Arizona Education Association (AEA)

Arizona's largest professional teacher organization, committed to advancing the cause of public education. AEA advocates for support of Arizona's public schools, improving the quality of public education through positive change, and improving the professional lives of teachers and school staff members. (<http://www.arizonaaea.org>)

Arizona Education Data Warehouse (AEDW) Statewide Longitudinal Data System

The Arizona Education Data Warehouse, developed by the Arizona Department of Education, was created to serve two major objectives: (1) Track various aspects of public education longitudinally; and (2) Provide data and tools for exploration and analysis of characteristics of Arizona public education.

Arizona Growth Model

Measures student progress on the state assessment (AIMS) from one year to the next in the context of a student's academic peers. The process, modeled after the Colorado Growth Model, compares each student's performance to students in the same grade throughout Arizona who had similar AIMS scores in past years and calculates a growth percentile.

Arizona's Instrument to Measure Standards (AIMS) Assessment

Arizona's Instrument to Measure Standards (AIMS) is a standardized test administered by the state of Arizona.

Arizona School Boards Association (ASBA)

The Arizona School Boards Association (ASBA) promotes community volunteer governance of public education and continuous improvement of student success by providing training, leadership and assistance to public school governing boards. (<http://www.azsba.org>)

Bilingual Education

Bilingual education involves teaching academic content in two languages, in a native and secondary language with varying amounts of each language used in accordance with the program model.

Career Pathway

A Career Pathway is a series of connected education and training programs that enable individuals to advance in the field of education.

Center for Education Compensation Reform (CECR)

The Center for Educator Compensation Reform (CECR) is a Department of Education funded organization that raises national awareness about alternative and effective strategies for educator compensation reform. (<http://www.cecr.ed.gov>)

Colorado Growth Model

The Colorado Growth Model provides a common understanding of how individual students and groups of students progress from year to year toward state standards based on where each individual student begins. (<http://www.cde.state.co.us/research/GrowthModel.htm>)

English as a Second Language (ESL)

A program of techniques, methodology and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. (<http://www2.ed.gov/about/offices/list/ocr/ell/edlite-glossary.html>)

Highly Effective

Referring to placement on REIL’s Performance Award Continuum at the “highly effective” level. This determination is derived from the REIL Score, which is calculated from the evaluation process and student growth results.

Inter-Rater Reliability

The extent to which two or more evaluators agree on a rating a teacher receives after an observation.

Maricopa County Education Service Agency (MCESA)

An education service agency with a mission to provide fiscal and educational services to school districts, educators, and the community so that they can effectively improve student achievement.

Measure of Academic Progress (MAP)

MAP is calculated for a school by averaging the individual student MAP scores across all grades, subjects, and students. A MAP score of 50 would mean that 50% of the students are growing at

2

Right Team — Right Tools — Right Talent → REIL Change

the 50th percentile or above compared to the state as a whole, and half its students are growing below the 50th percentile.

National Center on Performance Incentives (NCPI)

The mission of NCPI is to conduct independent scientific research on the role of performance incentives in education. (http://www.performanceincentives.org/about_ncpi/mission.asp)

National Council on Teacher Quality

Nonpartisan research and advocacy group committed to restructuring the teaching profession, led by our vision. (<http://www.nctq.org>)

Professional Growth Plan

A plan for differentiated professional learning for each teacher and principal and is based on results from the evaluation process.

REIL Master Educators

A career pathway designed to support quality instruction by ensuring that teachers receive on-site, job-embedded support needed to better understand and use the measures of effectiveness in the Performance-Based Management System in order to improve practice and student achievement. The Master Educator Career Pathway may also include options that allow a Master Educator to maintain direct contact with students, which would extend the reach of highly effective teachers so that more students could benefit from their expertise.

REIL Peer Evaluators

A career pathway designed to support the performance-based evaluation process by observing and providing feedback to a cadre of teachers over the course of a year. A major role of the *REIL Peer Evaluator* will be to ensure that teachers receive the support needed to better understand and use the measures of effectiveness in the Performance-Based Management System in order to improve practice and student achievement.

REIL Score

The score that determines the performance-based compensation for teachers and principals, derived from scores on the Teacher and Principal Evaluation Tool (classroom observations, documentation, professional responsibilities), Value-Added (AIMS results, ADE Teacher Level MAP Score, Student Level Scores from Local Formative Assessments), Team Value-Added (AIMS Results, ADE Teacher Level MAP Score, Student Level Scores from Local Formative Assessments), and School Value-Added (AIMS Results, ADE School-Level MAP Score).

Rewarding Excellence in Instruction and Leadership (REIL) program

An initiative, lead by the Maricopa County Education Service Agency, designed to implement a *Performance-Based Management System* for teachers and principals in high-need schools that

increases teacher and principal effectiveness and student achievement by rewarding highly effective teachers and principals measured in significant part by student growth.

Structured English Immersion (SEI)

A technique for rapidly teaching English to English Language Learners.

Value-Added Calculation

Students' previous test scores are used to create *predicted* test scores for a given year. The difference between the predicted and actual test scores are growth scores. Teachers' contribution to students' learning is determined by looking at the average of all of their students' growth scores. The teachers are then ranked against other teachers within a district (or other unit of interest) according to how much they contributed to students' growth, and this ranking is their value-added "score." In some value-added models, only students' prior achievement scores are used in the calculation; other models include students' gender, race, and socioeconomic background; still others include information about teachers' experience. With a value-added measure, teachers whose students performed about as well as predicted are considered "average" teachers, those whose students performed much better than predicted are considered "above average" or "highly effective," and those whose students performed worse than expected are considered "below average." (www2.tqsource.org/strategies/het/UsingValueAddedModels.pdf)

Ontario Leadership Framework

The framework describes a set of core leadership competencies and effective practices for principals, vice-principals and supervisory officers. The Leadership Framework is made up of two parts: (1) Leader competencies and practices that have been shown to be effective in improving student achievement; (2) System practices and procedures that boards should have in place to support school and system leaders to be effective.

(<http://www.edu.gov.on.ca/eng/policyfunding/leadership/framework.html>)

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Arizona Revised Statutes. Title 15, Chapter 5, Article 3, §15-536. *Offer of contract to certificated teacher who has not been employed more than three consecutive school years; acceptance; notice to teacher of intention not to reemploy.*

Arizona Revised Statutes. Title 15, Chapter 5, Article 3, §15-537. *Performance of certificated teachers; evaluation system.*

Arizona Revised Statutes. Title 15, Chapter 5, Article 3, §15-538. *Preliminary notice of inadequacy of classroom performance.*

Arizona Revised Statutes. Title 15, Chapter 5, Article 3, §15-539. *Dismissal of certificated teacher; due process; written charges; notice; hearing on request.*

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*Consulted

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Right Team — Right Tools — Right Talent → REIL Change

Budget Narrative

Budget Narrative

Attachment 1:

Title: **REIL Budget Narrative** Pages: **0** Uploaded File: **TIF - Budget 07 1 10_final_lb.pdf**

Teacher Incentive Fund (TIF) Budget

REIL Budget Narrative

Year 1

Personnel - [REDACTED]

The following personnel will be hired as a result of the Program.	% FTE	Base Salary	Total
Program Director (Objective 3.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	100	\$ [REDACTED]	[REDACTED]
REIL Field Specialists (Objective 3.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	100	\$ [REDACTED]	[REDACTED]
Data Coordinator (Objective 3.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	100	\$ [REDACTED]	[REDACTED]
Business Systems Specialist (Objective 2.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	100	[REDACTED]	[REDACTED]
Videographer (Objective 3.2). <i>See pages 39, 46 in section 3.1 of proposal narrative.</i>	50	\$ [REDACTED]	[REDACTED]

Program Director [REDACTED]

Duties: Works collaboratively with the Principal Investigators, REIL Advisory Council, REIL Field Specialists, Cross District Teams and other Program participants to accomplish project. The Program Director is responsible for coordinating all program activities and ensuring coordination and communication across program partners. The Program Director will ensure that all objectives and activities are implemented to accomplish all Program goals. (Objective 3.2)

REIL Field Specialists (4) [REDACTED]

Duties: Responsible for ensuring that program’s goals, objectives, activities will result in future “sustainability” of program elements. Works with Alliance districts to implement and integrate program’s goals and objectives. Reports directly to the Program Director. (Objective 3.2)

Data Coordinator [REDACTED]

Duties: The Data Coordinator is responsible for organizing and coordinating program data for training of REIL participants and decision making by Program staff. (Objective 3.2)

Business Systems Specialist [REDACTED]

Duties: Responsible for financial, human resource, and information technology management analysis and implementation functions. Responsibilities include the co-facilitation of REIL Alliance District Business Services, Human Resources and Information Technology Teams in implementation of program goals and systems support to sustain REIL program goals and objectives. (Objective 2.2)

Videographer [REDACTED]

Duties: Responsible for performing technical work in the production of video and audio presentations and/or graphic design. Responsible for production of video / audio communications to support communications and professional development that advance REIL program goals and objectives. (Objective 3.2)

Fringe Benefits - [REDACTED]

The fringe benefits are calculated at \$143,743 which is the current benefit cost for Maricopa County at the present time.

Travel - [REDACTED]

Description	Number of people	Cost per trip	Total
Travel expenses include an average airfare of [REDACTED] each, in addition to a hotel room at [REDACTED] per night (2 nights), transportation and per diem of [REDACTED] (Program requirement).	1	[REDACTED]	[REDACTED]
TIF annual grant meeting hosted in Washington, D.C. to provide technical assistance for our grant sites Travel expenses include an average airfare of \$ [REDACTED] each, in addition to a hotel room at [REDACTED] per night (2 nights), transportation and per diem of \$ [REDACTED] (Program requirement as noted in the grant specifications).	2	\$ [REDACTED]	[REDACTED]
Program staff training, conferences and travel for professional development on value-added methodology, PBCS, and professional teaching standards (2 trips per person). <i>See pages 26 – 31 in section 2.3 of proposal narrative.</i>	11	[REDACTED]	[REDACTED]

Equipment - \$175,260

Description	Cost of item	Item Description	Total
Video Bank (Objective 3.3). <i>See page 46 in section 3.1 of proposal narrative.</i>	██████	Video bank	██████
Program Director, Business Systems Specialist and Data Coordinator Equipment (Objective 3.3). <i>See pages 42, 44-45, 47; and page 50 in section 3.2 of proposal narrative.</i>	██████	3 Computers, printers, etc	██████
Equipment for Four (4) REIL Field Specialists (Objective 3.2). <i>See pages 25-26 in section 2.2; pages 28-30 in section 2.3, and pages 40-45, 48 in section 3.1 of proposal narrative.</i>	██████ per/Set	4 laptop computers, projectors, power cords, rolling bag, speakers	██████
Videographer Equipment (Objective 3.2). <i>See pages 26-27 in section 2.2 and page 46 in section 3.1 of proposal.</i>	██████	Computer, Camera, lighting, Sound, etc	██████

The Video Bank will be used to assist in development of teacher evaluation tools (Objective 3.3).

REIL Field Specialists will be equipped with laptops, broadband card, data projector, etc. Videographer equipment and equipment for the Program Director Business Systems Specialist and Data Coordinator will be purchased according to job functions. (Objectives 3.2 & 3.3)

Supplies - ██████

Description	Cost	Total cost
Professional Resources for research and professional development (District Teams ██████/person-15 people x 6 districts) (Objective 3.1). <i>See pages 26-30 in section 2.3 of proposal narrative.</i>	██████████████	\$ ██████
Professional Resources for research and professional development (Principals ██████/person – 5 people x six districts) (objective 3.1). <i>See pages 26-30 in section 2.3 of proposal narrative.</i>	██████	██████
Training supplies for developing training modules (3,400 teachers) (Objective 3.1). <i>See pages 26-30 in section 2.3; page 32 of section 2.5 of proposal narrative.</i>	██████████████	██████
Communication supplies for evaluation tools, career pathways, data management, assessment, professional development and STEM.	██████	██████

(Objective 3.2). <i>See pages 25-26 in section 2.2; and pages 40-42 in section 3.1 of proposal narrative.</i>		
Training supplies for delivery of PLC training to grade 7-12 STEM Teachers. (Objective 1.3). <i>See page 32 in section 2.5; page 46 in section 3.1 of the proposal narrative.</i>	██████	██████
Supplies to support the communication plan for the value-added calculations (Objective 1.2). <i>See page 25-26 in section 2.2; page 42 in section 3.1 of the proposal narrative.</i>	██████	██████
Supplies/Technology to support communication for program staff (\$150 x 5 x 12 = ██████ (Objective 3.2). <i>See pages 25-26 in section 2.2; pages 40-42 in section 3.1 of proposal narrative.</i>	██████	██████

Supplies listed 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 current market rates for the described supplies. (Objectives 1.3, 3.1, 3.2)

Contractual - ██████

Description	Unit cost	Total
Consultant services to develop and implement value added model. (Objective 1.2). <i>See pages 14, 16, 19-21 in section 2.1; and page 45 in section 3.1 of proposal narrative.</i>	██████	██████
Student data management (54,000 students @ ██████/student) (Objective 1.1). <i>See pages 30-31 in section 2.4; page 45 in section 3.1 in proposal narrative.</i>	\$ ██████	██████
Consultant to assist with evaluation framework and instrument development (██████ day x 120 days/year) (Objective 3.1). <i>See pages 26-30 in section 2.3 in proposal narrative.</i>	██████	██████
Deliver Professional Development on Professional Learning Communities for 7th-12 th grade math and science teachers (24 budgeted hours of training for 7 facilitators ██████) (Objective 1.3). <i>See page 32 in section 2.5; 46 in section 3.1 of proposal narrative.</i>	██████	██████
Developing and Creating Professional Development modules for Professional Learning Communities for 7 th -12 th grade math and science. (Objective 1.3). <i>See page 32 in section 2.5; 46 in section 3.1</i>	██████	██████

<i>of proposal narrative.</i>		
Consultant to facilitate crafting RFP and needs assessment for data management system (Objective 1.1). <i>See page 39 in section 3.1 of proposal narrative.</i>	██████████	██████████
Consultant to design modules on developing common science and math assessments for 7 th – 12 th grade teachers (Objective 1.3). <i>See page 33 in section 2.5; page 46 in section 3.1 of proposal narrative.</i>	██████████	\$ ██████████
Annual wireless service contract for REIL Field Specialists (Objective 3.3). <i>See pages 23-26 in section 2.2; page 40, 43 in section 3.1 of proposal narrative.</i>	██████████	██████████
Consultant to Develop STEP assessment process (Objective 2.1). <i>See page 36 in section 2.5; page 48 in section 3.1 of narrative proposal.</i>	██████████	██████████
Program Evaluator/Evaluation Services (Objective 3.1). <i>See page 55 in section 4.1 of proposal narrative.</i>	\$ ██████████	██████████

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.

Construction - \$0

None required

Other Costs - \$ ██████████

Description	Unit cost	Total
Substitute teachers to cover teachers that are developing and delivering evaluation training (Objective 3.1). <i>See pages 43-44 in section 3.1 in proposal narrative.</i>	██████████ teachers for 15 days	██████████

Year 1 Direct Costs - \$ ██████████

Year 1 Indirect Costs - ██████████

Provide fiscal management and support for the program including financial reporting, supplies, mileage and procurement efforts. Figure is based on 8% while applicant is working toward an approved indirect cost rate agreement.

Year 1 Costs - [REDACTED]

Year 2

Personnel - \$570,000

The following personnel will be hired as a result of the Program.	% FTE	Base Salary	Total
Program Director (Objective 3.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	100	██████████	██████████
REIL Field Specialists (Objective 3.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	100	██████████ T	██████████
Data Coordinator (Objective 3.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	100	██████████	██████████
Business Systems Specialist (Objective 2.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	100	██████████	██████████
Videographer (Objective 3.2). <i>See pages 39, 46 in section 3.1 of proposal narrative.</i>	100	██████████	██████████

Program Director Salary ██████████

Duties: Works collaboratively with the Principal Investigators, REIL Advisory Council, REIL Field Specialists, Cross District Teams and other Program participants to accomplish project. The Program Director is responsible for coordinating all program activities and ensuring coordination and communication across program partners. The Program Director will ensure that all objectives and activities are implemented to accomplish all Program goals. (Objective 3.2)

REIL Field Specialists (4) Salary ██████████

Duties: Responsible for ensuring that program’s goals, objectives, and activities will result in future “sustainability” of program elements. Works with Alliance districts to implement and integrate program’s goals and objectives. Reports directly to the Program Director. (Objective 3.2)

Data Coordinator Salary ██████████

Duties: The Data Coordinator is responsible for organizing and coordinating program data for training of REIL participants and decision making by Program staff. (Objective 3.2)

Business Systems Specialist Salary \$ [REDACTED]

Duties: Responsible for financial, human resource, and information technology management analysis and implementation functions. Responsibilities include the co-facilitation of REIL Alliance District Business Services, Human Resources and Information Technology Teams in implementation of program goals and systems support to sustain REIL program goals and objectives. (Objective 2.2)

Videographer Salary \$ [REDACTED]

Duties: Responsible for performing technical work in the production of video and audio presentations and/or graphic design. Responsible for production of video / audio communications to support communications and professional development that advance REIL program goals and objectives. (Objective 3.2)

Fringe Benefits - \$ [REDACTED]

The fringe benefits are calculated at \$ [REDACTED] which is the current benefit cost for Maricopa County at the present time.

Travel - [REDACTED]

Description	Number of people	Cost per trip	Total
Travel expenses include an average airfare of [REDACTED] each, in addition to a hotel room at [REDACTED] per night (2 nights), transportation and per diem of [REDACTED]. (Program requirement)	3	[REDACTED]	[REDACTED]
TIF annual grant meeting hosted in Washington, D.C. to provide technical assistance for our grant sites Travel expenses include an average airfare of [REDACTED] each, in addition to a hotel room at \$ [REDACTED] per night (2 nights), transportation and per diem of [REDACTED] (Program requirement as noted in the grant specifications.)	2	[REDACTED]	[REDACTED]
Training, conferences and travel for professional development on value-added methodology, PBCS, professional teaching standards (2 trips per person). <i>See pages 26 – 31 in section 2.3 of proposal narrative.</i>	11	[REDACTED]	[REDACTED]

Equipment - \$3,406,000

Description	Cost of item	Item Description	Total
Storage device for video repository (SAN) (Objective 3.3). <i>See pages 25-26 in section 2.2; page 42 in section 3.1; and page 54 in section 3.4 of proposal narrative.</i>	\$ [REDACTED]	Storage device	[REDACTED]
Computers/Netbooks to facilitate administration of local formative assessments (Objective 1.1). <i>See page 42 in section 3.1 of proposal narrative.</i>	10,920 Net books x [REDACTED] unit	Computer/Net book	\$ [REDACTED]

Supplies - [REDACTED]

Description	Costs	Total
Communication supplies for evaluation tool, career pathways, data management, assessment, professional development and STEM. (Objective 3.2). <i>See pages 25-26 in section 2.2; and pages 40-42 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Supplies for training teachers and principals on evaluation process (Objective 3.1). <i>See pages 43-44 in section 3.1 of proposal narrative.</i>	[REDACTED] each & principal	[REDACTED]
Supplies/Technology to support communication for program staff [REDACTED] x 5 x 12 [REDACTED] (Objective 3.2). <i>See pages 25-26 in section 2.2; pages 40-42 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]

Supplies listed 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 current market rates for the described supplies.

Contractual - \$2,530,300

Description	Unit cost	Total
Consultant to assist in local assessment development and validation for use in value-added calculations (Objective 1.1). <i>See pages 14-16 in section 2.1; pages 42-43 in section 3.1 in proposal narrative.</i>	[REDACTED]	[REDACTED]

Consultant services to assist in implementation of value added model. (Objective 1.2). <i>See pages 14, 16, 19-21 in section 2.1; and page 45 in section 3.1 of proposal narrative.</i>	██████████	██████████
Leadership immersion training for REIL Peer Evaluators, REIL Program Staff. 50 people @ ██████ person (Objective 2.1). <i>See page 48 in section 3.1 of proposal narrative.</i>	██████████	██████████
Consultant for REIL Peer Evaluator and Program Management Team for immersion training (Objective 2.1). <i>See page 48 in section 3.1 of proposal narrative.</i>	██████████	██████████
Consultant to validate adopted instruments and process ██████ day x 60 days) (Objective 3.1). <i>See page 44 in section 3.1; page 57 in section 4.1 of proposal narrative.</i>	██████████	██████████
Consultant to deliver Professional Development modules on creating common science and math assessments for 7 th -12 th grade teachers. (Objective 1.3). <i>See page 33 in section 2.5; page 46 in section 3.1 of proposal narrative.</i>	██████████	██████████
Student data management (54,000 students ██████/student) (Objective 1.1). <i>See pages 30-31 in section 2.4; pages 44-45 in section 3.1 of proposal narrative.</i>	██████████	██████████
Consultant to assist in evaluation tool development and verify/validate instrument ██████ x 40 days (Objective 3.1). <i>See page 44 in section 3.1; page 57 in section 4.1 of proposal narrative.</i>	██████████	██████████
Consultant to deliver Professional Development aligned to Career Pathway options including PLC's, data analysis and 3 X options ██████ (Objective 3.3). <i>See page 33 in section 2.5; page 46 in section 3.1 of proposal narrative.</i>	\$ ██████ professional development track	\$ ██████
Wireless service for REIL Field Specialists (Objective 3.3). <i>See pages 23-26 in section 2.2; page 40, 43 in section 3.1 of proposal narrative.</i>	██████████	██████████
Consultants to conduct STEP Process (Objective 2.1). <i>See page 36 in section 2.5; page 48 in section 3.1 of narrative proposal.</i>	██████████	██████████
Program Evaluator/Evaluation Services (Objective 3.1). <i>See page 55 in section 4.1 of proposal narrative.</i>	██████████	██████████

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 by assisting in the implementation and development of creating sustainable performance-based compensation systems, increasing student achievement and additional goals as stated in the program narrative.

Construction - \$0

None required

Other Costs - [REDACTED]

Description	Cost	Total cost
Communication plan for value-added (objective 1.2). <i>See pages 25-26 in section 2.2; and pages 45 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
STEP applicant video submission [REDACTED] (Objective 3.3). <i>See page 36 in section 2.5 or proposal narrative.</i>	[REDACTED]	[REDACTED]

Year 2 Direct Costs - [REDACTED]

Year 2 Indirect Costs - [REDACTED]

Provide fiscal management and support for the program including financial reporting, supplies, mileage and procurement efforts. Figure is based on 5% while applicant is working toward an approved indirect cost rate agreement.

Year 2 Total Costs - [REDACTED]

Year 3

Personnel - [REDACTED]

The following personnel will be retained as a result of the Program.	% FTE	Base Salary	Total
Program Director (Objective 3.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	■	[REDACTED]	[REDACTED]
REIL Field Specialists (Objective 3.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	■	[REDACTED]	[REDACTED]
Data Coordinator (Objective 3.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	■	[REDACTED]	[REDACTED]
Business Systems Specialist (Objective 2.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	■	[REDACTED]	[REDACTED]
Videographer (Objective 3.2). <i>See pages 39, 46 in section 3.1 of proposal narrative.</i>	■	[REDACTED]	[REDACTED]
REIL Peer Evaluators (34) (Objective 2.1). <i>See pages 35 in section 2.5 and pages 39 and 48 in section 3.1 of proposal narrative.</i>	■	[REDACTED]	[REDACTED]
REIL Peer Evaluator Incentive (Objective 2.1) 34 @ [REDACTED] (50%). <i>See page 18 in section 2.1 of proposal narrative.</i>	N/A	[REDACTED]	[REDACTED]

Program Director [REDACTED]

Duties: Works collaboratively with the Principal Investigators, REIL Advisory Council, REIL Field Specialists, Cross District Teams and other Program participants to accomplish project. The Program Director is responsible for coordinating all program activities and ensuring coordination and communication across program partners. The Program Director will ensure that all objectives and activities are implemented to accomplish all Program goals. (Objective 3.2)

REIL Field Specialists (4) [REDACTED]

Duties: Responsible for ensuring that program’s goals, objectives, and activities will result in future “sustainability” of program elements. Works with Alliance districts to implement and integrate program’s goals and objectives. Reports directly to the Program Director. (Objective 3.2)

Data Coordinator [REDACTED]

Duties: The Data Coordinator is responsible for organizing and coordinating program data for training of REIL participants and decision making by Program staff. (Objective 3.2)

Business Systems Specialist [REDACTED]

Duties: Responsible for financial, human resource, and information technology management analysis and implementation functions. Responsibilities include the co-facilitation of REIL Alliance District Business Services, Human Resources and Information Technology Teams in implementation of program goals and systems support to sustain REIL program goals and objectives. (Objective 2.2)

Videographer [REDACTED]

Duties: Responsible for performing technical work in the production of video and audio presentations and/or graphic design. Responsible for production of video / audio communications to support communications and professional development that advance REIL program goals and objectives. (Objective 3.2)

REIL Peer Evaluators [REDACTED]

Responsible for conducting teacher evaluations across all six REIL districts. Conducts observations, evaluates student academic data, and evaluates lesson plans. Conducts pre and post observation conferences based on observations. Additionally, 20% of responsibilities will include delivering professional development through workshops, coaching, and job-embedded training. REIL Peer Evaluators must become certified evaluators through REIL program staff. (Objective 2.1).

Fringe Benefits - [REDACTED]

The fringe benefits for year three are calculated at \$909,185 which is the current fixed and variable benefit rate for Maricopa County.

Travel - [REDACTED]

Description	Number of people	Cost per trip	Total
Travel expenses include an average airfare of \$ [REDACTED] each, in addition to a hotel room at \$ [REDACTED] night (2 nights), transportation and per diem of \$ [REDACTED] (Program requirement)	3	[REDACTED]	[REDACTED]
TIF annual grant meeting hosted in Washington, D.C. to provide technical assistance for our grant sites Travel expenses include an average airfare of [REDACTED] each, in addition to a hotel room at [REDACTED] per night (2 nights), transportation and per diem of [REDACTED] Program requirement as noted in the grant specifications.)	2	[REDACTED]	[REDACTED]

Equipment - \$0

Supplies - [REDACTED]

Description	Costs	Total
Training for new hires; teachers and principals on the evaluation system (objective 3.1). <i>See page 33 in section 2.5 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Communication supplies for evaluation tools, career pathways, data management, assessment, professional development, and STEM. (Objective 3.2). <i>See pages 25-26 in section 2.2; and pages 40-42 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Supplies/Technology to support communication for program staff [REDACTED] = [REDACTED] (Objective 3.2). <i>See pages 25-26 in section 2.2; pages 40-42 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]

Supplies listed 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 current market rates for the described supplies.

Contractual - \$881,800

Description	Unit cost	Total
Consulting services to assist in local assessment development and validation for use in value-added calculations (Objective 1.1). <i>See pages 14-16 in section 2.1; pages 42-43 in section 3.1 in proposal narrative.</i>	██████	██████
Consulting services to assist in ongoing implementation of value-added model (Objective 1.2). <i>See pages 14, 16, 19-21 in section 2.1; and page 45 in section 3.1 of proposal narrative.</i>	\$ ██████	██████
Maintenance of student data management system (Objective 1.1). <i>See pages 30-31 in section 2.4; page 45 in section 3.1 in proposal narrative.</i>	██████	██████
Purchase local formative assessment system/tools for subjects that Alliance districts do not have. (Objective 1.1). <i>See page 15 in section 2.1 and pages 42-43 in section 3.1 of proposal narrative.</i>	██████	██████
Wireless service for REIL Field Specialists (Objective 3.3). <i>See pages 23-26 in section 2.2; page 40, 43 in section 3.1 of proposal narrative.</i>	██████	██████
Consultant to deliver Professional Development modules based on 7 th -12 th grade science and math assessment student results (Objective 1.3). <i>See page 33 in section 2.5 of proposal narrative.</i>	██████	██████
Program Evaluator/Evaluation Services (Objective 3.1). <i>See page 55 in section 4.1 of proposal narrative.</i>	██████	██████
Consultant to provide PLC training (principals, REIL Peer Evaluators, central office staff, 12 sessions /year) (Objective 3.3). <i>See page 33 in section 2.5 of proposal narrative.</i>	██████	██████
Consultant to provide professional development for REIL Peer Evaluators on coaching, pedagogy and content. (Objective 3.3). <i>See page 33 in section 2.5 and page 46 in section 3.1 of proposal narrative.</i>	██████	██████
Consultant to validate adopted instruments and process ██████████ 60 days) (Objective 3.1). <i>See page 44 in section 3.1; page 57 in section 4.1 of proposal narrative.</i>	██████	██████

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 by assisting in the implementation and development of creating sustainable performance-based compensation systems, increasing student achievement and additional goals as stated in the program narrative.

Construction - \$0

None required

Other Costs - [REDACTED]

Description	Cost	Total cost
Communication plan for value added (Objective 1.2). <i>See pages 25-26 in section 2.2; and pages 45 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Market Incentives for hard to fill positions (Objective 2.3). <i>See page 18 in section 2.1 and page 47 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Turn around performance incentive for six principals (75% of \$30K) (Objective 2.3). <i>See page 18 in section 2.1 and page 47 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Turn around performance incentive for twelve teachers (80% of \$30K) (Objective 2.3). <i>See page 18 in section 2.1 and page 47 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
NSDC organizational memberships (52 schools (Objective 3.3). <i>See page 33 in section 2.5 of proposal narrative.</i>	[REDACTED]	[REDACTED]
520 Master Educators salary augmentation @ \$ [REDACTED] (Objective 2.1). <i>See page 18 in section 2.1 and page 47 in section 3.1 of proposal narrative.</i>	[REDACTED]	\$ [REDACTED]
Teacher and Master Educators performance incentive [REDACTED] max at .80 REIL match for up to 3,380 teachers (Objective 2.1). <i>See page 18 in section 2.1 and page 47 in section 3.1 of proposal narrative.</i>	\$ [REDACTED] [REDACTED]	[REDACTED]
Principal’s performance incentive [REDACTED] max award at .50 REIL match for up to 174 principals (Objective 2.1). <i>See page 18 in section 2.1 and page 47 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]

Year 3 Direct Costs - \$ [REDACTED]

Year 3 Indirect Costs - [REDACTED]

Provide fiscal management and support for the program including financial reporting, supplies, and mileage and procurement efforts. Figure is based on 5% while applicant is working toward an approved indirect cost rate agreement.

Year 3 Total Costs - [REDACTED]

Year 4

Personnel - [REDACTED]

The following personnel will be hired as a result of the Program.	% FTE	Base Salary	Total
Program Director (Objective 3.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	100	[REDACTED]	[REDACTED]
REIL Field Specialists (Objective 3.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	100	[REDACTED]	[REDACTED]
Data Coordinator (Objective 3.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	100	[REDACTED]	[REDACTED]
Business Systems Specialist (Objective 2.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	100	[REDACTED]	[REDACTED]
REIL Peer Evaluators (34) (Objective 2.1). <i>See pages 35 in section 2.5 and pages 39 and 48 in section 3.1 of proposal narrative.</i>	100	[REDACTED]	[REDACTED]
REIL Peer Evaluator Incentive (Objective 2.1) 34 @ [REDACTED] <i>See page 18 in section 2.1 of proposal narrative.</i>	N/A	[REDACTED]	[REDACTED]

Program Director [REDACTED]

Duties: Works collaboratively with the Principal Investigators, REIL Advisory Council, REIL Field Specialists, Cross District Teams and other Program participants to accomplish project. The Program Director is responsible for coordinating all program activities and ensuring coordination and communication across program partners. The Program Director will ensure that all objectives and activities are implemented to accomplish all Program goals. (Objective 3.2)

REIL Field Specialists (4) [REDACTED]

Duties: Responsible for ensuring that program’s goals, objectives, and activities will result in future “sustainability” of program elements. Works with Alliance districts to implement and integrate program’s goals and objectives. Reports directly to the Program Director. (Objective 3.2)

Data Coordinator [REDACTED]

Duties: The Data Coordinator is responsible for organizing and coordinating program data for training of REIL participants and decision making by Program staff. (Objective 3.2)

Business Systems Specialist [REDACTED]

Duties: Responsible for financial, human resource, and information technology management analysis and implementation functions. Responsibilities include the co-facilitation of REIL Alliance District Business Services, Human Resources and Information Technology Teams in implementation of program goals and systems support to sustain REIL program goals and objectives. (Objective 2.2)

Videographer [REDACTED]

Duties: Responsible for performing technical work in the production of video and audio presentations and/or graphic design. Responsible for production of video / audio communications to support communications and professional development that advance REIL program goals and objectives. (Objective 3.2)

REIL Peer Evaluators [REDACTED]

Responsible for conducting teacher evaluations across all six REIL districts. Conducts observations, evaluates student academic data, and evaluates lesson plans. Conducts pre and post observation conferences based on observations. Additionally, 20% of responsibilities will include delivering professional development through workshops, coaching, and job-embedded training. REIL Peer Evaluators must become certified evaluators through REIL program staff. (Objective 2.1)

Fringe Benefits - [REDACTED]

The fringe benefits for year four are calculated at \$ [REDACTED] which is the current fixed and variable benefit rate for Maricopa County.

Travel - \$8,600

Description	Number of people	Cost per trip	Total
Travel expenses include an average airfare of [REDACTED] each, in addition to a hotel room at [REDACTED] per night (2 nights), transportation and per diem of [REDACTED]. (Program requirement)	3	[REDACTED]	[REDACTED]
TIF annual grant meeting hosted in Washington, D.C. to provide technical assistance for our grant sites Travel expenses include an average airfare of \$[REDACTED] each, in addition to a hotel room at [REDACTED] per night (2 nights), transportation and per diem of [REDACTED]. (Program requirement as noted in the grant specifications.)	2	[REDACTED]	[REDACTED]

Equipment - \$0

Supplies - [REDACTED]

Description	Costs	Total
Communication supplies for evaluation tools, career pathways, data management, assessment, professional development and STEM. (Objective 3.2). <i>See pages 25-26 in section 2.2; and pages 40-42 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Supplies/Technology to support communication for program staff [REDACTED] x 39 x 12 = [REDACTED] (Objective 3.2). <i>See pages 25-26 in section 2.2; pages 40-42 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]

Supplies listed 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 current market rates for the described supplies.

Contractual - \$[REDACTED]

Description	Unit cost	Total
Consultant services to assist in refinements and revisions of value added model (Objective 1.2). <i>See pages 14, 16, 19-21</i>	[REDACTED]	[REDACTED]

<i>in section 2.1; and page 45 in section 3.1 of proposal narrative.</i>		
Maintenance for student data management system (Objective 1.1). <i>See pages 30-31 in section 2.4; page 45 in section 3.1 in proposal narrative.</i>	████████	████████
Consultant to validate adopted instruments and process (████████ x 60 days) (Objective 3.1). <i>See page 44 in section 3.1; page 57 in section 4.1 of proposal narrative.</i>	\$████████	████████
Purchase local formative assessment system/tools for subjects that Alliance districts do not have. (Objective 1.1). <i>See page 15 in section 2.1 and pages 42-43 in section 3.1 of proposal narrative.</i>	████████	████████
Consultant to assist in framework development/verify validation instrument. (Objective 3.1) <i>See page 11 in section 2.1; 44 in section 3.1; page 57 in section 4.1 of proposal narrative.</i>	████████ ████████	████████
Wireless service for REIL Field Specialists (Objective 3.3). <i>See pages 23-26 in section 2.2; page 40, 43 in section 3.1 of proposal narrative.</i>	████████	████████
Consultant to deliver Professional Development modules based on 7 th -12 th grade science and math assessment student results (Objective 1.3). <i>See page 33 in section 2.5 of proposal narrative.</i>	████████	████████
Program Evaluator/Evaluation Services (Objective 3.1). <i>See page 55 in section 4.1 of proposal narrative.</i>	████████	████████

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 by assisting in the implementation and development of creating sustainable performance-based compensation systems, increasing student achievement and additional goals as stated in the program narrative.

Construction - \$0

None required

Other Costs - \$ [REDACTED]

Description	Cost	Total cost
Communication plan for value added (Objective 1.2). <i>See pages 25-26 in section 2.2; and pages 45 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Market Incentives for hard to fill positions (Objective 2.3). <i>See page 18 in section 2.1 and page 47 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Turn around performance incentive for six principals (50% of \$60K) (Objective 2.3). <i>See page 18 in section 2.1 and page 47 in section 3.1 of proposal narrative.</i>	[REDACTED]	\$ [REDACTED]
Staff development training for REIL Peer Evaluators for coaching, pedagogy and content. (Objective 3.3)	[REDACTED] days	[REDACTED]
520 Master Educators salary augmentation @ [REDACTED]/per (Objective 2.1). <i>See page 18 in section 2.1 and page 47 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Teacher and Master Educator performance incentive \$5,000 max at .40 REIL match for up to 3,380 teachers (Objective 2.1). <i>See page 18 in section 2.1 and page 47 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Principals performance incentive [REDACTED] max award at .50 REIL match for up to 174 principals (Objective 2.1). <i>See page 18 in section 2.1 and page 47 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]

Year 4 Direct Costs - [REDACTED]

Year 4 Indirect Costs - [REDACTED]

Provide fiscal management and support for the program including financial reporting, supplies, and mileage and procurement efforts. Figure is based on 5% while applicant is working toward an approved indirect cost rate agreement.

Year 4 Costs [REDACTED]

Year 5

Personnel - [REDACTED]

The following personnel will be hired as a result of the Program.	% FTE	Base Salary	Total
Program Director (Objective 3.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	100	[REDACTED]	[REDACTED]
Data Coordinator (Objective 3.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	100	[REDACTED]	[REDACTED]
Business Systems Specialist (Objective 2.2). <i>See pages 39-48 in section 3.1 and page 50 in section 3.2 of proposal narrative.</i>	100	[REDACTED]	[REDACTED]
REIL Peer Evaluators (34) (Objective 2.1). <i>See pages 35 in section 2.5 and pages 39 and 48 in section 3.1 of proposal narrative.</i>	100	[REDACTED]	[REDACTED]
REIL Peer Evaluator Incentive (Objective 2.1) 34 @ [REDACTED] <i>See page 18 in section 2.1 of proposal narrative.</i>	N/A	[REDACTED]	[REDACTED]

Program Director Salary [REDACTED]

Duties: Works collaboratively with the Principal Investigators, REIL Advisory Council, REIL Field Specialists, Cross District Teams and other Program participants to accomplish project. The Program Director is responsible for coordinating all program activities and ensuring coordination and communication across program partners. The Program Director will ensure that all objectives and activities are implemented to accomplish all Program goals. (Objective 3.2)

Data Coordinator Salary [REDACTED]

Duties: The Data Coordinator is responsible for organizing and coordinating program data for training of REIL participants and decision making by Program staff. (Objective 3.2)

Business Systems Specialists [REDACTED]

Duties: Responsible for financial, human resource, and information technology management analysis and implementation functions. Responsibilities include the co-facilitation of REIL Alliance District Business Services, Human Resources and Information Technology Teams in implementation of program goals and systems support to sustain REIL program goals and objectives. (Objective 2.2)

REIL Peer Evaluators [REDACTED]

Responsible for conducting teacher evaluations across all six REIL district's. Conducts observations, evaluates student academic data, evaluates lesson plans. Conducts pre and post observation conferences based on observations. Additionally, 20% of responsibilities will include delivering professional development through workshops, coaching, and job-embedded training. REIL Peer Evaluators must become certified evaluators through REIL program staff. (Objective 2.1)

Fringe Benefits [REDACTED]

The fringe benefits for year four are calculated at [REDACTED] which is the current fixed and variable benefit rate for Maricopa County.

Travel [REDACTED]

Description	Number of people	Cost per trip	Total
Travel expenses include an average airfare of [REDACTED] each, in addition to a hotel room at [REDACTED] per night (2 nights), transportation and per diem of [REDACTED]. (Program requirement)	3	[REDACTED]	[REDACTED]
TIF annual grant meeting hosted in Washington, D.C. to provide technical assistance for our grant sites Travel expenses include an average airfare of [REDACTED] each, in addition to a hotel room at [REDACTED] per night (2 nights), transportation and per diem of [REDACTED] (Program requirement as noted in the grant specifications.)	2	[REDACTED]	[REDACTED]

Equipment - \$0

Supplies - [REDACTED]

Description	Costs	Total
Communication supplies for evaluation tools, career pathways, data management, assessment, professional development and STEM. (Objective 3.2). <i>See pages 25-26 in section 2.2; and pages 40-42 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Supplies/Technology to support communication for program staff ([REDACTED] x 39 x 12 = [REDACTED] (Objective 3.2). <i>See pages 25-26 in section 2.2; pages 40-42 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]

Supplies listed 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 current market rates for the described supplies.

Contractual – [REDACTED]

Other personnel	Unit cost	Total
Consultant services to assist in ongoing refinements and revisions to value-added model (Objective 1.2). <i>See pages 14, 16, 19-21 in section 2.1; and page 45 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Consultant to validate adopted evaluation instruments & process ([REDACTED] x 60 days) (Objective 3.1). <i>See page 44 in section 3.1; page 57 in section 4.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Maintenance for student data management system (Objective 1.1). <i>See pages 30-31 in section 2.4; page 45 in section 3.1 in proposal narrative.</i>	[REDACTED]	[REDACTED]
Purchase local formative assessment system/tools for non-tested grades & subjects based on needs-assessment. (Objective 1.1). <i>See page 15 in section 2.1 and pages 42-43 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Program Evaluator/Evaluation Services (Objective 3.1). <i>See page 55 in section 4.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]

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 by assisting in the

implementation and development of creating sustainable performance-based compensation systems, increasing student achievement and additional goals as stated in the program narrative.

Construction - \$0

None required

Other Costs - [REDACTED]

Description	Cost	Total cost
Communication plan for value added (Objective 1.2). <i>See pages 25-26 in section 2.2; pages 45 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Market Incentives for hard to fill positions (Objective 2.3). <i>See page 18 in section 2.1 and page 47 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Turn around performance incentive for six principals (25% of \$60K) (Objective 2.3), <i>See page 18 in section 2.1 and page 47 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Staff development training for REIL Peer Evaluators for coaching, pedagogy and content. (Objective 3.3). <i>See page 33 in section 2.5 and page 46 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
520 Master Educators salary augmentation @ [REDACTED] (Objective 2.1). <i>See page 18 in section 2.1 and page 47 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Teacher and Master Educator performance incentive [REDACTED] max at .20 REIL match for up to 3,380 teachers (Objective 2.1). <i>See page 18 in section 2.1 and page 47 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]
Principal's performance incentive [REDACTED] max award at .25 REIL match for up to 174 principals (Objective 2.1). <i>See page 18 in section 2.1 and page 47 in section 3.1 of proposal narrative.</i>	[REDACTED]	[REDACTED]

Year 5 Direct Costs - [REDACTED]

Year 5 Indirect Costs - [REDACTED]

Provide fiscal management and support for the program including financial reporting, supplies, and mileage and procurement efforts. Figure is based on 5% while applicant is working toward an approved indirect cost rate agreement.

Year 5 Total Costs [REDACTED]

Total Budget - \$ [REDACTED]