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Rethinking Video Bank Filming: A Video Cadre Member's Perspective on Video PD

By Kim St. Clair, Professional Development Resources Coordinator

The REIL video production process has undergone exciting updates this past year. Those changes range from refreshing our video format and enhancing the feel of the videos, to changing our classroom filming approach. Although we will occasionally film a traditional full LOI cycle, our emphasis has shifted. Now we film one or two targeted elements, which allows us not only to capture the magic of the lesson but also the “teacher thinking” behind the magic. Additionally, we invited an incredible mix of talented teachers to form a Video Cadre as a “go to” pool of teacher talent.

Molly Martin, a 2nd grade teacher at Kenilworth (PESD), readily agreed to join our newly formed Video Cadre. Ever an exemplary professional, Molly says, “the new filming format will be targeting my strong areas, so I can share my strategies and teaching methods with others through the targeted interview questions” and lesson highlights.

Another motivation for Molly is, “the filming process enhances my professional learning by providing me with frequent feedback.” As a member of the Video Cadre, Molly receives coaching before and after filming. For instance, she has been working on varying the rigor of her questions along with helping students explicitly connect their previous learning to new learning and personal experiences. Molly is currently collaborating with students to monitor their behavior and academic goals. As luck would have it, the Video Bank needed 2nd grade ELA videos for Connections to Content and Responsibility for Learning! Molly and I took advantage of this win-win situation with Molly receiving the feedback and coaching she desired, and we added two more exemplary videos to our collection.

Video Cadre teachers share with us the PD/learning resources they desire, their EGP goals, and what they are most curious about concerning their own practice. This allows us to assemble customized resources such as professional articles, instructional materials, and coaching. Molly Martin is one example of a growing number of Video Cadre teachers availing themselves of this opportunity. She is looking forward to watching other Video Cadre members’ videos to enhance her professional practice.



Check out these Molly Martin clips!



For further information on the Video Bank or how to be a part of the Video Cadre, please contact Kim St. Clair (kimberly.stclair@maricopa.gov).

Learning Progressions

By Des Hockman, Professional Development Resource Coordinator

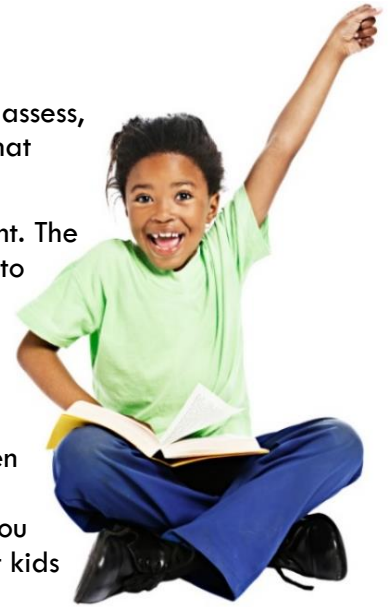
Ms. Kim Larson, a math teacher at Mountain View Elementary, uses learning progressions to assess, monitor, and differentiate for her students. A learning progression is a series of standards that build conceptual understanding of a concept step-by-step.

At the start of a concept, Ms. Larson uses the learning progression to create a pre-assessment. The pre-assessment clarifies where her students have gaps in their mastery, so she knows where to begin instruction. She also uses the pre-assessment to check for understanding, helping her pinpoint what misunderstandings might be occurring with her students and adjust her lessons accordingly. Finally, she designs small groups to address the areas of the learning progression still needing attention.

“The awesome part about learning progressions is that the students are less frustrated. When we take those baby steps to mastery, (students) feel more successful, are happier, and are excited to come to class,” says Ms. Larson. “The biggest part of working in a big school, is you need all the grades working with learning progressions from kindergarten up, so we can set kids up for success long term.”

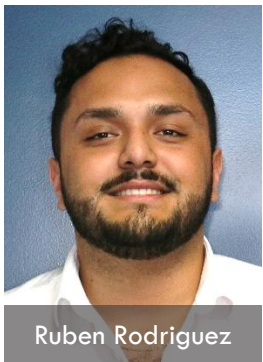
It’s powerful when a teacher meets students where they are to help them grow faster and more effectively.

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



Celebrating Opportunity Culture in Phoenix #1

By Leslie Beauchamp, Field Specialist



Ruben Rodriguez

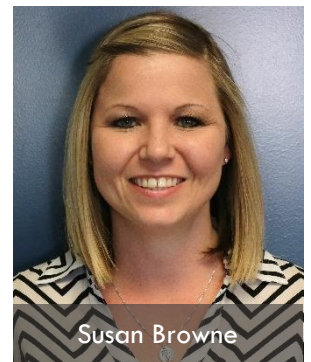
Two schools in Phoenix #1 Elementary School District, Whittier and Garfield, are in their second year implementing an Opportunity Culture, extending the reach of excellent educators to more students. They have found innovative ways to make sure more students and teachers are being impacted by excellent educators.

Student growth data shows that the Opportunity Culture initiative is working, but what really struck us during recent interviews with their staff were the words of a new teacher, Ruben Rodriguez, sharing that he would recommend that new teachers seek out a school that has an Opportunity Culture. As a new teacher, he was able to share teaching tips with his housemate, who is also a new teacher. In reflecting, he realized how supported he had been as a teacher on an Opportunity Culture team led by a Multi-Classroom Leader (MCL), Susan Browne.

Ruben shared, “Having support as a teacher is really amazing... When you’re working with [Susan] who has the experience and has the knowledge and [is] sharing it with you and...working together with you, it’s a great opportunity to grow as a teacher... The whole system is based around support.”

This is Susan Browne’s first year as a Multi-Classroom Teacher. In this role, she leads the upper-grade math and science teachers in planning, adjusting support for students, and teaching the students. She leads the math vertical team meetings and ensures they use data and best practices to support student growth. As Ruben put it, Susan leads the vertical team meetings that “are allowing us to design a perfect plan for all of the school in math.”

What’s the most rewarding part? Growth. As Ruben said, “When you see a student who is moving... I have one, she was a minimally proficient student on the first benchmark, and she is highly proficient on the second benchmark. She just jumped.”



Susan Browne

Susan Browne feels the same way. She found Ruben’s success as a new teacher just as rewarding. She states that he has “benefited from me modeling lessons and being in vertical team meetings. It’s been a real pleasure to see his success and the growth with his students.”

Phoenix #1 has three other schools moving toward Opportunity Culture so that excellent teachers can continue to reach more students and support teachers to grow professionally and successfully reach students.

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

Performance-Based Compensation & Differential Pay

By Emily Beck, HCMS Administrator

We've all heard the sentiment expressed that "no one goes into teaching for the money." However, even the most altruistic educators still have bills to pay! Salaries and benefits can play a significant role in the employee lifecycle—from recruitment to retention and rewards—particularly in high-needs schools. This is where a differential compensation model like the one used in the REIL-Extend grant comes into play.

Exploring alternative pay policies enables LEAs to strategically compensate educators in a way that is both flexible and sustainable, based on that educator's overall effectiveness rating. We refer to this as Performance-Based Compensation, or PBC. You might also hear this referred to as strategic compensation. Regardless of where he or she is in their teaching career, an educator with exceptionally high levels of competencies and teaching skills can be rewarded accordingly through higher starting salaries and retention stipends. Because differential pay is coupled with a robust observation rubric, teachers are provided with specific and actionable feedback that helps them continuously improve their teaching, and as a result, student outcomes. A higher level of effectiveness is then rewarded via the district's strategic compensation plan. It's this alignment with the common vision of instructional improvement that really makes the system work. The more we can do to attract, place, retain, and sustain highly effective educators, the greater the rate of change we will see on high-needs campuses and the quality of the teaching profession.

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

NEW WAYS TO PAY:

**REIL-Extend
utilizes strategic
compensation to
attract, retain,
and sustain
educators.**

The Financial Impact of REIL

By Richard Eagan, Financial Business Systems Specialist

Back in 1972, yep that is the last century, I was working for \$1 per hour in my dad's landscaping business. I started very young. I thought that was a ton of money back then, now not so much. We can now fast forward to the new century and the year 2019. I have a much different perspective these days as I work on the TIF REIL-Extend performance-based compensation for teachers, coaches, and leaders. I was thinking the other day about how many single dollars the grant has put into the pockets of effective and highly effective educators. The TIF3 grant started in 2012 and in the last 3 years of the grant just over \$26 million was awarded to educators in the form of base salary, retention stipends, and benefits. We are now working in year 3 of the TIF5 grant that began in 2016. In the last 2 years of TIF5, we have awarded over \$5.9 million toward base salary, retention, and benefits. The alliance has averaged over \$5 million annually in additional performance-based compensation dollars over the last 6 years. We anticipate awarding over \$3 million for each of the next 2 years of the TIF5 grant.



Several school districts began this journey back in 2010 and the currently participating districts will wrap up TIF5 in school year 2020-21 with an overall estimated contribution to educator salaries and benefits of \$38 million. The TIF alliance of school districts have been at the forefront in terms of articulating a common vision of instructional improvement and aligning their salary structures to that vision.

For further information, please contact Richard Eagan (richard.eagan@maricopa.gov).



Implementation Leads Meeting
April 26th

Opportunity Culture PD
Cohort B: Session 5
May 7th & 9th

Supporting Para-educators in Nadaburg

By Tanya Gabrick, Field Specialist, & Nancy Penzone, Peer Evaluator

In Nadaburg, REIL-Extend peer evaluators have had the opportunity to help increase the knowledge and skills of the para-educators who provide reading, math, and English language intervention to students. Peer evaluators have been training Nadaburg’s amazing Title I para-educators to support students in effective small group instruction, engagement strategies, and how to utilize screeners and documentation to conduct ongoing data analysis.



Victoria Kent and Lori Beach

During the day, peer evaluators share rooms with the para-educators allowing the peer evaluators to provide specific and immediate feedback through coaching. This direct access has resulted in increased student achievement and led to celebrations centered around student progress in a positive learning environment. At both campuses, students are excited to come to learn. Para-educators are able to assess student progress daily and adjust instruction as needed for students to be successful.

Mrs. Beach, Mrs. Kent, and Ms. Olson are reading para-educators and support students in building phonics and fluency

skills and graphing their progress. Mrs. Budoy, the English language interventionist, teaches students how to read, write, and comprehend vocabulary and texts in English. In math intervention, Mrs. Martin helps students to develop conceptual understanding using hands-on strategies. These para-educators are shining brightly and helping students’ have success!



Jasmine Budoy and Makenzi Olson

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

*Not Pictured: Erica Martin

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.

Scan the QR codes to watch our latest additions!

Authentic Engagement

Level 3



Student to Student Interaction

Level 4



Practice/Aligned Activity

Level 4



Real-Time Assessment

Level 4



Relationships

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).