

# Rewarding Excellence in Instruction and Leadership

## A Snapshot for Teachers and Principals



Developing Talent, Enhancing Careers,  
Improving Student Learning



REIL is an initiative of

# MCESA

Maricopa County Education Service Agency



An Initiative of the Maricopa County Education Service Agency

in partnership with

Alhambra Elementary School District

Gila Bend Unified School District

Isaac Elementary School District

Nadaburg Unified School District

Phoenix Union High School District

Tolleson Elementary School District

Arizona School Boards Association

Arizona School Administrators

Arizona Education Association

Arizona Association of School Business Officials

Arizona Department of Education

Greater Phoenix Educational Management Council

Chairmen of the Arizona Senate & House Education Committees

Office of the Governor



**MARICOPA COUNTY EDUCATION SERVICE AGENCY**

*Office of the Superintendent of Schools*

4041 N. Central Ave., Ste. 1100, Phoenix, AZ 85012

(602) 506-3866 • [www.maricopa.gov/schools](http://www.maricopa.gov/schools)

*Known as experts. Renowned for service.*

# Welcome to REIL

*We stand at the brink  
of a crucial juncture in educational reform.*

Never before have the will, resources and research been so aligned to make a difference for all the students in our classrooms. As principal investigators of the Rewarding Excellence in Instruction and Leadership initiative, we want you to know that we are here to support your pursuit of excellence.

Teachers and principals prove each day that “where there is a will, there is a way.” We join you as part of the collective will, and we are committed to the relentless pursuit of highly-effective teaching and leading in our schools. We will surely face challenges as we work toward achievement of ambitious goals – and we will realize even greater rewards. Throughout, the REIL Alliance will stand united around one purpose— to empower our students, teachers, and administrators through sustainable program tools, support, and rewards. The right team, right tools, and the right talent will lead to REIL change.

Thank you for your leadership and strong will to ensure all youth graduate college- and career-ready.



**Dr. Lori Renfro**

Assistant Superintendent

Performance-Based Management Systems



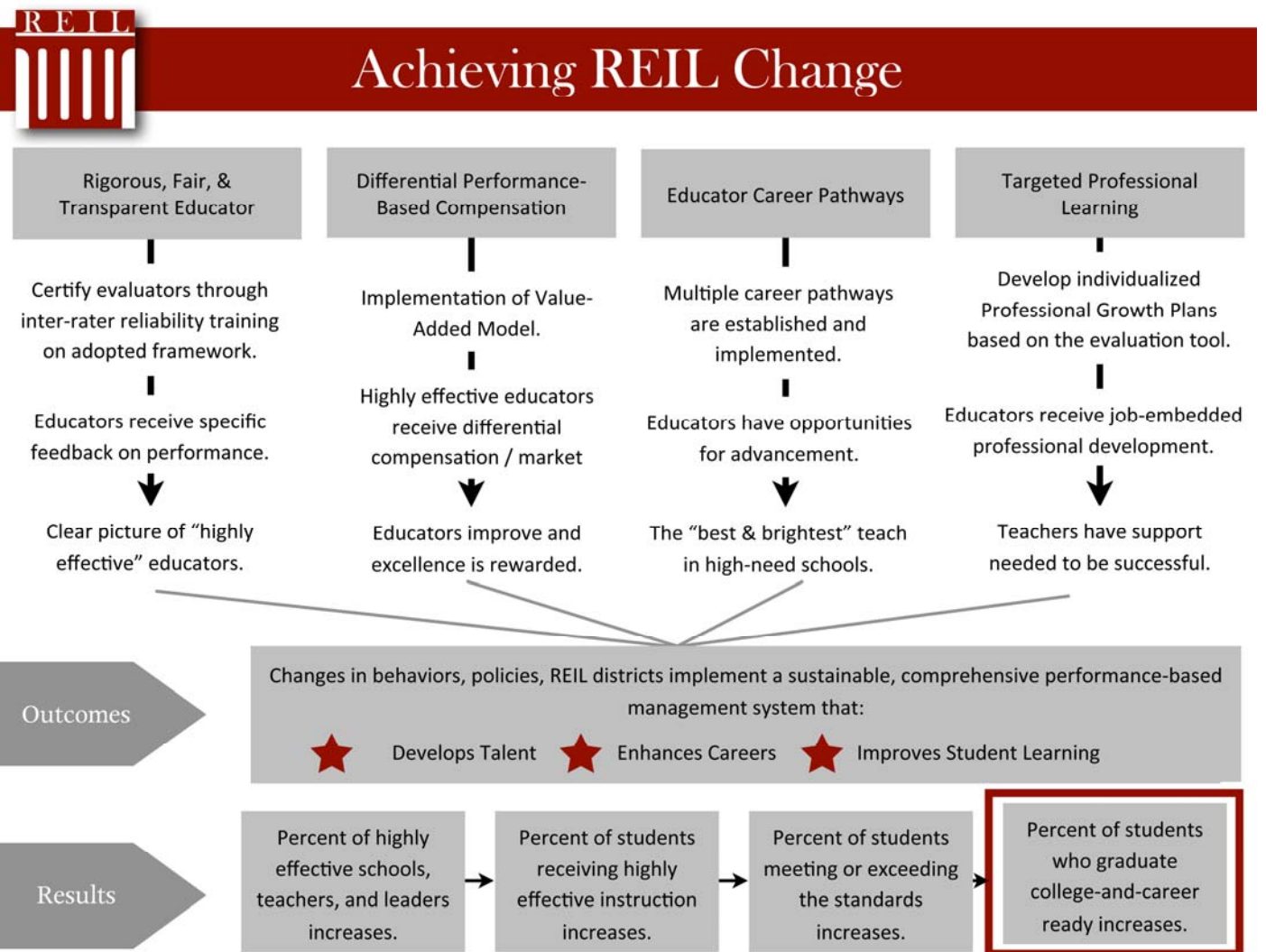
**Dr. Donald D. Covey**

Maricopa County Superintendent of Schools

# The Essence of REIL

Rewarding Excellence in Instruction and Leadership (REIL), an initiative of the Maricopa County Education Service Agency, engages six Maricopa County school districts in implementing systemic change aimed at transforming how schools recruit, retain, support, and compensate effective teachers and principals. The ultimate goal is building the capacity of educators to improve student learning.

Rigorous, fair and transparent educator evaluations, targeted professional learning, tools for measuring student success, establishment of multiple career pathways, and sustainable, differential, performance-based compensation are critical elements of REIL. The five-year initiative, which will culminate in 2014-15, is funded by a \$51.5 million Teacher Incentive Fund grant from the U.S Department of Education.



# Goals & Objectives

Three over-arching goals and nine aligned objectives will support implementation of the Rewarding Excellence in Instruction and Leadership initiative. These goals will guide our combined efforts to implement a sustainable Performance-Based Management System, which is the foundation of the REIL initiative and at the heart of statewide education reform.

## REIL Goals & Objectives

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

# What Is a Performance-Based Management System?

The REIL initiative will develop and implement a comprehensive Performance-Based Management System as part of a coherent and integrated strategy to improve the educator workforce, as well as to provide a model for the state of Arizona. A Performance-Based Management System (PBMS) brings together multiple systems within the district, including educational services, business services, and human resources, in order to support educator development, reward accomplishments, and inform retention and tenure decisions for the purpose of improved student learning. Five components serve as the organizational theme for the REIL Performance-Based Management System.

The Five Components of a Performance-Based Management System				
Tools	Support	Rewards	Accountability	Sustainability
<i>Evaluation System</i>	<i>Differentiated Professional Development</i>	<i>Performance-Based Compensation</i>	<i>Accountability for Results</i>	<i>Fiscal and Program Sustainability</i>
Multiple rating categories	Job-embedded coaching	Differential compensation	Use of data for retention and advancement decisions	Getting the right people into the right places
Frequent observations	Professional growth plans	Individual, team, and school awards	Multiple measures	Law and policy changes
Formative and summative assessment data	Use of evaluation data to determine professional development	Salary augmentation	Valid and reliable measures of student growth	Alignment of goals and resources



# PBMS: Tools

## Evaluation System

The REIL teacher/principal evaluation framework will guide development of the REIL observation instrument(s). The evaluation framework will include the following four components:

- **Objective, Evidence-Based Rubric** - Aligned with professional standards and includes five rating categories (unsatisfactory, developing, approaching, proficient, exceeds) to differentiate instructional effectiveness.
- **Five Teacher and Principal Observations Per Year.**
- **Incorporate Multiple Measures Including Student Academic Growth.**
- **Inter-Rater Reliability** (see table below).

### EVALUATION TIMELINE

See page 18 for a timeline for development, piloting and full implementation of the evaluation instrument(s).

## Phases of REIL Evaluator Training

	Qualified Evaluator Training (Phase 1)	Certified Evaluator Training (Phase 2)
Setting	Five days in workshop setting using validated modules for training.	Three to five days of job-embedded training in the same classroom with REIL 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.

## Data Management System

Implementation of a Performance-Based Management System requires a multi-purpose data management system. Each school district's current system(s) will be analyzed to determine if a data management system will need to be purchased / developed at the district level. Data management specifications will include, for example, the ability to (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-based compensation to payroll and human resource system; (3) capture and allow easy analysis of formative and summative assessments by item and strand; (4) capture teacher and principal evaluation data and walk-through data; and (5) capture teacher and principal professional development data.

## Assessment System

During the planning period, the assessment systems used by REIL districts will be analyzed in order to determine assessment needs. Based on the analysis of the results, a formative (benchmark) assessment system will be purchased for REIL districts whose systems do not meet the established requirements. Formative assessment systems will be validated during Years 2 and 3 of the REIL initiative. By July 2013, local formative assessment systems will be in place for grades K-12 in all content areas.

### Analysis of Alliance District Assessment Systems

- 1) Determine predictive quality of existing assessments to the AIMS assessment.
- 2) Determine the validity and reliability of existing assessment(s).
- 3) Compile data on the grade levels / content areas currently being assessed with formative and end-of-course assessment(s).
- 4) Analyze current district infrastructure's ability to support formative assessments.
- 5) Identify assessments currently in place to assess college-and-career readiness.

## DID YOU KNOW...

- 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).



# PBMS: Support

All teachers and principals will receive the job-embedded support they need to become effective, improve effectiveness, or explore additional career pathways. Guided by Professional Growth Plans, REIL's professional development component will enable all program participants to:

- Understand the components of the Performance-Based Compensation System.
- Use data from the data management system to inform instruction
- Receive targeted professional development based on needs identified through the evaluation process.

REIL's Five-Year Professional Development Plan contains activities designed according to five 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.

The Educator Growth Plan is an individualized professional learning plan that is collaboratively-developed between the evaluator and evaluatee, based on the results of observation rubrics and student academic progress. Each educator's (teacher and principal) growth plan will be focused on specific goals which will create a professional development path for the individual educator. Over the course of each year, teachers and principals will receive clear, written midyear indicators that show current progress toward these goals. Growth plans will also be reviewed annually to determine site- and teacher- specific, as well as principal-specific job-embedded professional development options.


The REIL initiative will support teachers and principals with a five-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.

## DID YOU KNOW...

Each REIL School District will have access to an online video library of exemplary classroom teaching.

# Support: Five-Year Professional Development Plan

 Rewarding Excellence in Instruction and Leadership (REIL) Professional Development Plan	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
	Build Knowledge	Develop Skills	Apply to Practice	Improve Results	Extend Impact
<b>Year 1</b>					
Information sessions on the newly adopted evaluation process (three 1-day trainings). [Obj. 3.1]	√				
Information sessions on elements of the evaluation 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]	√	√	√		
<b>Year 2</b>					
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]	√	√	√	√	

<i>Phase</i> 1	<i>Phase</i> 2	<i>Phase</i> 3	<i>Phase</i> 4	<i>Phase</i> 5
Build Knowledge	Develop Skills	Apply to Practice	Improve Results	Extend Impact

<b>Year 3</b>					
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.	√	√	√	√	
<b>Year 4-5</b>					
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]	√	√	√	√	√

# PBMS: Rewards

Effective and highly-effective teachers and principals will be rewarded through a Performance-Based Compensation System. Non-negotiable aspects of this component will be:

- Differential compensation based on multiple measures, including a value-added calculation.
- Individual, team, and school awards.
- Salary augmentation via career pathways and hard-to-staff assignments.

Significant performance compensation is available to both teachers and principals. In addition, salary compensation 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.

## Sample Schedule for Performance-Based Compensation & Salary Augmentation

Component	Group	Potential Annual Award
Individual, Team, and School Awards	Teachers (Master Educators and REIL Peer Evaluators)	Year 3: \$3,000
		Year 4: \$5,000
		Year 5: \$5,000
	Hard-to-Staff Assignments	Year 3: \$4,500
		Year 4: \$7,500
		Year 5: \$7,500
	Principal	Year 3: \$2,750
		Year 4: \$5,000
		Year 5: \$5,000
Salary Augmentation	Master Educator	\$5,000
	Turnaround Teacher	\$5,000
	Turnaround Principal	\$10,000

**PERFORMANCE-BASED COMPENSATION TIMELINE**  
See page 18 for a timeline that compare the development, piloting and implementation of the evaluation instrument(s) for REIL with the payout for performance-based compensation.

# PBMS: Accountability for Results

Teachers and principals will 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. Effective teachers and principals will be rewarded with differential compensation beginning in Year 3 of the initiative, as a result of placement on the REIL Performance Award Continuum, informed by a value-added model. Teacher effectiveness will be determined based on four components. Principal effectiveness will be determined based on the three components. (See tables below.)

## REIL Score Components & Percentages for Teachers

REIL Score Components & Percentages (Teacher)		
Component	Source of Score	Sample 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%

## REIL Score Components & Percentages for Principals

REIL Score Components & Percentages (Principal)		
Component	Source of Score	Sample 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%

# PBMS: Sustainability

Programmatic and fiscal sustainability is a critical component of REIL's Performance-Based Management System. On the programmatic side, implementation of a career pathway model will serve to build each district's capacity to support teacher and principal development. On the fiscal side, reallocation of existing funding sources will allow school districts to financially sustain performance-based compensation beyond the five-year grant period.

## Capacity to Support Teacher & Principal Development

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:

- **Master Educators:** Serving as coaches, mentors, and leaders of professional development for other teachers.
- **REIL Peer Evaluators:** Selected for expertise in specific areas and conducting approximately 100 evaluations a semester for a cadre of assigned teachers over the course of a year. Approximately 20% of their time will be spent supporting teachers with both on-site and cross-district professional learning.
- **In-Demand Teachers and Turnaround Teachers:** Addressing the need to have high quality teachers designated in hard-to-staff areas and hard-to-serve schools.

A **Principal Career Pathway** will also be supported through the REIL initiative. 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.



## Alignment of Funding 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 Performance-Based Compensation System. 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 including the Classroom Site Fund (Arizona Revised Statute 15-977) and the Instructional Improvement Fund (Arizona Revised Statute 15-979), as well as federal funding sources including Title I and II monies, can be used to support implementation of the REIL initiative. To ensure sustainability of performance-based compensation 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 compensation. By fiscal year 2015-2016, REIL School Districts will have sufficient local funds to support 100% of the performance-based compensation (see table below).

In consultation with the 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. 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.

### Phase-in/Phase-out Strategic Transition Plan for Performance-Based Compensation Source

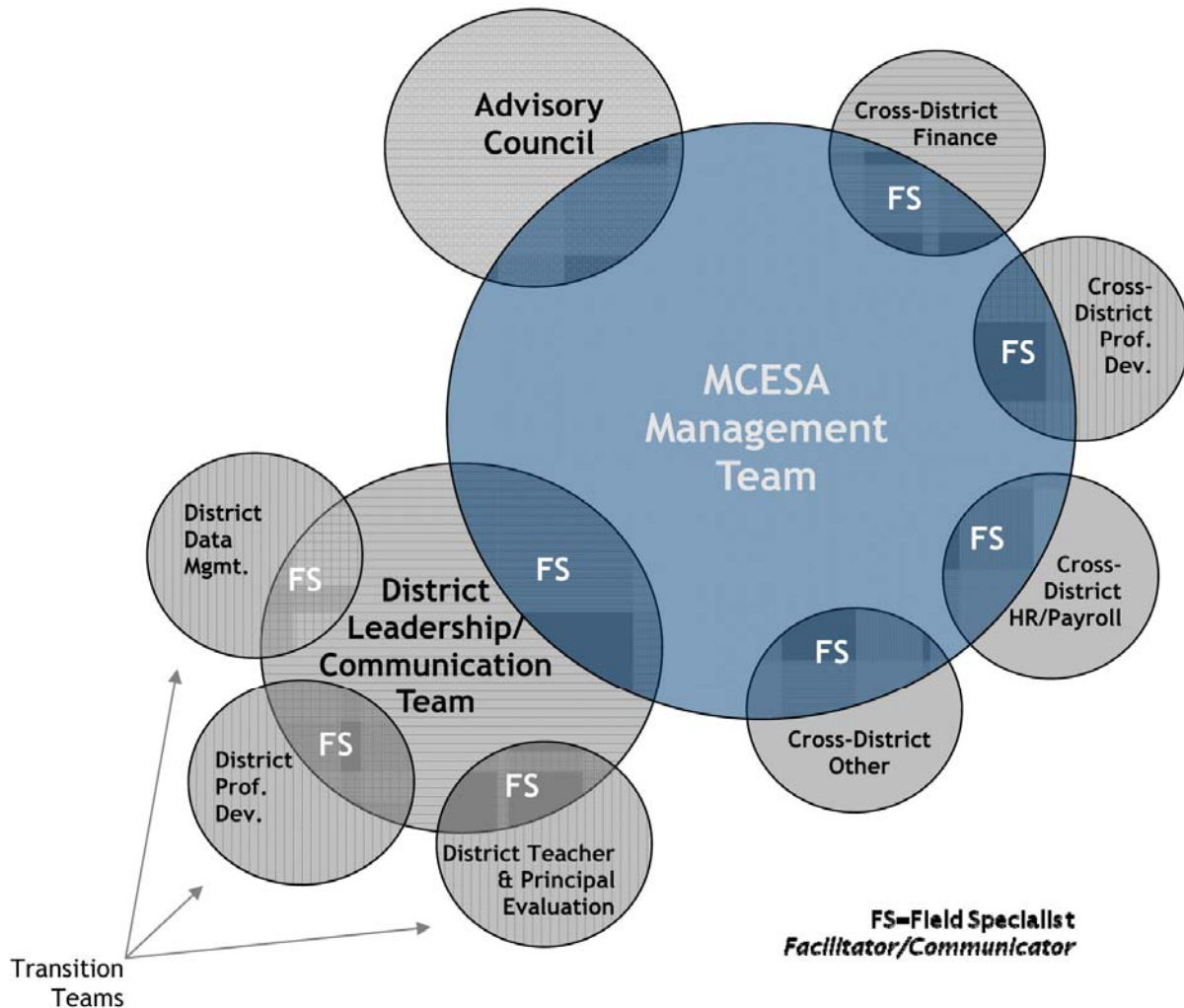
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Percent of PBCS Cost Covered by Grant			80%	40%	22%	0%
Percent of PBCS Cost Covered by District			20%	60%	78%	100%

# Communication & Stakeholder Involvement

REIL is supported by a cadre of Alliance Members who will be accountable to ensure the successful implementation of the REIL initiative. The REIL Alliance was established with vertical and horizontal involvement and support from the classroom to the Capitol in order to set the stage for implementation of REIL's Performance-Based Management System. The REIL Advisory Council will work with the Program Management Team to ensure consistent implementation of REIL goals, objectives, and activities.

A communication and stakeholder involvement structure (see figure below) is designed, based on feedback from stakeholders, to ensure 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.

## Communication & Stakeholder Involvement Structure



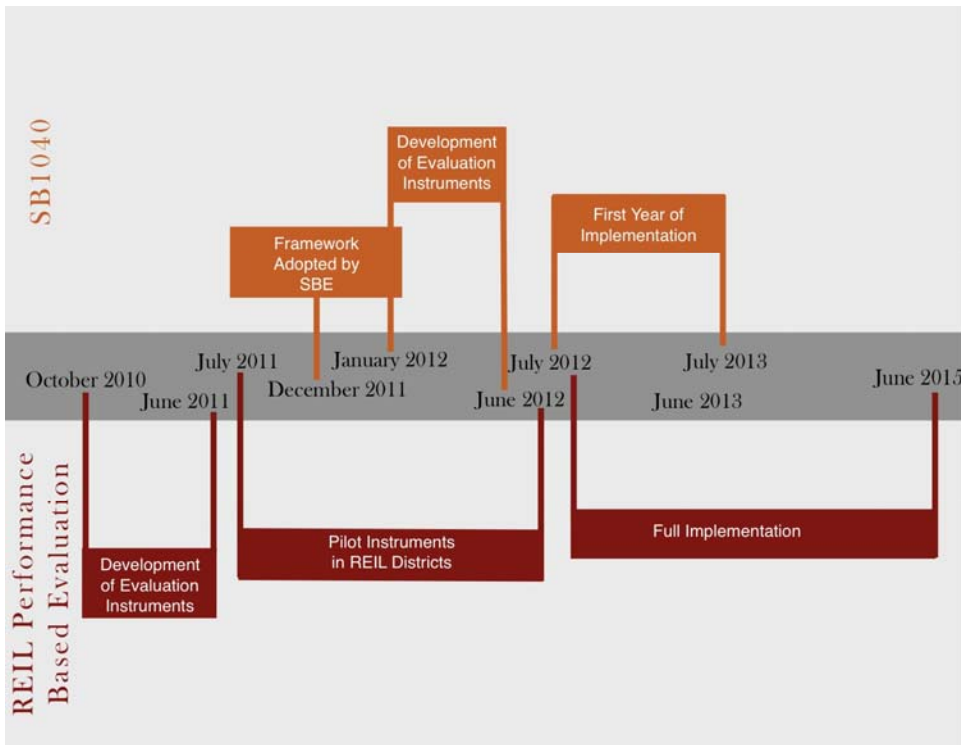
The REIL Management Team will work with the Advisory Council, cross-district specialty teams, and the District Leadership and Communication Teams to ensure successful program implementation. District Leadership and Communication Teams will guide district level data management, professional development, and teacher and principal evaluation transition teams, with support from REIL Field Specialists. The table below describes the identified groups and what they do.

### Communication & Stakeholder Groups

Group	Who They Are	What They Do
(1) REIL Program Management	Principal Investigators; Assistant Superintendent for Performance-Based Management Systems; REIL Field Specialists; Business Systems Specialist; Data Coordinator; and MCESA Research and Evaluation Director	Manage all aspects of the REIL program, and oversee the implementation of the Management Plan.
(2) REIL Advisory Council	Principal Investigators; REIL Program Director; and representative Alliance Members	Oversee and provide guidance on all aspects of the implementation of the Management Plan.
(3) REIL 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 REIL initiative.
(4) District Leadership and Communication Team	Superintendent’s cabinet and REIL Field Specialist	Guide district level data management, professional development, and teacher and principal evaluation transition teams.
(5) REIL Field Specialists	On-site Program Coordinator assigned to each REIL <i>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 (Data Management, Professional Development, Teacher and Principal Evaluation)	District-Level Data Management Stakeholders, District-Level Professional Development Stakeholders, and District-Level Teacher and Principal Evaluation Stakeholders	Provide input and feedback to District Leadership and Communication Team and cross-district teams via the REIL Field Specialist.
(7) School-Based Teams	School level professional development, evaluation, and data management teams	Provide feedback from schools to the District-Level Transition Teams, REIL Field Specialists, as well as provide a communication conduit between schools and Program Management.

# Timelines for REIL Change

## Timeline for Performance-based Evaluation

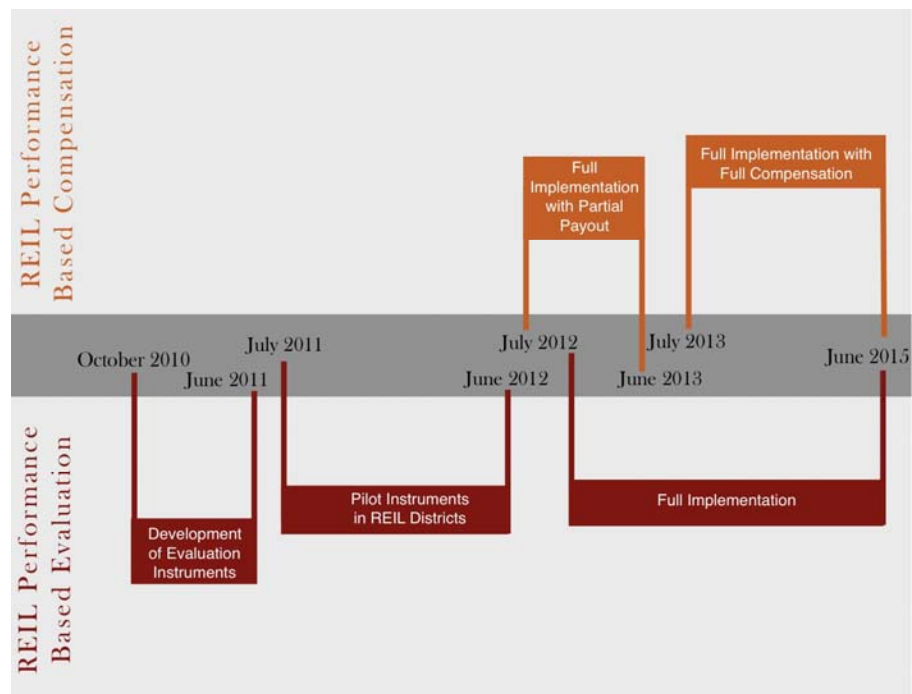


SB1040 was passed by the Arizona Legislature in 2010. It requires the State Board of Education (SBE) to adopt and maintain a model framework for a teacher and principal evaluation instrument by December 15, 2011. The instrument must include quantitative data on student academic progress that accounts for 33% to 50% of the evaluation outcomes.

The REIL management team is following the work of the task force closely to ensure that the instrument developed for REIL will comply with the framework developed.

## Timeline for Performance-based Compensation

REIL districts will begin observations of teachers and principals using the REIL evaluation instruments during year 2 of the program. Effective teachers and principals will receive a partial payout of performance-based compensation in 2013 (Year 3 of the program), based on the observation component. Full payouts, based on observation and student academic growth will begin in 2014 (Year 4 of the program).



# Glossary of REIL Terminology

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

**Data Management System:** A system that links student achievement data to teacher and principal payroll and human resource systems.

**Hard-to-Serve School:** A designation assigned to a school that meets established criteria. Hard-to-serve schools qualify for a Turnaround Principal.

**Hard-to-Staff Assignment:** Teaching assignment determined to be hard-to-fill based on established criteria.

**Highly Effective:** This phrase refers to the teachers' 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.

**Measure of Academic Progress (MAP):** District-, school-, and teacher-level growth calculation. A school MAP score of 50 would mean that 50% of the students are growing at the 50th percentile or above compared to the state as a whole, and half its students are growing below the 50th percentile.

**Performance-Based Compensation System:** A system in which teacher and principal compensation is partially based on performance, including student performance.

**Performance-Based Evaluation System:** A teacher/principal evaluation system that includes (1) objective, evidence-based rubrics with five rating categories to differentiate instructional effectiveness; (2) multiple observations; (3) multiple measures, including student academic growth; (4) inter-rater reliability.

**Performance-Based Management System:** A coherent and integrated strategy to improve the educator workforce by supporting educator development, rewarding accomplishments, and informing retention and tenure decisions for the purpose of improved student learning.

**Professional Growth Plan:** A plan for differentiated professional learning for each teacher and principal that is based on the 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.

**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 instrument (classroom observations, documentation, professional responsibilities), and individual, team, and school value-added calculations.

**Salary Augmentation:** Additional compensation for effective and highly effective teachers/principals serving in career pathway positions.

**Turnaround Principal:** Highly effective principal serving in a hard-to-serve school.

**Turnaround Teacher:** Highly effective teacher serving in a position in a hard-to-serve school.

**Value-Added Calculation:** Used to determine a teachers' or principals' contribution to student learning.



This document is a condensed version of  
"Rewarding Excellence in Instruction and Leadership: A Closer Look for Teachers & Principals."  
View the full document at [www.maricopa.gov/schools](http://www.maricopa.gov/schools).