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TAKE CHARGE OF YOUR GROWTH



The Purpose of Educator Goal Plans: A Call for Individualized Growth

By Des Hockman

The Educator Goal Plan (EGP) is designed to develop talent in teaching through a sustainable, comprehensive program of performance-based evaluation and support. When employees co-construct clear, meaningful goals that are aligned with organizational goals, when they receive regular support and feedback on the goals, and when they develop their knowledge, skills, and abilities, they also become engaged employees who stay with their organization (Gallup, 2017).¹ Teachers with EGPs have the opportunity to show individual growth, meet personal and organizational goals, and take ownership of their career path.

Goal-setting is a powerful means to focus on an instructional practice in order to facilitate increased student learning. How many times have you sat in a required staff development workshop that didn't meet your specific needs? With an established educator goal plan, you will be able to take charge of your growth as a teacher in alignment with needs identified through the evaluation process. The goal has two parts: 1) a student learning component in an identified content area and 2) and instructional focus from the Learning Observation Instrument (LOI), that when aligned will result in higher student learning outcomes that also support the school improvement goals.

Each EGP includes an action plan that gets at the heart of and soul of teaching – planning, instruction, and student learning. Your action plan contains specific objectives, steps you'll take to help you, and evidence to show that you have successfully met each of the objectives. You are not alone! Action plans will also identify a support team member who will be charged with assisting you on your EGP journey.

For further information, please contact Des Hockman at desere.hockman@maricopa.gov.

¹ Gallup. (2017). *State of the Global Workplace*. Gallup Press. Downloaded 8/8/2018 from www.gallup.com

Multi-Classroom Leaders

By Michelle Yerkes and Des Hockman

Often excellent teachers wish to extend their reach without having to leave the classroom. The Multi-Classroom Leader model enables an excellent teacher to reach more students directly through instruction and indirectly by supporting the work of the teachers on their team. Depending on the campus that you are on, the MCL model may look different. MCLs are assessed on a tailored instrument called the MCLOI. They are provided feedback in two settings: the collaborative team meeting and power LOI Observation.

MCLs use multiple strategies within their role:

- Model lessons & coteaching
- Classroom visits with feedback
- Planning and collaboration
- And much more!

For further information, please contact Michelle Yerkes at michelle.yerkes@maricopa.gov.

Expanded Impact Teachers

By Tanya Gabrick

The Expanded Impact Teacher model extends the reach of excellent teachers. Depending on the campus, the EIT role may look different. These excellent teachers may choose to have larger class sizes to extend their reach or they may specialize in a specific content area (ex. reaching all students in a grade level for math). EITs are selected for their prior record of success with student learning and earn more for taking on more responsibilities. The EIT is still observed using the Learning Observation Instrument (LOI).

In some instances, an EIT is paired with a Reach Associate who follows the lead of the teacher and plays a supporting role.

This model is ideal for schools that want to retain excellent teachers who desire the benefits of enhanced student impact and compensation.

For further information, please contact Tanya Gabrick at tanya.gabrick@maricopa.gov.

OPPORTUNITYCULTURE.ORG

Reach Associate

By Chris Nutt and Kim St. Clair

Reach Associates Took a Deep Dive on August 28th!

Our Opportunity Culture Reach Associates play a vital role in extending the reach of Extended Impact and Multi-Classroom Teachers. The Reach Associates work under the supervision of a certified teacher, similar to the traditional Instructional Assistant role. They extend their reach, however, by participating in and applying classroom practices akin to a classroom teacher. The Reach Associates are evaluated on the Reach Associates Observation Instrument, which they dove into on August 28th. Keep your eyes open for these talented individuals who are creating greater opportunities for the teachers and students they reach.

Chris Nutt, Field Specialist, and Kim St. Clair, PD Resources Coordinator, will collaborate in supporting the professional learning of the Reach Associates this year.

For further information, please contact Chris Nutt at christianne.nutt@maricopa.gov.

Principals

By Leslie Beauchamp

What is different about being a principal at an Opportunity Culture (OC) school? The sequence of our professional learning this year is designed to help principals shift from leading their whole campus to focusing on leading their leaders and extending the reach of effective educators to meet their school goals.

Each principal professional learning session will occur at different Opportunity Culture campuses this year so that principals can immediately put learning into practice, collaborate with each other, and see the wide variety of OC models in the area.

Principals in their first year of OC implementation are required to attend. Principals in their second year of implementation or principals considering OC are welcome to join us for the walkthrough portions to see different OC models.

For further information, please contact Leslie Beauchamp at leslie.beauchamp@maricopa.gov.



Opportunity Culture PD
Cohort B: Session 2
September 25th & 27th

Implementation Leads Meeting
Onboarding & Retention Strategies
October 5th

Exciting Updates to the Leading Observation Instrument

By Kendra Moreno, REIL-Extend Project Lead

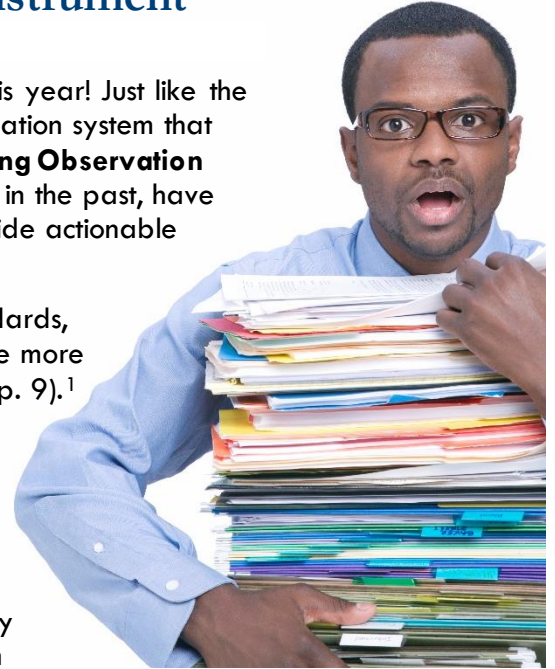
Principals and assistant principals have an updated observation instrument this year! Just like the teachers, our REIL-Extend Building-Level Administrators have a rigorous evaluation system that recognizes excellence and supports professional growth. It's called the **Leading Observation Instrument, or LdOI for short**. The process, however, was cumbersome. BLAs, in the past, have received 72 scores. This made it challenging for principal supervisors to provide actionable feedback and to keep track of all those scores!

Based on feedback from the field and the updated national leadership standards, a handful of the LdOI elements were re-written to reduce confusion and place more emphasis on school culture and "an unwavering attention to students" (PSELs, p. 9).¹ The process itself was refined which meant decreasing the number of scores from 72 to 23. That's one score per element. By reducing the administrative load for principal supervisors, the twice yearly LdOI conferences can now focus on how the BLA develops and implements systems for continuous improvement rather than sorting through piles of documentation.

Principal Supervisors have been trained on the revised tool and have already made plans to spend time on campuses this year observing Leadership Team Meetings, PD sessions, LOI conferences, and business or parent meetings. The fifth type observation setting is called a Site Visit. This is a 3-4 hour visit during which the principal supervisor has a chance to see the BLA in action leading the school's instructional program, overseeing the school's operations, and building relationships with teachers, students, and the school community. These observations, as well as conversations with the BLA, produce the evidence needed to accurately score the 23 LdOI elements and determine ways to provide ongoing training and support to BLAs.

For further information, please contact Kendra Moreno at kendra.moreno@maricopa.gov.

¹ The Professional Standards for Education Leaders can be found and downloaded at <http://npbea.org/psel/>



Human Capital Leaders in Education

By Emily Beck, HCMS Administrator

We are excited to welcome a new group of participants to this year's Human Capital Leaders in Education learning series! REIL-Extend has partnered with experts at Battelle for Kids and the American Association of School Personnel Administrators (AASPA) to offer a robust, blended learning experience that equips participants with tools to develop comprehensive Human Capital Management Systems (HCMS) and manage key human capital decisions that impact campus workforces—and therefore students!—every day. The trainings culminate in a certification exam that rewards those who demonstrate their expertise with a professional credential (pHCLE) and digital badge.

Our first session focused on Culture and Total Rewards, where participants grappled with ideas surrounding employee engagement, compensation and benefits, and organizational culture. Up next is Talent Management and Development (11/2/18) where we will dive into learning about comprehensive evaluations, professional development, career ladders and succession planning, and some exciting new onboarding processes.

Armed with this framework, our principals and district leaders are engaging their workforces in new and exciting ways while developing an LEA-wide HCMS!

For further information, please contact Emily Beck at emily.beck@maricopa.gov.



Opportunity Culture PD

Cohort B: Session 3
October 23rd & 27th

HCLE Training Day 2

Talent Mgmt & Development
November 2nd

OC Fall Site Visits

Cohorts A & B
November 5th-7th

OC School Design

Cohort C: Session 1
November 30th

Educator Goal Plans in RDSS

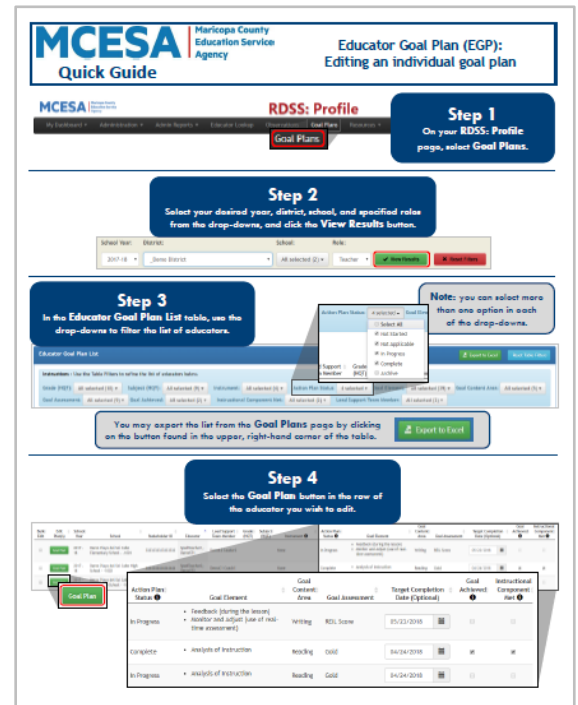
By Jenny Schenck

Along with REIL scores, Educator Goal Plans can also be found in RDSS: Profile. On the Goal Plans page, administrators can select an educator from the Educator Goal Plan List to view and edit individual goal plans. Once Goal Settings have been selected for an educator, administrators can then enter the objectives the educator should be striving for and the steps the educator should take to achieve these objectives. Later in the year, they can record evidence of the educator completing the identified objective.

Educators can log into RDSS and view the progress of their goal plan, review the goals and steps outlined for them, and make sure they're still on the right track throughout the year.

If you need assistance editing a goal plan, a Quick Guide called *Educator Goal Plan (EGP): Editing an individual goal plan* is available from your Field Specialist.

For further information, please contact your district's Field Specialist.



MCESA Quick Guide Maricopa County Education Service Agency
Educator Goal Plan (EGP): Editing an individual goal plan

Step 1
On your RDSS: Profile page, select Goal Plans.

Step 2
Select your desired year, district, school, and specified roles from the drop-downs, and click the View Results button.

Step 3
In the Educator Goal Plan List table, use the drop-downs to filter the list of educators.

Step 4
Select the Goal Plan button in the row of the educator you wish to edit.

REIL-Extend Goals



- Goal 1:** Attract, place, retain, and sustain effective educators through implementation of a high-quality, LEA-wide human capital management system focused on expanding leadership and cultivating an engaged workforce.
- Goal 2:** Redesign high-need schools to accelerate access to effective educators by extending the reach of excellent teachers.

Check out the most recent additions to the Video Bank!

5th Grade Science includes clips on Student Progress, Conceptual Understanding, Routines and Procedures, Relationships, Monitoring and Responding to Student Behavior, and Correct Level of Difficulty.

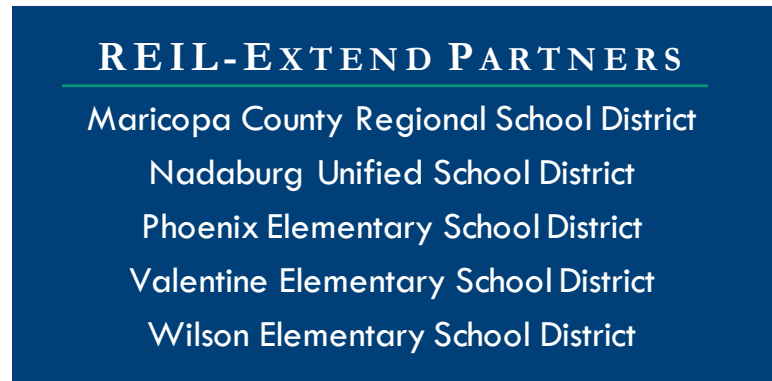
4th Grade English Language Arts includes clips on Relationships, Teacher to Student Interaction, and Monitoring and Responding to Student Behavior.

The video bank has over 370 videos and is still growing. It is a great resource for professional learning opportunities. Log into RDSS and select the "View all Videos" link under the Featured Video to find videos in your content area.

CONTENT RUBRIC	
Content Accessibility Level 4	
5th Grade Science Pre-Conference	



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Valentine Elementary School District
Wilson Elementary School District