REIL-Extend

Rewarding Excellence in Instruction and Leadership

Successful Data Analysis

Participate in this one-day course on **January 25th** or **February 6th**
Sign up at schoolsup.org/assessment

Monitoring & Adjusting:
Resetting Action Plans & Goals Based on Data

By Dr. Jennifer Buchanan & Michelle Yerkes

It is well known that high performing schools use a process of setting measurable goals, creating action plans to meet those goals, and continually monitoring and adjusting the goals and plans for improved student achievement. The plan starts with a long-term goal and uses data to narrow down the focus with medium-term and short-term goals. These smaller goals become guide posts along the road that lead to meeting the larger goal.

Initial data analysis usually points you in the right direction, however, the real learning happens when you put the action plan in place. Use your data to evaluate progress and make necessary adjustments to meet the true needs of the students. While implementing the plan, stakeholders increase understanding of the problems (both student and teacher) and formative assessment data provides insight for decision-making to move forward.

While monitoring goals, formative data might look promising. You may continue as planned or even increase the rigor of your goals. On the other hand, formative data may indicate little or no improvement. At this point you must have a willingness to adjust the plan.

Consider these questions:

- Is the goal focused on the right problem?
- Do adjustments need to be made to the strategy being implemented?
- Does the goal need to be adjusted?

Without monitoring and adjusting, a lot of time may be invested with very little output for investment. A willingness to adjust the goal and action plan can almost guarantee success. Join us for a Successful Data Analysis session to learn more.

For further information, please contact Dr. Jennifer Buchanan (jennifer.buchanan@maricopa.gov) or Michelle Yerkes (michelle.yerkes@maricopa.gov).

Retain Talent, Accelerate Equity, Expand Leadership, Extend & Reward Excellence

Site Visits & Surveys Coming to an Opportunity Culture Campus Near You!

By Leslie Beauchamp & Chris Nutt

As educators, we are used to using current data and feedback to improve student outcomes. Opportunity Culture (OC) strives to help ensure continuous improvements that meet the needs of your school by providing perception surveys and fall and spring support site visits at OC campuses.

Fall and spring support site visits are designed to learn about any new challenges or successes, and provide support coming out of the redesign sessions. The spring support site visits (which will occur during the week of February 25th) are somewhat less systematic than fall. Designed to follow up on the fall support site visit, spring visits allow for brainstorming around plans for next year and provide support on scheduling, staffing plans, and communications, etc.

Perception surveys allow your instructional staff to provide feedback about how they experience OC in your schools. The surveys will be given to all instructional staff in January. Prizes are awarded to schools with highest participation!

WIN PRIZES!

As you continue adjusting your OC design, use the surveys, fall support site visit feedback, and your district's data to help your team think about what specific supports you would like to focus on during the spring visit. We're looking forward to seeing you in February!

For further information, please contact Leslie Beauchamp (leslie.beauchamp@maricopa.gov) or Chris Nutt (christianne.nutt@maricopa.gov).

OPPORTUNITY CULTURE
An Initiative of Public Impact

Celebrating Opportunity Culture in Nadaburg

By Tanya Gabrick

Opportunity Culture is front and center in Nadaburg Unified School District (NUSD). In their second year, they have more than doubled the reach of excellent teachers! Due to the success of the Expanded Impact Teacher (EIT) and Reach Associate (RA) teams at Nadaburg Elementary, they decided to add another team to 1st grade.

Now 1st, 3rd, and 4th grades at Nadaburg Elementary all benefit from EIT and RA teams working with students every day. Teachers provide direct instruction to all students and Reach Associates support by collecting and analyzing data, and working with small groups focusing on reteaching and enrichment. With the dedication to teaching and learning, students' individual needs are met in these small groups. While the RA supports the EIT in implementing their instruction, the EIT supports the professional growth and development of the RA.

From left: Joni Lindsay, Linda Straub, Kathy Westby, Becky Bevan, Melanie Watson, and Fanta Walker.

Christina Ross

OC extended to Desert Oasis this year with the addition of a new Multi-Classroom Leader (MCL) and Reach Associate team. Math is the OC focus area at Desert Oasis. Christina Ross, the MCL, is a 5th/6th grade math teacher who extends her reach not only by teaching two grade levels, but also by supporting the 3rd and 4th grade teachers with co-teaching and intervention by examining the data to assist with lesson planning and flexible groups. Meanwhile, Victoria Kent, the RA, has established high levels of engagement with students and is able to facilitate the learning of students when the MCL is out of the classroom supporting other teachers.

Nadaburg is dedicated to extending the reach of excellent teachers. In the recent site visits, it was noted that Nadaburg has a very high level of commitment to the OC models from the leaders, teachers, and staff and is hoping to expand in the coming years. It is always an exciting day of teaching and learning at NUSD!

*For further information, please contact Tanya Gabrick (tanya.gabrick@maricopa.gov).*

NUSD | **Watch these videos** ← **to** → **learn more!** | **WESD**

Renewed Focus on Collaborative Team Meetings

By Kendra Moreno, REIL-Extend Project Lead

This year REIL-Extend Instructional Coaches (ICs), Multi-Classroom Leaders (MCLs) and Teacher Leaders are seizing the opportunity to have a positive impact on their team's student achievement with a renewed focus on the Collaborative Team Meeting (CTM). These amazing leaders are supporting their teacher teams by creating the conditions to establish a team culture and vision. Together, teams engage in a collaborative learning cycle focused on shared commitments and common goals.

During a CTM, the ICs, MCLs, and Teacher Leaders are supporting their teams to apply effective protocols for in-depth analysis of student academic data. They are leading powerful conversations about the cause and effect relationship between teaching and learning, and together the teams identify next steps. CTMs are designed to support teachers to take specific actions to improve their students' learning. The effective use of this protected time is a tremendous support to teachers and their teams as they commit together to effective data analysis and continuous improvement.
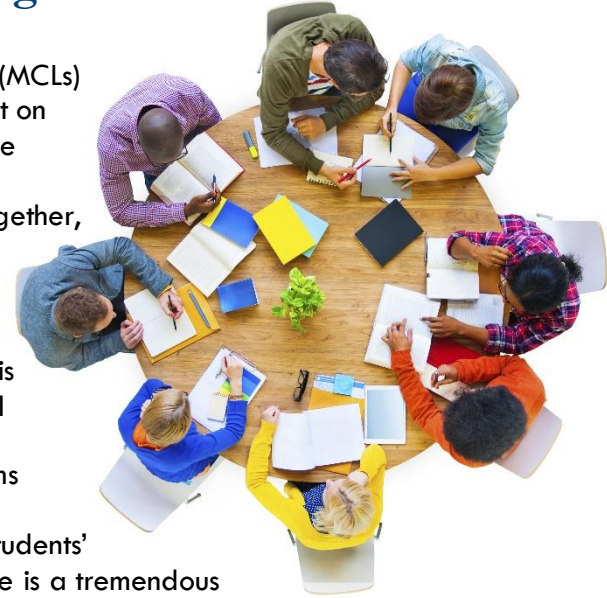
Instructional Coaching Series

Building Relationships, Enhancing Skills, Creating Partnerships, and Designing Support
March 27th, April 10th, April 24th, and May 8th
Register now at schoolsup.org/coaching

Join our Instructional Coaching Series to learn more about building relationships and communicating skills to enhance your Collaborative Team Meetings!

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

HCMS: Talent Management

By Emily Beck, HCMS Administrator

As you continue to develop your Human Capital Management System, an area of focus should be balancing employees' professional development needs with those of the organization. This type of talent management helps each member of your team receive specific and targeted PD that aligns with your organization's overall strategies and priorities.

In our most recent Human Capital Leaders in Education session, participants refined orientation programs to include mentorship and meaningful collaboration. They connected the LdOI with assessing and responding to training and development needs; they also reflected on biases and due process as they relate to managing employee performance and discipline. Our final thoughts surrounded career ladders and succession planning with the challenge to evaluate how leaders develop career pathways that prepare their staff to cross-train and assume leadership positions.

We left with a renewed perspective on how employees who are realizing their full potential help students realize theirs!

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

Battelle for Kids

Career Ladders & Succession Planning

Talent Management & Development

Performance Management

Training & Development

Onboarding

What's Next?

OC School Design	HCLE Training Day 3	Opportunity Culture PD
Cohort C: Session 2	Performance Excellence	Cohort B: Session 4
January 11th	January 18th	February 5th & 7th

They're Here! Effective Scripting Practices Micro-credentials

By Kim St. Clair & Kendra Moreno

We are excited to announce a revolutionary way for leaders to obtain Certified Evaluator Training (CET). Unlike traditional professional learning, a micro-credential is earned by demonstrating competency in a job-embedded skill, not by completing a certain number of tasks or seat hours. The on-demand, online platform allows leaders to enhance their practice in the following three scripting "micro" areas:

☰ COLLECTING, ANALYZING AND PREPARING OBSERVATION EVIDENCE (SCRIPTING)

MCESA — Analysis of Evidence
MCESA — Effective Evidence Collection
MCESA — Using Evidence to Prepare for the Instructional Conference

- Effective Evidence Collection
- Analysis of Evidence
- Using Evidence to Prepare for the Instructional Conference

The three micro-credentials build on each other, but they also stand alone. So a leader can choose to complete one, two, or all three in any order.

Each micro-credential is organized around a single competency aligned to the LdOI and is supported by research and best practices. In addition to polishing specific skills and earning CET, a shareable credential is received through an electronic badge.

Your Field Specialist will be sharing more information about how to get started, or you can visit schoolsup.org/micro-credentials to enroll now.

For further information, please contact Kim St. Clair (kimberly.stclair@maricopa.gov).

Newsletter Feedback
Take our 3-question survey to tell us what you think!

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!

Analysis of Instruction	Content Accessibility	Student to Student Interactions	Correct Level of Difficulty	Real-Time Assessment
Level 4	Level 4	Level 3	Level 4	Level 4

Access these recent video bank additions using their QR codes. To use a QR code using an iPhone, scroll your camera over the code to bring up the link. You can download a QR app to access the links above as well.

You can also log into RDSS and select the "View all videos" link under the Featured Video to find videos in your content area, or to find the videos above.

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