AMPHITHEATER UNIFIED SCHOOL DISTRICT

Project EXCELL!
Teacher Incentive Fund Grant
United States Department of Education

Implementation Manual

Phase V Design

2011/2012

Student Achievement

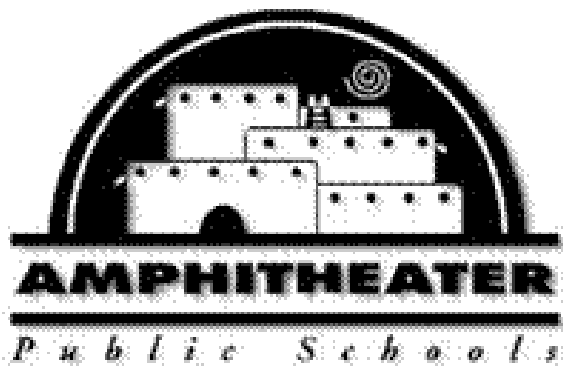*Professional Development*

Leadership

AMPHITHEATER UNIFIED SCHOOL DISTRICT

701 W. Wetmore Rd.
Tucson, AZ 85705
School Operations
Project EXCELL!

Phone: 520-696-5174
Fax: 520-696-5066
E-mail: rlopez@amphi.com

August 2011

Governing Board

Jeff Grant, President
Diana Boros, Vice President
Kent Paul Barrabee, Ph.D.
Linda Loomis, Ph.D.
Susan Zibrat

District Administration

Vicki Balentine, Ph.D., Superintendent
Todd A. Jaeger. J.D., Associate to the Superintendent
Patrick Nelson, Associate Superintendent
Scott Little, Chief Financial Officer
Monica Nelson, Chief Academic Officer
Doug Aho, Executive Manager, Operational Support
Cathy Eiting, Executive Director, Student Services
Roseanne Lopez, Ed.D., Executive Director, Organizational Support

Vision

"Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs!"

Mission

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

We Believe

- ❖ *all students can learn and achieve.*
- ❖ *everyone has unique strengths, talents, and needs.*
- ❖ *all students and staff should be responsible for and dedicated to educational excellence.*
- ❖ *education requires cooperation, honesty, and respect among the students, parents, staff, school, and community.*
- ❖ *the school community deserves a safe and caring environment.*
- ❖ *our actions reflect our values and our dedication to meeting student needs fairly and equitably.*
- ❖ *ample resources are essential to accomplish the Mission.*

We Value

diversity, creativity, curiosity, diligence, achievement, honesty, caring, fairness, respectfulness, and service to the community.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

Project EXCELL! Phase V, 2011/2012

Grant Themes

The approved Teacher Incentive Fund (TIF) proposal, Project EXCELL!, includes themes which are embedded in the complete pay for performance design. The themes are:

- Student Achievement
- Professional Development
- Leadership
- 21st Century Teaching and Learning
- Collaboration

The Phase V Design for Project EXCELL! addresses all of these areas. Phase I, II, III and IV provided the opportunity to examine the implementation and make adjustments and improvements.

Information can be accessed on-line at:
http://www.amphi.com/departments/teachlearn/projexcell/home.html

Eligibility

Teachers, school administrators, and Instructional Support Leaders in eleven Amphitheater schools are eligible to participate in Project EXCELL!. A school must have at least 30% free/reduced lunch in order to qualify under the grant guidelines. The eleven schools are:

Amphitheater High School
Amphitheater Middle School
Coronado K-8 School
La Cima Middle School
Donaldson Elementary School
Holaway Elementary School
Keeling Elementary School
Nash Elementary School
Prince Elementary School
Rio Vista Elementary School
Walker Elementary School

Note for 2011/2012: Teachers with three or fewer years with Amphitheater School District are only eligible for a <u>one</u> point plan in Leadership.

Definition of "Teacher" for the purposes of this grant:

- Has direct instructional contact with students;
- Provides instruction to students based on state standards or district designated curricula;
- Regularly designs and implements classroom activities to promote desired learning; and
- Utilizes assessments over time to determine whether learning has occurred.

DUE DATES FOR 2011/2012 PHASE V

Please be advised: You must meet deadlines for this project in order to participate and receive an award. The due dates are tight so that awards can be paid out in a timely fashion.

Application Due: August 19, 2011

Individual Leadership and Professional Development Plan Due: September 9, 2011

My Classroom Assessment #1-9 due for "Pathway 2" participants: September 16, 2011

Classroom Observation: (Scheduled by School, TBA) One additional* observation completed between August 22nd and November 9th

Documentation Submittal Due for First Award: November 10, 2011

First Award: January, 2012

Classroom Observation: (Scheduled by School, TBA) One additional* observation between January 3rd and May 9, 2012

Documentation submittal Due for Second Award: May 10, 2012

Second Award: July, 2012

*Notes: "Additional" observation means in addition to the scheduled and unscheduled evaluations by the building administrator.

Career Ladder participants at the Entry to Instructional Skills (EIS) and Instructional Skills (IS) levels do not need to schedule additional observations specifically for Project EXCELL!

The Easy Planner for Project EXCELL! Participation

Task	Due Date
Complete application for Project EXCELL!	**August 19, 2011**
Complete the ASIP (Arizona School Improvement Plan) (school administrators)	**October 7, 2011**
Complete Individual Leadership and Professional Development Plan (ILPD Plan)	**September 9, 2011**
My Classroom Assessment #1-9 for "Pathway 2"	**September 16, 2011**
Classroom Observations Observations will be unannounced for 2011/2012	**WATCH FOR the posting of the observation period(s) for your school.**
Complete reflection forms and leadership documentation form	**On-going throughout first award cycle**
Select or design classroom assessment and complete the My Classroom Performance Assessment Form	**Complete prior to conducting assessment. 4 week minimum time period from goal setting to assessment completion**
Conduct classroom assessment and gather student data	**On-going, teacher selected time during the first award period**
Submit Documentation	**November 10, 2011**
Adjust objectives or timeline on Individual Leadership and Professional Development Plan (ILPD Plan)	**Submit to principal for review (associate superintendent for administrator plans) no later than ten days after pay out.**
GET A CHECK!	**January 2012**
Sign up for a classroom observation	**WATCH FOR SIGN UP SHEET OR EMAIL AT SCHOOL. Observations between January 3rd and May 9th**
Conduct classroom assessment and gather student data	**On-going, teacher selected time during second award period.**
Complete reflection forms and leadership documentation form	**On-going throughout second award cycle.**
Submit documentation	**May 10, 2012**
GET A CHECK!	**July 2012**

Potential Teacher Award Levels 2011/2012

First Award		Second Award	
Student Achievement: My Classroom Performance Assessment	$1,250.00	Student Achievement: My Classroom Performance Assessment	$625.00
Student Achievement: My School	$1,250.00	Student Achievement: My Classroom: Standardized Measures	$625.00
Professional Development:	$1,250.00	Student Achievement: My School	$1,250.00
Leadership:	$1,250.00	Professional Development:	$1,250.00
		Leadership:	$1,250.00
Total Potential Award	$5,000.00	Total Potential Award	$5,000.00

Project EXCELL! Phase V: Teacher Participant Requirements

APPLICATION
Eligible teachers will submit an application and commitment form to Project EXCELL! due on August 19, 2011. On the form, teachers will include basic demographic and other school-related information.

LEADERSHIP AND PROFESSIONAL DEVELOPMENT PLANS
Participants write a Leadership and Professional Development Plan which is due September 9, 2011. In the plan, teachers will outline their goals for leadership and professional development, list specific, targeted objectives to support the goals and develop a timeline for accomplishment of each objective. All Leadership and Professional Development Plans must be aligned with school and district goals. 21st Century Skills and collaboration must be embedded in the plan. Plans are submitted to the principal or administrative team at the school for approval. A copy of the signed plan is sent to the Project EXCELL! office by the school administration, the school administrator keeps a copy, and the teacher retains a copy of the signed plan.

Leadership and Professional Development Plans can be revised and new objectives added after each award payment. Teachers will be encouraged to keep overarching goals and to adjust objectives to reflect their acquisition of the new learning. This will help avoid the problem of asking teachers to jump from one new initiative to the next without time for full integration into instructional practice. Occasionally an activity will be cancelled that is out of the control of the participant. If this occurs, the participant has **10** days from the date of notice of the cancellation to revise their plan.

POINT MATRIX: LEADERSHIP
The Leadership Component is outlined on a "Point Matrix" which details the descriptors and indicators for three different levels of accomplishment. For Leadership, the highest level, "Commitment," is valued at 4 points. The middle level, "Engagement," is valued at 2 points and the lowest level, "Involvement," has a value of 1 point. For full compensation, the participant must accomplish objectives matching the indicators and descriptors of the levels, in some combination, to total 6 points. A participant can choose to write objectives totaling less than 6 points. Teachers who write objectives totaling less than 6 points will receive pro-rated compensation. For example, if a teacher is involved in one 2-point activity, they would receive one-third of the available compensation for Leadership. One 2-point activity and one 4-point activity would result in full compensation for Leadership.

NEW FOR 2011/2012: Teachers with three or fewer years in Amphitheater may only write a <u>one</u> point plan for Leadership.

The Leadership component for teachers is new to pay for performance systems in our district. The Design Teams and others recognize that building leadership capacity for teachers at the building and district levels is vitally important. Teacher Leadership activities do not have to remove a teacher from their classroom or their school. School administrators will work with staff to develop leadership opportunities which are in alignment with school goals.

POINT MATRIX: PROFESSIONAL DEVELOPMENT
The "Point Matrix" for Professional Development is designed to encourage teachers to engage in thoughtful, reflective and collaborative practice. At the top 4-point level, "Synthesis," teachers are fully integrating professional learning in the classroom and collecting data on their implementation. At the 2-point level, "Application," teachers are working in collaborative groups with other teachers to begin to apply new learning and to give and receive feedback. The 1-point level, "Knowledge," invites the teacher to learn something new which may eventually become part of a 2-point or a 4-point activity.

The Professional Development Component requires at least one 2-point activity. All 2-point activities require collaboration. Some 4-point activities may have a collaborative element; if so, that particular activity will fulfill the collaboration requirement. Teachers must acquire 6 points to receive full compensation for this component. No participating teacher who fulfills the requirements for pay will

receive less than one-third of the award available for this component due to the one 2-point activity minimum.

The point matrix can be seen as a cycle of learning: at the 1-point level teachers acquire important new knowledge; at the 2-point level they work with colleagues to process that knowledge and apply the skills in the classroom; at the 4-point level teachers are fully synthesizing the new learning into their practice by collecting student achievement data, reflecting, and making modifications to increase effectiveness.

STUDENT ACHIEVEMENT

The Student Achievement component of Project EXCELL! involves both standardized and classroom assessment measures. Details regarding this component are discussed later in this manual. A complete "classroom assessment" will be required for both submittals (unless the participant is choosing "Pathway 2"). See the "My Classroom Performance Assessment Form" at the end of this manual. (Note: For Phase V, participants may choose the "Pathway 2" option for My Classroom Assessment. See pages 70 and 71.)

REFLECTIONS AND DOCUMENTATION

Participants are encouraged to document their work along the way. Reflections should be written immediately following task completion to avoid overload at the end of an award cycle. Documentation details are listed on the bottom of the Point Matrix.

For Professional Development, one reflection is required for each 4-point activity, one reflection is required for each 2-point activity, and one reflection is required for each 1-point activity per award cycle for Phase V. The first award cycle concludes on November 10, 2011, the second award cycle concludes May 10, 2012.

The Leadership Documentation Form is required for the Leadership component. School administration must sign the documentation form to validate the completion of the activities. Participants are required to maintain verification of their participation/work for this component. Please review the form for additional documentation information.

A checklist to assist in preparation of the Documentation Submittal is included in the form section of this manual. All participants will be provided an envelope for the submission.

STIPENDS

If a stipend is received for an activity from another funding source, this activity cannot be included on the Leadership and Professional Development Plan. Participants can choose to forgo the stipend and include the activity on the plan OR keep the stipend and do the activity separate from Project EXCELL!. Student teaching cannot be included.

THE "BRIEFING" AND EMAIL UPDATES

It is the responsibility of the participant to keep informed of clarifications throughout the process. The "Briefing" email newsletter or periodic email updates are the key sources of information from the Project EXCELL! office. It should be seen as a supplement to this Implementation Manual.

ASSISTANCE FOR PARTICIPANTS

Instructional Support Leaders can provide assistance for participants as they prepare their plans and documentation. The Instructional Support Leader cannot give final approvals.

LATE SUBMITTALS

Due to the quick turn-around time between the documentation submittal and the pay out, late submittals may result in no award. In case of serious conflicts with deadlines, please contact the Project EXCELL! Office.

MISSING INFORMATION

It is the responsibility of the participant to keep abreast of program requirements and to prepare and submit necessary documentation. Missing documentation will result in a reduced award or no award. Participants

must participate in all of the major components (e.g., Professional Development, Leadership and Student Achievement) in order to receive an award.

PARTICIPANTS ON PART TIME CONTRACTS

Participants on part time contracts at a Project EXCELL! school are eligible for the full Professional Development and Leadership awards. The part time participant is eligible for a portion of the student achievement award equivalent to the percentage of their contract.

PARTICIPANTS WHO LEAVE THE DISTRICT

Participants who have met all requirements upon completion of an award cycle will be eligible for payment. The participant must provide a forwarding address. Checks that are returned to the district due to incorrect address will be held for no more than one year in the Finance office at Wetmore Center.

LEAVES OF ABSENCE

Participants who are on leaves of absence for a portion of an award period submit the completed portion of the documentation. Pay out to participants on leave will be prorated according to the percentage of days worked during the award cycle. For example, if a teacher worked 50% of the days in the award period, they will be eligible for 50% of the Leadership component earned, 50% of the Professional Development component earned, and 50% of the Student Achievement component earned.

PARTICIPANTS WHO RECEIVE A RATING OF "U" ON THE ATPES

Participants who receive a "U" rating on any indicator or any whole domain of the ATPES will not be eligible for an award during the award period where an improvement plan is in place for that "U" rating.

Project EXCELL! Phase V: School Administrator Participant Requirements

APPLICATION
Eligible administrators will submit an application and commitment form to Project EXCELL! by August 19, 2011. The form will include basic demographic information.

LEADERSHIP AND PROFESSIONAL DEVELOPMENT PLANS
The administrators will then write a Leadership and Professional Development Plan which is due September 9, 2011. The plan will outline goals for leadership and professional development, the specific targeted objectives to support those goals, and the timeline for accomplishment and a listing of evidence that will be submitted to document accomplishments. All Leadership and Professional Development Plans must be aligned with school and district goals, include a 21st Century Skills component, and a collaborative component. **In addition, all School Administrator Plans must include a 4 point activity in either Professional Development OR Leadership.** The plans will be reviewed by the Superintendent and Associate Superintendent.

Professional Development and Leadership Plans may be revised with new objectives after each award payment. Administrators will be encouraged to keep overarching goals and to adjust objectives depending on their level of acquisition of the new learning or implementation of a program.

POINT MATRIX: LEADERSHIP
The Leadership Component is outlined on a "Point Matrix" which details the descriptors and indicators for three different levels of accomplishment. For Leadership, the highest level, "Commitment," is valued at 4 points. The middle level, "Engagement," is valued at 2 points and the lowest level, "Involvement," has a value of 1 point. For full compensation, the participant must accomplish objectives on the levels in some combination to total 6 points. Combinations resulting in fewer than 6 points will receive partial compensation. For example, if an administrator is involved in one 2-point activity, he/she would receive one-third of the available compensation for Leadership. One 2-point activity and one 4-point activity would result in full compensation for Leadership. **The Associate Superintendent will review and approve potential leadership activities, which are aligned with district goals, with school administrators prior to the plan due date.** Administrator participants must include a 4-point activity on their plan.

POINT MATRIX: PROFESSIONAL DEVELOPMENT
For Professional Development, the "Point Matrix" is designed to encourage administrators to engage in thoughtful, reflective and collaborative practice. At the top 4-point level, "Synthesis," administrators are fully integrating professional learning in the school and collecting data on the implementation. At the 2-point level, "Application," administrators are working in collaborative configurations to try out new learning and give and receive feedback. The 1-point level invites the administrator to learn something new which may eventually become part of a 2-point or a 4-point experience. The Professional Development Component requires at least one 2-point activity requiring collaboration. Since collaboration is a main theme in the grant, this requirement will help ensure success. Any 4-point activities which require collaboration also fulfill the collaboration requirement. Administrators must acquire 6 points to receive full compensation for this component. No administrator who fulfills the requirements for pay will receive less than one-third of the award available for this component due to the one 2-point activity minimum.

STUDENT ACHIEVEMENT
The Student Achievement Component for School Administrators consists of two parts; My School and My Classrooms. At the My School level, the results reflect the average growth of all students in the school. The My Classrooms level reflects student growth across individual classrooms at the school. The intent is to have every school administrator focus on both the school and the individual classroom level performance.

MY BUILDING: FISCAL RESPONSIBILITY
In addition to the requirements set forth in this document, all school administrators in charge of budgets will be required to obtain a signature from the Associate Superintendent indicating the allocated budgets for their school have been managed effectively and with accuracy before the Leadership component of the award can be issued.

REFLECTIONS AND DOCUMENTATION
All administrators will be required to submit documentation in which they will provide evidence of their accomplishments in Leadership and Professional Development and progress on their School Improvement Plans. Reflections will be evaluated by the Associate Superintendent and the Superintendent for quality with a focus on the changes in administrative practice which were made as a result of the plan. A checklist for preparation of the portfolio is provided in the appendix of this manual. The School Improvement Plan serves as the assessment plan for principals. School administrators will meet twice per year with the Associate Superintendent. This will serve as the "observation" component. Participants should keep abreast of clarifications sent by the program director.

MISSING INFORMATION
It is the responsibility of the participant to keep abreast of program requirements and to prepare and submit necessary documentation.

LATE SUBMITTALS
Due to the quick turn-around time between the documentation submittal and the pay out, late submittals may result in no award. In case of serious conflicts with deadlines, please contact the Project EXCELL! Office.

STIPENDS
If a stipend is received for activity, this activity cannot be included in the Leadership and Professional Development Plan. Participants can choose to forgo the stipend or do the paid activity separate from Project EXCELL! and accept the stipend.

THE "BRIEFING"
It is the responsibility of the participant to keep informed of clarifications through the process. The "Briefing" email newsletter is the key source of information from the Project EXCELL! Office. It should be seen as a supplement to the Implementation Manual.

ASSISTANCE FOR PARTICIPANTS
Please contact the Project EXCELL! office if assistance is needed.

ASSISTANT PRINCIPALS AND INSTRUCTIONAL SUPPORT ASSISTANTS
Administrators in this employee group play a very important supportive role to the building principals. Assistant Principals and Instructional Support Assistants will complete the Leadership and Professional Development Plan and will submit evidence of accomplishment of criteria utilizing the same point matrices as principals. Plans must coincide with and be approved by the principal at the school in which they work and then forwarded to the Associate Superintendent for final approval. Leadership Plans and resulting documentation are approved by the principal at the site.

LEAVES OF ABSENCE
Participants who are on leaves of absence for a portion of an award period submit the completed portion of the documentation. Pay out to participants on leave will be prorated according to the percentage of days worked during the award cycle. For example, if a teacher worked 50% of the days in the award period, they will be eligible for 50% of the Leadership component earned, 50% of the Professional Development component earned, and 50% of the Student Achievement component earned.

PARTICIPANTS RECEIVING UNSATISFACTORY PERFORMANCE EVALUATION ON THE AMPHITHEATER PRINCIPAL EVALUATION SYSTEM
Administrator participants who receive unsatisfactory ratings on their evaluation will not be eligible for an award during the award period where a plan for improvement is in place.

Project EXCELL! Phase V: Instructional Support Leader Participant Requirements

Instructional Support Leaders (ISL's) play an important evaluative role for Project EXCELL!. They will participate in on-going professional development throughout the grant cycle. For the purposes of receiving a compensation award, ISL's will:
Successfully complete to a quality level the Professional Development plan in place for them for Phase V.
Quality Indicators:
  ➢ Completion of quality written feedback to teachers based on ISL's Career Ladder training
  ➢ Reflection on implementation of professional learning over the award period
This will constitute completion of Project EXCELL! Professional Development for this employee group.

For the Leadership Component of the performance award; Instructional Support Leaders will sustain and support the Project EXCELL! pay for performance system by:
1. Completing professional development assignments (e.g., Career Ladder Module training, Professional Development Module, etc.)
Quality Indicators:
  ➢ Successful planning and implementation of the training session(s)
  ➢ Feedback from training participants
  ➢ Follow up plan included
2. Conducting observations of teachers for the purposes of Project EXCELL!.
3. Providing feedback to teachers as a result of the observations.
4. Reading Project EXCELL! documentation from teachers and providing necessary feedback.
5. Providing input to Project EXCELL! in terms of management and implementation of the program as it relates to the evaluation component.

Student Achievement Component

The main goal of Project EXCELL! is to raise student achievement in the eleven targeted schools. Further, we know that teacher collaboration focused on student achievement data or analysis of student work increases student achievement. The compensation award targeted for student achievement will be divided, with 50% awarded for "My Classroom" and 50% for "My School." Under the "My Classroom" component, participating teachers will design or choose a performance assessment and collect student data for both award periods. For the second award period, student achievement on standardized measures will be disaggregated to the classroom level. For the "My School" component, data will be aggregated to the whole school level for each of the appropriate assessments. Every participating teacher in the school will receive the same award for the "My School" component. This is similar to the practice that is currently used for the 301 plans. Linking pay for performance with whole group responsibility promotes increased collaboration among teachers.

Standardized Assessment Component
Determining a fair and manageable data analysis process is critical to the project. To that end, tests which give two data points from which growth can be measured are preferred. DIBELS, MAP, and AIMS assessments have been selected as standardized assessments. A locally standardized writing assessment will be utilized at Amphitheater High School in grades 9-12. In addition, MAP at grade 9 and increasing passing rates on the AIMS will be utilized.

Some assessments used for Project EXCELL! will allow for a value-added data analysis. In value-added models, growth targets are tailored to the use of student characteristics (e.g., language learners, low socioeconomic status, special education, etc.). In each cycle of Project EXCELL!, a score will be computed by subtracting the actual academic growth made by each student from the targeted growth for that student. The student growth scores will be averaged for all students in a teacher's classroom. Since there is potential for "error" and concerns with sample size in a statistical analysis, a confidence interval will be used to adjust the final results. Performance compensation will be based on classroom growth score averages which meet or exceed targeted growth expectations for that population.

An important understanding is that this data analysis is based on growth, and every child serves as his/her individual baseline. A growth analysis moves away from looking at a percentage of students that meet some predetermined test score "target" and moves toward measuring rates of individual student growth over time. Value added data analysis helps to hold professionals accountable for the value added to student growth, without penalizing or rewarding for pre-existing differences of the students in the classroom/school. For more information see pages 18-23 of the Project EXCELL! Implementation Manual.

Classroom Performance Assessment Component
We acknowledge that student achievement should not be measured by standardized testing alone, particularly when assessing 21st Century Skills such as critical thinking, creative thinking and collaboration. The Student Achievement Component for Project EXCELL! will require teachers to utilize or design a classroom performance assessment which in some way addresses one or more 21st Century Skills. Teachers will submit a thorough My Classroom Performance Assessment Form with data analysis and reflection.

Classroom Performance Assessment "Pathway 2"
For the final phase of Project EXCELL! teachers may choose "Pathway 2". This choice involves working with a whole grade level or department on the implementation of an "end of course" type assessment. (See details on pages 70 and 72.)

Data Analysis and Data Quality
For complete information regarding student achievement data analysis, please see the Data Analysis and Data Quality Manual available from the Project EXCELL! office and school administration.

Classroom Performance Assessments for Phase V

Classroom Assessments for Project EXCELL! are required to be those that show student learning at higher levels of thinking and learning. The My Classroom Performance Assessment Form found at the back of this manual will assist with the design. The form includes quality indicators which must be met. For Phase V, some indicators are required to receive a pay out. The quality indicators are:

1. **Indicators of Quality Assessment**
The reader of your assessment will look for the following criteria in your performance assessment
CLEAR PURPOSE
- Academic need for this assessment is clearly defined
- **Goals are challenging and attainable ***
- Standards and performance objectives are written out in their entirety

SOUND DESIGN
- **Assessment design is clear, relevant and challenging ****
- Assessment is aligned with the goal and standards for the subject area
- Assessment is a real performance of a skill
- Prompt is written in student-friendly terms
- **Higher levels of thinking are integrated and expected of students ****
- 21st Century Skill is marked and relevant
- Instructional time frame (minimum 4 weeks) is documented

EVIDENCE
- Measurement tool is attached
- **Measurement tool matches the goals of the assessment ***
- Levels of performance are explained for each category on the measurement tool
- Class list with student data included
- Student work samples and measurement tools are included

REFLECTION
- Teacher thoroughly analyzes assessment design
- **Teacher thoroughly reflects on student results ***
- Teacher thoroughly connects the assessment to future learning

Note: Indicators in bold hold extra weight when determining the pay out amount.
** If not present, assessment is not acceptable and pay out would be "0."
* If not present, pay out maximum is 20%. For detailed pay out information, see below of the Project EXCELL! Implementation Manual.

My Classroom Performance Assessment Pay Out

0%	20%	60%	100%
0 – 7 **or double starred indicators not met**	8 – 11 **double starred met**	12 – 15 **and all starred indicators met**	16-18 **and all starred indicators met**

Standardized Assessments for Phase IV

Assessment	Grade Level(s)	Phase IV First Award	Phase IV Second Award
DIBELS	K-1	Not utilized	Fall to spring growth
NWEA MAP	2-9	Not utilized	Fall to spring growth
Amphi High Writing Assessment	9-12	Not utilized	Fall to spring growth
AIMS-DPA	3-8 10-12	3-8 10-12 passing rates	Not utilized
Classroom Performance Assessment	K-12	Designed or chosen by the teacher and utilized in the Fall	Designed or chosen by the teacher and utilized in the Spring

Student Achievement Award Percentages for Phase V

Teachers (First Award): Compensation for student achievement represents 50% of the total award. (25% My Classroom Assessment and 25% My School)

My Classroom: 25%	My School: 25%
Classroom Assessment	Whole school aggregated student standardized assessment measures

Teachers (Second Award): Compensation for student achievement represents 50% of the total award. (12.5% My Classroom: Classroom Assessment, 12.5% My Classroom: Standardized Assessment and 25% My School)

My Classroom: 25%	My School: 25%
12.5% Classroom Assessment 12.5% Standardized Assessment	Whole school aggregated student standardized assessment measures

How Academic Growth is Determined for Classrooms and Schools

MAP Growth

The academic growth of students from the Amphitheater District was examined for the past two years. Typical growth was studied across several factors, such as the starting ability level of each student, whether they receive special education services, are English language learners, mobile students, or eligible for free or reduced lunches.

A model was developed that accounts for all of the characteristics above for each student and then predicts how much they might grow based on how other students (with similar characteristics) in the district did in previous years.
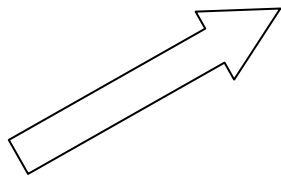
Students with low starting abilities tend to grow more than student with high starting abilities.
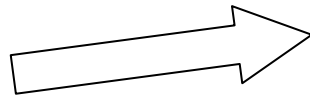
Students who are ELL, SPED, Mobile or from low SES families grow at a slower rate than students who are not.

The real growth each student made was then compared to the predicted amount. The difference was called a "performance residual."

*John is a 4th grade student with a Fall Reading RIT score of 178, he is also an English language learner. John's predicted spring growth is about 10 points (based on students similar to John for the last 2 years). If John actually grows 12 points then his performance residual is (12 - 10 = **2**).*

The next example shows a class with 5 students. Mary has grown 3 points higher than she was predicted to score. Fred and Jean also grew more than predicted. Students John and Sue grew less than predicted.

Example of a Classroom with Typical Performance
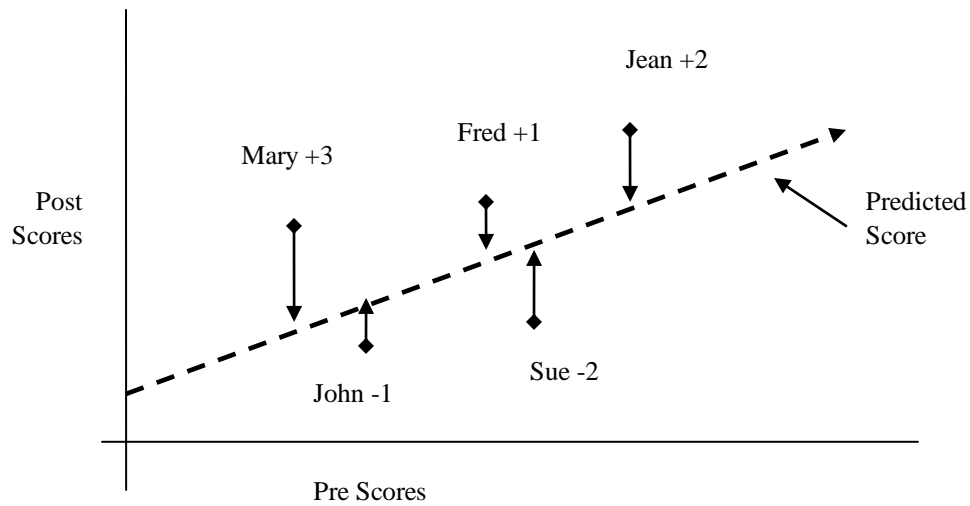
The students' performance residuals for each classroom or grade level were averaged.

The next graph shows that Teacher A's classroom had more students with higher positive performance residuals.   In fact, the average for this classroom is +1.8.

Teacher A's Classroom with Higher than Average Performance
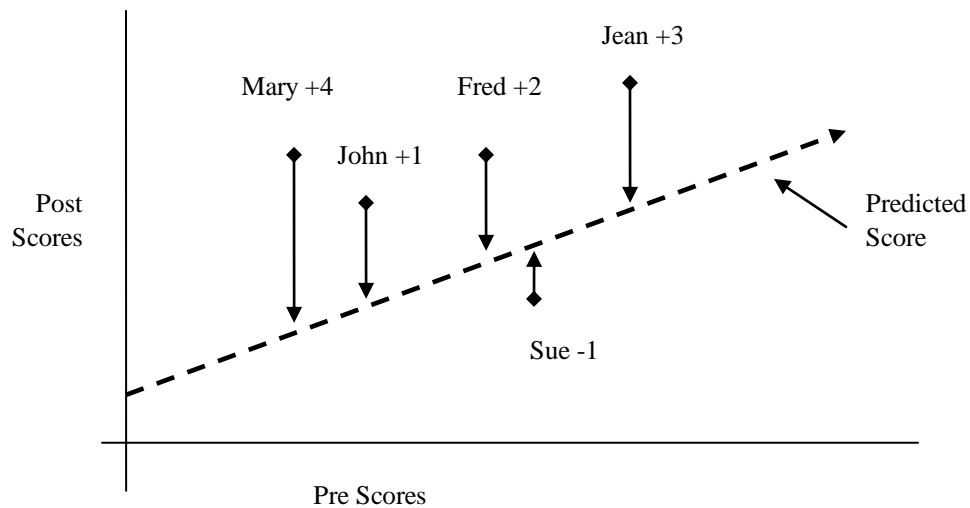
Teacher B's classroom had more students with negative performance residuals.   The average for this classroom is -1.6.

Teacher B's Classroom with Lower than Average Performance
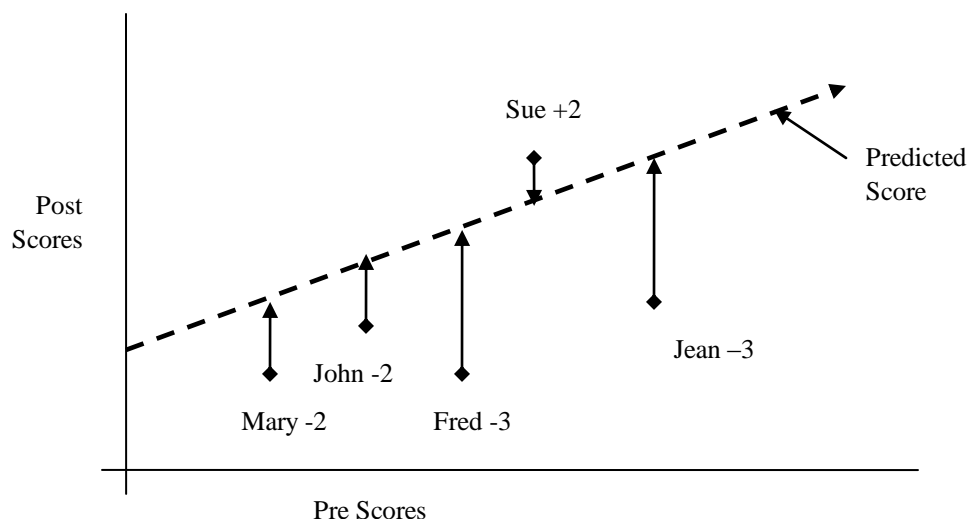
An indicator called the "Instructional Effectiveness Index" was computed for each classroom and grade level at a school. The Instructional Effectiveness Index was based on the average performance residual and a confidence interval using the class size and the variance of the residuals.

	Instructional Effectiveness Index
Teacher A	+2.0
Teacher B	-1.0
Teacher C	0.0
Teacher D	+1.9
Teacher E	-0.35

Award levels were determined for classrooms or grades for Project EXCELL!. Classrooms with an Instructional Effectiveness Index of 0 (zero) indicate that the students were growing at the same/typical rate as other students in the district with similar characteristics. Classrooms with a large positive Instructional Effectiveness Index indicate that the students (on average) were growing at a faster rate than other students. Conversely, a large negative Instructional Effectiveness Index indicates that the students (on average) were growing at a slower rate than other students with similar characteristics.

Award levels for Project EXCELL! were based on the Instructional Effectiveness Index. Partial awards were given for "typical" growth, that is, an Instructional Effectiveness Index near 0. Full award amounts were paid for "better than typical" growth. No pay outs were given for "less than typical" growth. The award levels and cuts are listed in the next table; cuts were based on the standard deviations (SD's) of the Instructional Effectiveness Indices for all the classrooms within a particular grade and subject area.

Award level	Instructional Effectiveness Index
100%	Greater than .25 SD above 0.
60%	From 0 to .25 SD's
20%	From -.5 SD's to 0
0%	Less than -.5 SD's below 0

AIMS DPA Growth

The model for analyzing student gains on AIMS is similar to that of MAP. AIMS DPA scores of all district students for two years were used to see what academic growth was typical for students with different characteristics. AIMS growth is computed year-to-year instead of fall-to-spring as in done for the MAP analysis. For each student,

AIMS growth = Difference between 3rd grade 2007 scale score and 4th grade 2008 scale score

AIMS is given in grades 3-8, so growth scores could be calculated for grades 4-8.

AIMS growth that was typical or better than growth in the past for the district resulted in awards. Partial awards were given for "typical" growth, and full awards for "better than typical" growth. The award levels for Reading and for Math were calculated separately and then averaged for each grade. Below is an example for middle school:

AIMS Test	Award	Grade award	My School
Grade 6			
Reading	60%	80%	
Math	100%		
Grade 7			
Reading	20%	20%	50%
Math	20%		
Grade 8			
Reading	100%	50%	
Math	0%		

The AIMS analysis for Project EXCELL! was calculated only for "My School," not for "My Classroom."

DIBELS Growth

The academic growth of all K-1 students in the district for two years was examined to see how student characteristics such as starting proficiency, free/reduced lunch, English learner and special education status influenced growth. The model for analyzing student gains using DIBELS is generally similar to that of MAP with a few differences.

Proficiency levels (benchmark labels) were used to show growth and were assigned values. These were *At risk/Deficit* = 1, *Some risk/Emerging* = 2, and *Low risk/ Established* = 3.

Growth = Posttest proficiency level − Pretest proficiency level

For example, a student assessed as *At risk* at the pretest and *Established* at the posttest had growth of 2.

To determine typical growth for the Amphitheater District, the growth of students with known risk factors was calculated for the baseline years. Growth was calculated separately for English language learners, special education students, students receiving free/reduced price lunch, and students with none of these risk factors. If a student had more than one risk factor, the lowest average growth for that student was used. The scores of mobile students were removed, so that they would not have any impact on the award levels.

As in the other analyses, awards were given for passing rates that were similar to the baseline or better. Math, Reading and Writing award levels were averaged for each grade 10-12 and averaged again for the school award. For example:

The predicted growth for each student was compared to his actual growth. The difference was the performance residual. If the residual was positive, the student grew more than predicted; if it was negative, he grew less than predicted. All the student residuals for each DIBELS subscale were averaged for the grade to get a measure of teaching effectiveness. For example:

Kindergarten student	Residual for ISF
Victor	0
Eliza	.35
Sarah	-.75
Brandon	-2.7
Adalberto	3.5
Average	.08

Just as for the MAP analysis, an Instructional Effectiveness Index was computed based on the average performance residual and a confidence interval using the number of students in that grade and the variance of the residuals.

Award levels were based on the Instructional Effectiveness Index. Partial awards were given for "typical" growth, that is, an Instructional Effectiveness Index near 0. Full award amounts were paid for "better than typical" growth. No pay outs were given for "less than typical" growth.

Awards were computed separately for each DIBELS subscale. These awards were averaged for the grade-level award. For example:

Grade and Scale		Award	Grade award
Kinder			
	ISF	60%	
	LNF	100%	70%
	PSF	100%	
	NWF	20%	
Grade 1			
	PSF	100%	
	NWF	60%	53%
	ORF	0%	

Grade-level gains were used for both "My Classroom" and "My School." The analyses and awards were identical.

High School AIMS Growth

High school AIMS is a one-time event for each student; thus individual gains could not be measured. Instead, growth was measured by the change in the passing rate for each subject (Math, Reading and Writing) for each grade tested (10, 11, and 12).

The passing rates at Amphitheater High School for three years (2004-05, 2005-06 and 2006-07) were used as a baseline. Each grade and subject was analyzed separately.

High school AIMS is a measure of whole-school effectiveness; therefore it is used for the award for "My School" but not for "My Classroom."

HS AIMS Test	Award	Grade award	School award
Grade 10			
Math	60%		
Reading	100%	73.3%	
Writing	60%		
Grade 11			
Math	60%		
Reading	0%	26.7%	62.2%
Writing	20%		
Grade 12			
Math	100%		
Reading	100%	86.7%	
Writing	60%		

High School Writing Assessment Growth

In Phase II, the high school Writing Assessment analysis compared the writing score gains of the current year to the gains of the baseline years (2006-07 and 2007-08).

The three writing traits that were scored were averaged for a single score at each testing time – fall, winter and spring. Gains were calculated for each student.

Writing growth score = Average spring score – Average fall score

The growth of all the students each teacher taught was averaged to show classroom effectiveness. The growth of all the students in each grade was averaged to show school effectiveness. For each classroom and grade an Instructional Effectiveness Index was calculated based on the gain and the number of students in the classroom or grade and the variance of the student growth. The Instructional Effectiveness Index was compared to typical classroom or grade-level growth for the two baseline years.

Partial awards were given for growth close to baseline, that is, "typical" growth, full award amounts were paid for "better than typical" growth, and no pay outs were given for "less than typical" growth.

For "My School," each grade received a separate award and these were averaged for the school-wide award. For example:

Grade	Grade award	School award
Grade 9	60%	
Grade 10	100%	
Grade 11	100%	70%
Grade 12	20%	

Teacher Professional Development Component
(6 points for full compensation, one 2 point activity minimum)

Synthesis   Point Value: 4

Descriptor:
Long-term and in-depth professional learning involving analysis, synthesis, and evaluation of the implementation which may involve a collaborative or academy model

Indicators:
- On-going documentation of impact of professional learning over time
- Implements new instructional practices in the classroom
- Evaluates impact of the implementation on student results in order to adjust, revise or redesign as needed

Potential Activities Fitting this Level   *(Note: Not intended as an all inclusive list.)*

- New teacher involved in high level mentoring relationship with reflection and integration of learning
- Multi-year academic/curricular district wide initiatives resulting in successful classroom implementation (e.g., District Academies, District Assessment Designs)
- Projects involving peer coaching, collaboration and implementation of the learning in school-wide/grade level/department groups (e.g., Understanding by Design, Marzano Infusion Project, 21st Century Skills Think Tank)
- Work on the culminating project (thesis/dissertation) for advanced degree in support of a school/district initiative
- Action research implementations (e.g., Career Ladder CAR: Collaborative Action Research)

Special Notes:
NBCT process (including facilitation meetings): completion and submission of the whole process is worth 6 points for the candidacy year only. If the candidate needs a second year, the second year is worth 4 points. If a teacher is going through the process during 2011/2012 and submits, they have satisfied this component of Project EXCELL!.

NBCT Pre-Candidacy Class: completion of the eleven modules and attendance at the sessions is worth 4 points.

Arizona Governor's Master Teacher/Mentor Project: completion and submission of the whole process is worth 4 points for the training year. If a teacher is going through the process during 2011/2012 and completes the work, they have completed an activity worth 4 points.

Documentation Guidelines:
- NBCT/Master Teacher: Project EXCELL! 4 point Reflection Forms. Documentation of completion.
- Mentoring relationships: Project EXCELL! 4 point Reflection Forms
- Extensive trainings or district-wide initiatives: Certificates of participation along with Project EXCELL! 4 Point
- Reflection Forms
- Advanced degrees: Transcripts or proof of continuous enrollment, actual certificates, attach to a 4 point Project EXCELL! Reflection Forms – one per submittal
- Multi-year extensive study and implementation: Project EXCELL! 4 point Reflections Forms
- Career Ladder CAR: Career Ladder Individual Reflections on Group work attached to Project EXCELL! 4 point reflection forms (2) along with meeting schedule and documentation of attendance

Reflection Requirements for Each Submittal:
One reflection for each 4 point activity per submittal
Meets quality indicators for reflection

Hint: Do your reflections as you do the work….in process……

Teacher Professional Development Component

Application	Point Value: 2

Descriptor:
Purposeful acquisition and implementation of knowledge and skills, through interaction with a collaborative group or academy, focused on school/district goals and initiatives

Indicators:

- Documents interaction with a collaborative group
- Begins to apply learning, shares in an on-going dialogue with a collaborative group.
- Engages in formative assessment of progress toward full implementation

Potential Activities Fitting this Level   *(Note: Not intended as an all inclusive list.)*

- Grade level team collaborating on a school initiative
- School based Professional Learning Communities
- Curriculum mapping with criteria and evaluation (reflect/documentation) reviewed by a team
- Data analysis (MAP/AIMS) – grade level/department data analysis with curriculum or instruction application strategies
- Initiatives which focus on the achievement of second language learners or special needs students involving a collaborative group
- Work on an advanced degree or an endorsement in support of district/school initiatives
- Involvement in collaborative learning resulting in classroom application (e.g., ASSET class, professional book club with reflections. Advanced Placement List Serves)
- Series of workshops related to a district/school initiative with documented reflection, application to the classroom and collaboration with other teachers which spans the semester and/or year
- Career Ladder (e.g., CAR: Independent Action Research, Entry to Student Outcomes, Student Outcomes, ECAR)

Documentation Guidelines:

- Any collaborative group work for program/school development: Project EXCELL! 2 point Reflection Form
- Workshop series: Project EXCELL! 2 point Reflection Form and certificate of attendance
- Book study groups: Project EXCELL! 2 point Reflection Form
- Career Ladder Levels: Attach Career Ladder Reflection Forms to Project EXCELL! 2 point Reflection Form
  If in a CAR group, meeting schedule and documentation of attendance is required.
- Advanced degrees: Transcripts, certificates, attach to a 4 point Project EXCELL! Reflection Form

Reflection Requirements for Each Submittal:
One reflection for each 2 point activity per submittal
Meets quality indicators for reflection

Hints: Do your reflections as you do the work....in process……
     Collaborative groups can complete the reflection as a team. Individually, complete the last question.

Teacher Professional Development Component
Knowledge   **Point Value: 1**

Descriptor:
Individual, purposeful acquisition of knowledge and skills tied to school/district goals

Indicators:
- Documentation and reflection of learning indicating ties to school/district goals

Potential Activities Fitting this Level   *(Note: Not intended as an all inclusive list.)*

- Single workshop related to a district/school initiative with reflection
- Individual research or professional reading
- Grade level/classroom data analysis (e.g., MAP, AIMS, DIBELS)
- ASSET class without application
- MAP on-line classes (Knowledge Academy - NWEA)
- Learns about students' communities and attends select community events to build trust through interactions
- Uses the internet and other electronic resources for research; routinely uses CD-ROMs, e-mail, internet and distance learning to support professional learning.
- Career Ladder (e.g., Instructional Skills)

Documentation Guidelines:
All activities: 1 point Project EXCELL! Reflection Forms

Reflection Requirements for Each Submittal:
One, 1 point Project EXCELL! Reflection Form for each activity
Meets quality indicators for reflection

Note: The 1 point reflections only need to be submitted one time. Once the activity is complete, fill out the form and prepare for the next submittal. All 1 point reflections must be completed by the second submittal of the year.

Teacher Professional Development Component	
Not eligible	**Point Value: 0**

Descriptor:
Basic acquisition of knowledge; little classroom application; perhaps just personal interest

Potential Activities Fitting this Level	*(Note: Not intended as an all inclusive list.)*

- Participates in single, stand alone professional development event
- No evidence of transfer of knowledge gained in professional development to the classroom
- Uses technology only as a management tool (i.e. grade books, test scoring, etc.)
- Fails to support professional development
- Expresses that professional development has no personal or professional benefit

Teacher Leadership Component
(6 points for full compensation, one 1 point activity minimum)

Commitment	Point Value: 4

Descriptor:

Long-term, in-depth, far-reaching commitment to teaching leadership and facilitating groups in school/district initiatives

Essential Questions for 4 point level: (Your answer must be "YES" to all questions in order to fit in this level.)

Time
- Does this activity span over the major portion of a year (may include summer months)?

Role
- Are you the leader or facilitator of this activity generating the plans and direction for this group at the school level or representing your school/peers at the district level?

Relevance/Purpose
- Is this activity tied to school or district initiatives?

Impact
- Does this activity impact a significant number of teachers, parents or students in your school or district?

Potential Activities Fitting this Level   *(Note: Not intended as an all inclusive list.)*

- Serving in a school-wide "coaching" capacity for other teachers for which there is no additional compensation (e.g., Data Coach, Technology Coach, Masonic training implementation leader)
- Representing school on district level teams/committees with responsibilities of reporting, gathering feedback and analysis (e.g., Project EXCELL! Design Team Member, curriculum committees)
- School Improvement Leaders (e.g., School Improvement Chairs, Team Leaders, Course Leaders, School Improvement Teams)
- Serving as a National Board facilitator
- Award winning teacher in the current year (e.g., Arizona Teacher of the Year, Rodel)
- School-wide coordinator of an approved academic competition. (e.g., Odyssey of the Mind, Future Problem Solving (FPS), Math, Engineering and Science (MESA), Geography Bee, Science Olympiad)
- Teaching district level courses related to goals (e.g., CRISS training, REEL, 21st Century Learning, Technology)
- Community leadership which engages families in a variety of responsive, on-going, two-way communication in support of student success (e.g., facilitating partnerships with community groups)
- Serving as a mentor or staff developer in an official capacity (e.g., Career Ladder CAR Options: Mentor, Staff Development)

Documentation Guidelines:
Record all activities on the Leadership Documentation Form. Provide sufficient information to authenticate your involvement (e.g., dates, topics, decisions made, sign in sheets, meeting minutes, etc.). Include a summary of the duties and responsibilities required by this activity. Submit the completed form to the principal for review and signature.

SPECIAL NOTE FOR 2011/2012: Teachers with three or fewer years with Amphitheater are not eligible for this level.

Teacher Leadership Component

Engagement   Point Value: 2

Descriptor:
Actively engaged in improving the school by leading, teaching, and facilitating school community groups

Essential Questions for a 2 point level: (You must answer "YES" to the first three questions and "YES" to one question under "Impact" to fit in this level.

Time
- Does this activity span over the major portion of a half year?

Role
- Are you actively engaged in implementing the plans of a school or community group?

Relevance/Purpose
- Is this activity tied to school or district initiatives?

Impact
- Does this activity impact an entire grade level? Department? A group of at least five teachers? A group of students who are in need of assistance targeted by the school or district?

Potential Activities Fitting this Level   *(Note: Not intended as an all inclusive list.)*

- Facilitating a collaborative learning group at a school site (e.g., vertical and horizontal curriculum teams, grade level or school based curriculum and instruction teams, leading an "at-risk" team)
- Conducting training for others with impact beyond our district (e.g., state and national presentations at conferences, teaching university/college courses relating to district goals, writing for national professional publications)
- PTO representatives (e.g., connect to community projects and initiatives)
- Developing curriculum and/or assessment for school/department/district
- Teaching a series of workshops at your school
- Leading subcommittee of a site council in an official capacity

Documentation Guidelines

Record all activities on the Leadership Documentation Form. Provide sufficient information to authenticate your involvement (e.g., dates topics, decisions made, sign in sheets, meeting minutes, etc.). Submit the completed form and documentation to the principal for review and signature. Include a summary of the duties and responsibilities required by this activity.

SPECIAL NOTE FOR 2011/2012: Teachers with three or fewer years with Amphitheater are not eligible for this level.

Teacher Leadership Component
Involvement   **Point Value: 1**

Descriptor:
Involved in activities to improve the school community; this is the entry level for the Leadership Component

Essential Questions for a 1 point level: (You must answer "YES" to one of these questions in order to fit this level.)

Do you serve on a school committee?
Do you serve on your site council?
Are you a club leader receiving no other pay for this club?
Is your room open to university students and other teachers for observation?
Do you coordinate 2 or more volunteers to work with students in your classroom to improve academic performance?

Potential Activities Fitting this Level   *(Note: Not intended as an all inclusive list.)*

- Grade level/department representative (information distribution)
- Site council representative
- Recruiting and managing volunteers
- Internships/observation (methods strands – U of A, NAU, Pima, etc.)
- Serving in a leadership role on a school committee with an academic focus
- Club leader with no pay

Documentation Guidelines:
Record all activities on the Leadership Documentation Form. Provide sufficient information to authenticate your involvement (e.g., dates, topics, decisions made, sign in sheets, meeting minutes, etc.). Include a summary of the duties and responsibilities required by this activity. Submit the completed form with documentation to the principal for review and signature.

SPECIAL NOTE FOR 2011/2012: Teachers with three or fewer years with Amphitheater District must have <u>one</u> – one point activity in Leadership. This is the maximum allowed.

Teacher Leadership Component
*Not eligible   Point Value: 0

Descriptor:
- **Performs minimum teaching responsibilities; does not participate in instructional leadership activity**
- **Serves no instructional leadership role in school or district**
- **Consistently unreliable/unprepared in collaborative structures**
- **Expresses that leadership roles have no personal or professional benefits**
- **Attends meetings**

School Administrator
Professional Development Component
(6 points for full compensation, one 2 point activity minimum)

Synthesis	Point Value: 4

Descriptor:
Long-term and in-depth professional learning involving analysis, synthesis, and evaluation

Indicators:

- Documentation of progress
- Implementation of new program with evaluation of effectiveness
- Analysis and evaluation of current program effectiveness for redesign or decision making

Potential Activities Fitting this Level   *(Note: Not intended as an all inclusive list.)*

- Work on culminating projects (thesis/dissertation) for advanced degree in support of a school/district initiative
- Being involved in a mentoring relationship with reflection and integration of learning (e.g. Wallace Foundation new principal mentoring program)
- Serving as a mentor for a new administrator
- Series of extensive trainings over time (e.g. Arizona High Achievement for All, NSDC Academy, Professional Development Leadership Academy - 2 year participant, district initiatives) which results in change in practice
- An extensive study, over time, which supports a school/district initiative that results in change in practice

Documentation Guidelines:

- Advanced degrees: Transcripts or proof of continuous enrollment, actual certificates, attach to a 4 point Project EXCELL! Reflection Form
- Mentoring relationships: Recertification forms: Project EXCELL! 4 point Reflection Form
- Extensive trainings: Certificates of participation along with Project EXCELL! 4 Point Reflection Form
- Extensive study and implementation: Project EXCELL! 4 point Reflection Form
- New program implementations: meeting minutes, agendas and sign in sheets

Reflection Requirements for Each Submittal:
One reflection for each 4 point activity per submittal, 2 submittals per year
Meets quality indicators for reflection

Hint: Do your reflections as you do the work….in process……

School Administrator Professional Development Component

Application Level	Point Value: 2

Descriptor:
Purposeful acquisition and implementation of knowledge and skills over time, through interaction with a collaborative administrative group or academy, focused on school/district goals and initiatives

Indicators:

- Documents collaboration with other principals
- Applies new learning into practice

Potential Activities Fitting this Level   *(Note: Not intended as an all inclusive list.)*

- Develops training for others at the school or district
- Develops programs in collaboration with others
- Participates in book groups with other administrators and prepares action plans for implementation with follow-up and reflection
- Participates in peer review of professional development and leadership plans/results with other administrators
- Amphitheater New Administrator Leadership Academy
- Participation in a collaborative group based on a district supported training

Documentation Guidelines:

- Training sessions for others: Sign in sheets of attendees, agendas, brief synopsis of content of training or Power Point handout and Project EXCELL! 2 point Reflection Form
- Collaborative group work for program/school development: Project EXCELL! 2 point Reflection Form
- Book study groups: Project EXCELL! 2 point Reflection Form
- Peer review process: List of names of participants' plans reviewed with 2 point Project EXCELL! Reflection Form
- Amphi New Administrator Academy: Check sheets with administrative signatures attached to Project EXCELL! 2 point Reflection Form

Reflection Requirements for Each Submittal:
One reflection for each 2 point activity per submittal, 2 submittals per year
Meets quality indicators for reflection

Hint: Do your reflections as you do the work….in process……

School Administrator
Professional Development Component

Knowledge Level   Point Value: 1

Descriptor:
Individual, purposeful acquisition of knowledge and skills tied to school/district goals

Indicators:

- Documentation and reflection of learning indicating ties to school/district goals

Potential Activities Fitting this Level   *(Note: Not intended as an all inclusive list.)*

- Attends training supporting goals and objectives of school or district
- Keeps current through reading and reflecting on best practices
- Enrolls and completes Webinars, ASSET courses or other on-line trainings

Documentation Guidelines:
All activities: 1 point Project EXCELL! Reflection Form

Reflection Requirements for Each Submittal:
One, 1 point Project EXCELL! Reflection Form for each activity
Meets quality indicators for reflection

*Note: The 1 point reflections only need to be submitted one time. Once the activity is complete, fill out the form and prepare for the next submittal. All 1 point reflections must be completed **by** the second submittal of the year.*

School Administrator
Professional Development Component

Not eligible   Point Value: 0

Descriptor:
Basic acquisition of knowledge; little classroom/school application; perhaps just personal interest

Indicators:

- Attends PD session with no action
- Attends PD not in alignment with school or district goals

School Administrator Leadership Component
(6 points for full compensation, one 4 point activity required)

Commitment Level	Point Value: 4

Descriptor:
Long-term, in-depth, far-reaching leadership and leadership development for school/district initiatives
Indicators:

- Full program implementation with process and procedures clearly delineated
- Program evaluation (including mid-course corrections)
- Utilizes change theory and/or effective change models and manages the process accordingly
- Data-driven, measurable goals
- Includes effective communication strategies
- Demonstrates understanding of system impact to minimize unintended consequences

Essential Questions for 4 point level: (Your answer must be "YES" to all questions in order to fit in this level.)
Time
- Does this activity span a year or more?

Role
- Are you the leader or facilitator of this activity generating the plans and direction for this group or are you representing your peers at the district level?

Relevance/Purpose
- Is this activity tied to school or district initiatives?

Impact
- Does this activity impact one or more schools?

Potential Activities Fitting this Level   *(Note: Not intended as an all inclusive list.)*
All Leadership activities for principals must be pre-approved by the Associate Superintendent and Superintendent. All Leadership activities for Assistant Principals and Instructional Support Assistants must be pre-approved by the Principal.

- Initiates and sustains an innovative project in the school or district which increases student achievement, student engagement and student success.
- Facilitating district initiatives/committees (e.g., Project EXCELL!)
- Assisting district level administration in developing leadership skills in others
- Multi year academic/curricular initiatives resulting in successful site implementation
- Presenting at national conferences on a successful implementation of an innovation or initiative
- Chairs program evaluation initiatives
- Serving on the Amphi Foundation Board of Directors or any other state level board which impacts the District

AP/ISA Examples:
- Collaborating with the principal on a synthesis level task

Documentation Guidelines:
Record all activities on the Leadership Documentation Form. Sufficient information must be included to authenticate your involvement; dates, topics, decisions made, sign in sheets, agendas, meeting minutes, etc. Include a summary of the duties and responsibilities required by this activity.

AP/ISA: Documentation is submitted to the Principal for approval. The completed Leadership Documentation Form is submitted to the Performance Pay Office.

School Administrator Leadership Component

Engagement Level	**Point Value: 2**

Descriptor:
Actively engaged or actively engages others in school/district initiatives that improve the school community

Indicators:
- Builds leadership capacity in others
- Contributes to the design and implementation of important decisions and policies
- Creates opportunities for others to teach, lead and facilitate school community groups
- Engages staff in decision making process

Essential Questions for a 2 point level: (You must answer "YES" to the first three questions and "YES" to one question under "Impact" to fit in this level.
Time
- Does this activity span over the major portion of a year?

Role
- Are you actively engaged in implementation of the plans for this group?

Relevance/Purpose
- Is this activity tied to school or district initiatives?

Impact
- Does this activity impact an entire school? All or part of the district?

Potential Activities Fitting this Level   *(Note: Not intended as an all inclusive list.)*
   All Leadership activities for principals must be pre-approved by the Associate Superintendent and Superintendent. All Leadership activities for Assistant Principals and Instructional Support Assistants must be pre-approved by the Principal.

- Facilitates teacher leadership and collaboration
- Community based partnerships
- Parent programs
- Facilitating a collaborative group
- Writing for a professional publication

AP/ISA Examples:
- Collaborating with other APs and ISAs on a school/district initiative
- Collaborating with teachers
- AP implementing a portion of a program

Documentation Guidelines:
Record all activities on the Leadership Documentation Form. Sufficient information must be included to authenticate your involvement; dates, topics, decisions made, sign in sheets, agendas, meeting minutes, etc. Include a summary of the duties and responsibilities required by this activity.

AP/ISA: Documentation is submitted to the Principal for approval. The completed Leadership Documentation Form is submitted to the Performance Pay Office.

School Administrator Leadership Component

Involvement Level	Point Value: 1

Descriptor:
Shares new information and leads activities that improve the school/district

Indicators:
- Is knowledgeable about the topic and communicates effectively

Essential Questions for a 1 point level: (You must answer "YES" to one of these questions in order to fit this level.)
Time
- Is this activity short-term?

Role
- Is your role that of a representative or information giver?

Relevance/Purpose
- Is this activity tied to school or district initiatives?

Impact
- Does this activity impact at least one school?

Potential Activities Fitting this Level *(Note: Not intended as an all inclusive list.)*
   All Leadership activities for principals must be pre-approved by the Associate Superintendent and Superintendent. All Leadership activities for Assistant Principals and Instructional Support Assistants must be pre-approved by the Principal.

- Attending leadership training
- Attending workshop on a specific leadership skill based on own needs
- Attends an informational session on a topic related to school or district goals

AP/ISA Examples:
- AP managing a section of operations of the school

Documentation Guidelines:
Record all activities on the Leadership Documentation Form. Sufficient information must be included to authenticate your involvement; dates, topics, decisions made, sign in sheets, etc. Include a summary of the duties and responsibilities required by this activity.

 AP/ISA: Documentation is submitted to the Principal for approval. The completed Leadership Documentation Form is submitted to the Performance Pay Office.

School Administrator Leadership Component

Not eligible	Point Value: 0

Descriptor:
Performs minimum responsibilities

Indicators:
Not taking action

Project EXCELL! Phase V
Instructional Support Leaders
Professional Development Criteria

Successfully complete to a quality level the Professional Development plan in place for them for Phase V.
 	
Quality Indicators:
   ➢ *Completion of quality written feedback to teachers based on the learning from Career Ladder training*
   ➢ *Reflection on implementation of professional learning over the award period*
This will constitute completion of Project EXCELL! Professional Development for this employee group.
 	
(Training component is outlined by the Career Ladder Guidelines.)

Leadership Criteria

Helps to sustain and support the Project EXCELL! pay for performance system by:
1. Completion of professional development assignments (e.g., Career Ladder Module training, CRISS)
Quality Indicators:
   ➢ *Feedback from workshop participants*
   ➢ *Successful completion of the planning and implementation of the workshop series*
2. Conducting evaluations of teachers for the purposes of Project EXCELL!.
 	
3. Providing feedback to teachers as a result of the evaluations.
 	
4. Provides input to Project EXCELL! in terms of management and implementation of the program as it relates to the evaluation component.

Student Achievement
50% of the compensation will be based on the whole school results of the ISL's target site.
Reflection Requirements for Each Submittal: One reflection for each 4 point activity per submittal One reflection for each 2 point activity per submittal One reflection for each 1 point activity Meets quality indicators for reflection *Hint: Do your reflections as you do the work … in process…*

Project EXCELL! and Career Ladder Cross-Over	
Career Ladder Level	**Cross-Over Detail**
Instructional Skills (IS)	Additional observations for Project EXCELL! are included in Career Ladder observation window. Professional Development and Leadership Plan for Project EXCELL! meets standard for Career Ladder.
Entry to Student Outcomes (ESO)	Training series counts as 2 one point activities for the Professional Development component of Project EXCELL!
Student Outcomes (SO)	Professional Development and Leadership Plan for Project EXCELL! meets standard for Career Ladder.
Entry to Collaborative Action Research (ECAR)	Training series counts as 2 one point activities for the Professional Development component of Project EXCELL! Possibility of a 2 point activity for the Professional Development component of Project EXCELL! for the collaborative group.
Collaborative Action Research (CAR)	Possibility of a 2 point or a 4 point activity for the Professional Development component of Project EXCELL! for the collaborative group dependent upon complexity level of work completed. Important Note: If the CAR group is also used for Project EXCELL!, groups must meet ten (10) times, or monthly, to receive Project EXCELL! pay. Requirement for Career Ladder is 6 meetings.
CAR Option: Mentor	Training series counts as 2 one point activities for the Professional Development component of Project EXCELL! Full mentor relationship also counts for a 4 point Leadership activity.
CAR Option: Staff Development	Possibility of a 1 point, 2 point or 4 point activity for Leadership component of Project EXCELL! dependent upon time, role and impact of the activity.

APPENDIX

Project EXCELL! Forms

Forms for Participants
Application form for Participation in Project EXCELL!
Teacher Individual Leadership and Professional Development Plan
School Administrator Individual Leadership and Professional Development Plan
Indicators of Quality Teacher Reflection
Sample Reflection Responses
Indicators of Quality School Administrator Reflection
Professional Development Reflection: 1 point activity
Professional Development Reflection: 2 point collaborative activity
Professional Development Reflection: 2 point independent activity
Professional Development Reflection: 4 point activity
Professional Development Reflection: Administrators 1 point activity
Professional Development Reflection: Administrators 2 point collaborative activity
Professional Development Reflection: Administrators 2 point independent activity
Professional Development Reflection: Administrators 4 point activity
Documentation Form for the Leadership Component

Forms for Processing Completed Submissions
Individual Leadership and Professional Development Plan Checklist
Teacher Documentation Submittal Checklist
School Administrator Documentation Submittal Checklist

Forms for Classroom Observations
Ratings and Narrative (Used by classroom observers)

Form for Classroom Assessment
My Classroom Performance Assessment Form
My Classroom Performance Assessment "Pathway 2" Details

Forms for Review Process
Project EXCELL! Review Process
Incentive Award Review Rationale Form

Amphitheater Public Schools
2011-2012
Application for Project EXCELL!
"A Performance Pay Professional Choice"
Phase V

Applications **MUST** be received in the Project EXCELL! Office located in School Operations at 701 W. Wetmore Rd. by **August 19, 2011**.

Eligibility Requirements
Qualified certificated personnel at the following school sites: Amphi H.S., Amphi M.S., Coronado, Donaldson, Holaway, Keeling, La Cima, Nash, Prince, Rio Vista, Walker

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Name: _____ School:_____ Subject: _____ Grade(s): _____

Full Time:_____ Part Time: _____ (List schools and FTE amount for each school)

Teacher _____   Administrator _____

Email Address:_____ Voice Mail Number: _____

Home Address:_____
(Street Address and Zip Code)

Home Phone Number: _____ Cell Phone Number: _____

Do you participate in Career Ladder? ____Yes   ____No   If so, what level? (circle one): IS ESO SO ECAR CAR

Are you going through National Board Certification this year (2011-2012)? _____ Yes   _____ No
Are you interested in the National Board pre-candidacy course for 2011-2012? _____ Yes   _____ No
Are you interested in the Governor's Master Teacher Program? _____ Yes   _____ No

New for 2011/2012: My Classroom Assessment (circle one):
   "Pathway one": same as Phase IV   or   "Pathway 2": Common Assessment

Elementary only:
(*Special Education Teachers, SEI/ELD Teachers, OT/PT please attach a class list of all students you teach.*)
   NOTE: For Phase V, all students on your roster for any part of the day will be utilized for the My Classroom: Standardized Measures analysis. For Art, Music and Physical Education teachers, the entire school data will be utilized. This will pertain to the Summer 2012 pay out.

Grade(s):_____ Special Area: _____
(Special Ed, PE, SEI, etc.)
Area selected for MAP data analysis: Reading   Math   (circle one)

Middle School/High School only:
 (*Special Education Teachers, SEI/ELD Teachers, OT/PT please attach a class list of all students you teach.*)
   NOTE: For Phase V, all students on your roster for any class period will be utilized for the My Classroom: Standardized Measures analysis. This will pertain to the Summer 2012 pay out.

Middle School and 9th Grade only →Area selected for MAP data analysis: Reading   Math   (circle one)

I hereby make application to participate in the Amphitheater Project EXCELL!. I understand that I am making a commitment from the date of my signature through the end of 2011-2012 school year.

Signed: _____   Date: _____

Project EXCELL!
Amphitheater Unified School District
Phase V
Teacher Individual Leadership and Professional Development Plan

Name: **Date:**

School: **Subject:**   **Grade(s):**

Duration of Plan: From   to

Plan due for review: September 9, 2011 (Submit <u>3</u> copies to the Building Administrator)

- A collaboration component is required, you must have one "2 point" objective in Professional Development.
- A 21st Century Skills Component is required, you must have at least a "1 point" activity in either Leadership or Professional Development addressing 21st Century Skills.
- **(New for 2011/2012)** Teachers with three or fewer years with Amphitheater must have a <u>one</u> point plan in Leadership. (Maximum)

Arizona Professional Teaching Standards	National Staff Development Council Standards
Standard 6: The teacher reviews and evaluates his or her overall performance and implements a professional development plan.	*Desired Outcome 9.1:* Participates in a school culture that is characterized by collegiality and shared responsibility. *Desired Outcome 9.3:* Collaborates successfully with colleagues. *Desired Outcome 4.1:* Analyzes disaggregated student data to identify adult learning priorities at the classroom, school, and district levels. *Desired Outcome 7.2:* Participates in long-term and in-depth professional learning. *Desired Outcome 7.3:* Implements new classroom practices as a result of follow-up support.

<u>Goal for Professional Development</u>:

Why did you select this goal? What data sources did you use?

How does this goal link to improving student achievement?

How does this goal align with district and/or school improvement goals?

<u>Goal for Leadership</u>:

Why did you select this goal? What data sources did you use?

How does this goal link to improving student achievement?

How does this goal align with district and/or school improvement goals?

Professional Development
You must get 6 points in Professional Development for full compensation.
Write your objective(s) in the potential target point level. See pages 24-27 to guide your placement. You need a total of 6 points for full compensation. You must have at least one two point objective. You may choose fewer objectives/points for reduced compensation. One activity must include collaboration.

Objectives: *What knowledge, skills, behaviors, and attitudes do you expect to learn to accomplish the goal?*

Target Point Level 1,2 or 4 points 0=not eligible for Project EXCELL! Award	Professional Development Objective(s)	Learning Activities *Indicate "I" for Independent and "C" for Collaborative "21st" for 21st Century Skills component*	Timeframe
4			
2			
1			
Collaborative Group Members:			

Leadership
You must get 6 points in Leadership for full compensation.
Write your objective(s) in the potential target point level. See pages 28-31 to guide your placement. You need a total of 6 points for full compensation. You may choose to have fewer objectives/points for reduced compensation. You must have at least one – 1 point activity to participate. **One point maximum for teachers with three or fewer years with Amphitheater.**

Objectives: *What specific, measurable progress do you expect as a result of your leadership?*

Target Point Level 1,2 or 4 points 0=not eligible for Project EXCELL! Award	Leadership Development Objective(s)	Learning Activities *Indicate "I" for Independent and "C" for Collaborative "21st" for 21st Century Skills component*	Timeframe
4			
2			
1			

Your Signature	Date
Signature of Principal	Date
Documentation for Project EXCELL! Award	1st Deadline: November 10, 2011 2nd Deadline: May 10, 2012

Please make 3 copies. Principal signs all three copies.

Copies to:
1 - Project EXCELL! office
1 - Principal
1 - Participant

Project EXCELL!
Amphitheater Unified School District
Phase V
School Administrator
Individual Leadership and Professional Development Plan

Name: **Date:**

School:

Duration of Plan: From   to

Plan due for review: September 9, 2011 (Submit <u>3</u> copies to the Associate Superintendent)

- A collaboration component is required. You must have one "2 point" objective in Professional Development.
- A 21st Century Skills Component is required. You must have at least a "1 point" activity in either Leadership or Professional Development addressing 21st Century Skills.

ISLLC Standards	National Staff Development Council Standards
Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the community.	*Desired Outcome 1.5:* Participates with other administrators in one or more learning communities.
Standard 2: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	*Desired Outcome 2.5:* Models continuous improvement and professional learning.
Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interest and needs, and mobilizing community resources.	*Desired Outcome 2.7:* Participates in professional learning to become a more effective instructional leader.
Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	

<u>Goal for Professional Development</u>:

Why did you select this goal? What data sources did you use?

How does this goal link to improving student achievement?

How does this goal align with district and/or school improvement goals?

<u>Goal for Leadership</u>:

Why did you select this goal? What data sources did you use?

How does this goal link to improving student achievement?

How does this goal align with district and/or school improvement goals?

Professional Development

You must get 6 points in Professional Development for full compensation.

Write your objective(s) in the potential target point level. See pages 32-34 to guide your placement. You need a total of 6 points for full compensation. You may choose to address objectives/points for reduced compensation. One activity must include collaboration.

Objectives: *What knowledge, skills, behaviors, and attitudes do you expect to learn to accomplish the goal?*

Target Point Level 1,2 or 4 points 0 = not eligible for Project EXCELL! Award	Professional Development Objective(s)	Learning Activities *Indicate "I" for Independent and "C" for Collaborative "21st" for 21st Century Skills component*	Timeframe
4			
2			
1			

Leadership

You must get 6 points in Leadership for full compensation.
Activities must be pre-approved.
Write your objective(s) in the potential target point level. See pages 35-37 to guide your placement.
You need a total of 6 points for full compensation.

Objectives: *What specific, measurable progress do you expect due to your leadership?*

Target Point Level 1,2 or 4 points 0=not eligible for Project EXCELL! Award	Leadership Development Objective(s)	Learning Activities *Indicate "I" for Independent and "C" for Collaborative "21st" for 21st Century Skills component*	Timeframe
4			
2			
1			

Your Signature		Date
Signature of Superintendent		Date
Signature of Associate Superintendent		Date
Documentation submitted for Project EXCELL! Award	1st Deadline: November 10, 2011 2nd Deadline: May 10, 2012	

Please make 3 copies. Sign all three copies.   **Copies to:**
One - Project EXCELL! office
One - Associate Superintendent/Superintendent
One - Participant

Indicators of Quality Teacher Reflection

A <u>Four Point</u> Reflection is:
☐ **Detailed/specific**
☐ **Descriptive**
☐ **Honest**
☐ **Authentic**
☐ **Written independently**

The reflection answers <u>one</u> or <u>more</u> of the following questions:

Does your reflection…
- **Discuss data and decisions made based on student results?**
- **Have student work and student impact at the center of the thinking process?**
- **Describe new methods or different approaches/strategies used in the classroom based on your analysis?**
- **Explain plans you have made for the future based on decisions you made?**

A <u>Two Point</u> Reflection is:
☐ **Detailed/specific**
☐ **Descriptive**
☐ **Honest**
☐ **Authentic**
☐ **Includes an independently written component if it is a result of a collaborative group meeting**

The reflection answers one or more of the following questions:

Does your reflection…
- **Explain the application of new learning in the classroom?**
- **Have student work and student impact at the center of the thinking process?**
- **Explain plans made to continue to apply the new learning or to make adjustments to the application?**

A <u>One Point</u> Reflection is:
☐ **Detailed/specific**
☐ **Descriptive**
☐ **Honest**
☐ **Authentic**
☐ **Written independently**

The reflection answers one or more of the following questions:

Does your reflection…
- **Explain new learning?**
- **Project/predict how the new information could be applied or why it should not be?**
- **Explain connections you made?**
- **Describe potential impact on students?**

Sample Reflection Responses

From a 2-Point Professional Development Reflection Form:

My classroom applications since our last meeting:

Since our last meeting I have made an increased effort to tier more of my lessons to provide support for students who may need it and extensions for those students who are ready for a challenge. Spelling seems to be the one area where I feel most comfortable doing this. The "one size fits all" approach to spelling clearly does not work for my students. I give a spelling pre-test on Monday mornings with a standard list of words that come from our reading program. A majority of my students will need to work off this standard list for the remainder of the week; however, there are a handful of students who regularly get 100% on the pre-test. I give those students who need more of a challenge a much more difficult list, consisting of words from various reading materials (TIME for Kids, National Geographic, etc). I continue to assess my students throughout the week and make instructional adjustments as needed. If students still demonstrate the need for even more challenging work, I let them choose words that they know they are interested in and would like to have more practice with. I provide a variety of applications and practice opportunities for my students, many of which are student selected. This work is tiered because the students are working on similar tasks, but at different levels of difficulty.

I have also recently tiered my writing instruction. My students had been working on a research project and I wanted to make an attempt at giving my students choices on how they would like to present their findings. I invited my students to create individual books using the information that they gathered. Some of my lower quartile students created picture books with simple facts inserted throughout their books. Many of my average students created books that were very fact based and concise. Their books took on the form of a traditional research paper. A few of my REACH students took this project and really ran with it. They created books that were extremely detailed, complete with a table of contents, pictures with captions, and a glossary. While the end product looked different for every student in the class, the process of creating these books was a valuable learning experience for both me and my students.

From a 4-Point Professional Development Reflection Form:

What impact do you see on student learning? What adjustments or modifications have you made based on your data analysis?

The impact that I see on students with their writing is they have more structure, guidance and resources to use. The most important impact has been reflected in my teaching. It has caused my instruction to be clear, simple, and communicated more efficiently. This results in better instruction and increased student achievement. The adjustments I have made based on data analysis has resulted in more teacher conferences with individual students, self-assessment and peer-evaluation. As part of the writing process, students have used the rubric to analyze their own writing and peer-edit with their classmates. This process and these resources have made the writing experience for my students more engaging as well. I have analyzed the data and can focus on areas of weakness with the 3 traits and have used the reproducible created specifically for that trait. It's an essential tool to use to differentiate my writing instruction.

Indicators of Quality School Administrator Reflection

A <u>Four Point</u> Reflection is:
- ☐ **Detailed/specific**
- ☐ **Descriptive**
- ☐ **Honest**
- ☐ **Authentic**
- ☐ **Written independently**

The reflection lets the reader(s) know what went on in the training, how that did or did not lead to growth and shows evidence of translation of the new learning to actual implementation at the school site. The reflection may also answer <u>one</u> or <u>more</u> of the following questions:

Does your reflection…
- **Discuss data and decisions made based on student results?**
- **Discuss to what extent this activity has assisted in the development, monitoring, adjusting or making changes to your school improvement plan?**
- **Describe new methods or different approaches/strategies used at the school?**
- **Explain plans you have made for the future based on decisions you made?**

A <u>Two Point</u> Reflection is:
- ☐ **Detailed/specific**
- ☐ **Descriptive**
- ☐ **Honest**
- ☐ **Authentic**
- ☐ **Includes an independently written component if it is a result of a collaborative group meeting**

The reflection lets the reader(s) know what went on in the training, how that did or did not lead to growth and shows evidence of translation of the new learning to actual implementation at the school site. The reflection may also answer <u>one</u> or <u>more</u> of the following questions:

Does your reflection…
- **Explain the application of your new learning and how it affects the school?**
- **Have student impact at the center of the thinking process?**
- **Explain plans made to continue to apply the new learning or to make adjustments to the application?**

A <u>One Point</u> reflection is:
- ☐ **Detailed/specific**
- ☐ **Descriptive**
- ☐ **Honest**
- ☐ **Authentic**
- ☐ **Written independently**

The reflection answers <u>one</u> or <u>more</u> of the following questions:

Does your reflection…
- **Explain new learning?**
- **Project/predict how the new information could be applied or why it should not be?**
- **Explain connections you made?**
- **Describe potential impact on students?**

Project EXCELL!

Professional Development Reflection
(1 Point Activity)

Name: **Date:**

School:

This is a reflection on: (activity)

1. **Which objective from your Professional Development plan does this reflection address?**

2. **Briefly describe the activity.**

3. **List 2 things you find of interest from your learning:**

4. **List 2 significant actions/decisions you will take based on your learning:**

Project EXCELL!

Professional Development Reflection
(2 Point Collaborative Activity)

(Note: Collaborative Groups should complete the reflection together with the exception of the last three items.)

Name: **Submittal Date:**

School: **Group Meeting Dates:**

Collaborative Group Members:

Which professional development activity/objective does this relate to on your *Leadership and Professional Development Plan*?:

Data we examined included (Check all that apply):
__Student Work   __Curriculum Maps   __Lesson Plans
__Student Achievement Data   __Curriculum Materials   __Common Core Standards
__Previous classroom assessments __Other_____

Our discussion and activities during this <u>award period</u> focused on:

Group learning/accomplishments this award period (list):

What will your group do next (list)?:

_____

<u>Complete the following independently:</u>

What are you doing differently in the classroom as a result of your involvement with this group? What are the implications?:

Based on your response above, what will you do next and why?

Indicators of Quality Reflection: (See Indicators of Quality Teacher Reflection on Page 50)
__Detailed/Specific   __Descriptive   __Honest   ___Authentic
__Written Independently

Project EXCELL!

Professional Development Reflection
(2 Point Independent Activity)

(Note: Entire form to be completed independently.)

Name: **Date:**

School:

Which activity/objective does this reflection relate to on your Leadership and Professional Development Plan?

Describe the new learning/understanding based on this activity?

Describe the possible applications of your new learning to your classroom, your site, or the district.

Concerns/Recommendations:

Project EXCELL!

Professional Development Reflection
(4 Point Activity)
(This form is to be completed independently.)

Name: **Submittal Date:**

School: **Group Meeting Dates (if a collaborative activity):**

Are you working with a collaborative group/team/academy?   ☐ **Yes**   ☐ **No**
If yes, who are your group members?

Which activity/objective does this relate to on your Professional Development Plan?

What data (e.g., student work, student achievement results, curriculum maps, curriculum materials, etc.) are you examining for this implementation, and how is the data assisting you in the project?

Please describe your involvement in this project/implementation. Include the time frame.

Briefly describe your implementation this award period:

What is working with the implementation? What is not working as well as you would like?

What adjustments or modifications have you made based on your data analysis?

What impact do you see on student learning?

Project EXCELL!

Professional Development Reflection: Administrators
(1 Point Activity)

Name: **Date:**

School:

This is a reflection on: (activity)

1. **Which objective from your Professional Development plan does this reflection address?**

2. **Briefly describe the activity.**

3. **List 2 things you find of interest from your learning:**

4. **List 2 significant actions/decisions affecting your administrative practice that you will take based on your learning:**

Project EXCELL!

Professional Development Reflection: Administrators
(2 Point Independent Activity)

(Note: Entire form to be completed independently.)

Name: **Date:**

School:

Which activity/objective does this reflection relate to on your Leadership and Professional Development Plan?

Describe the new learning/understanding that will affect your administrative practice as a result of participation in this activity.

What are you doing differently in your administrative practice as a result of your involvement in this activity? What implications/changes might you make in the future?:

Concerns/Recommendations:

Project EXCELL!

Professional Development Reflection: Administrators
(2 Point <u>Collaborative</u> Activity)

(Note: Collaborative Groups should complete the reflection together with the exception of the last three items.)

Name: **Submittal Date:**

School: **Group Meeting Dates:**

Collaborative Group Members:

Which professional development activity/objective does this relate to on your _Leadership and Professional Development Plan_?:

Data we examined included (Check all that apply):
__Student Work   __Curriculum Maps   __Lesson Plans
__Student Achievement Data   __Curriculum Materials   __Common Core Standards
__Previous classroom assessments __Other_____

Our discussion and activities during this <u>award period</u> focused on:

Group learning/accomplishments this award period (list):

What will your group do next (list)?:

_____

Complete the following independently:

What are you doing differently in your administrative practice as a result of your involvement with this group? What implications might there be for your school and/or the district?:

Based on your response above, what will you do next and why?

Indicators of Quality Reflection: (See Indicators of Quality Teacher Reflection on Page 50)
__Detailed/Specific   __Descriptive   __Honest   ___Authentic
__Written Independently

Project EXCELL!

Professional Development Reflection: Administrators
(4 Point Activity)
(This form is to be completed independently.)

Name: **Submittal Date:**

School: **Group Meeting Dates (if a collaborative activity):**

Are you working with a collaborative group/team/academy?   ☐ **Yes**   ☐ **No**
If yes, who are your group members?

Which activity/objective does this relate to on your Professional Development Plan?

What data (e.g., student work, student achievement results, curriculum maps, curriculum materials, research, etc.) are you examining for this implementation, and how is the data assisting you in the project?

Please describe your involvement in this project/implementation. Include the time frame.

Briefly describe your implementation this award period:

What is working with the implementation? What is not working as well as you would like?

What adjustments or modifications have you made in your administrative practice based on your data analysis?

What impact do you see on student learning?

Project EXCELL!

Documentation Form for the Leadership Component

Name: **Date:**

School:

Describe the Leadership Activities you were engaged in during this award cycle utilizing the indicators and descriptors for the point level. Provide sufficient information to authenticate your involvement. (e.g., dates, topics, decisions made, sign in sheets, etc.). Include a summary of the duties and responsibilities required by this activity.

4 POINT ACTIVITY

Authenticated by: ☐Minutes and Agendas   ☐Sign in sheets   ☐Documentation of decisions made   ☐Other _____
Attach supporting documents

2 POINT ACTIVITY (IES)

Authenticated by: ☐Minutes and Agendas   ☐Sign in sheets   ☐Documentation of decisions made   ☐Other _____
Attach supporting documents

1 POINT ACTIVITY (IES)

Authenticated by: ☐Minutes and Agendas   ☐Sign in sheets   ☐Documentation of decisions made   ☐Other _____
Attach supporting documents for verification by your administrator.

Reflection on the Activities Above:

In what ways did/does your engagement in these activities improve the school/district community?

_____
Project EXCELL! Participant Signature   Date

_____
Principal Signature (if teacher, AP, or ISA participant)   Date

_____
Associate Superintendent Signature (if administrative participant)   Date

_____
Superintendent Signature (if administrative participant)   Date

Project EXCELL!
Individual Leadership and Professional Development Plan
Checklist

Name: _____   School: _____

Award Period: _____

☐   1.   Form is completed clearly and completely.

☐   2.   Goals are set for Leadership and Professional Development.

☐   3.   Objectives, target indicators and descriptors on the appropriate point value.

☐   4.   Objectives for Professional Development fit school goals.

☐   5.   One 2-point Professional Development activity minimum involving collaboration OR one 4-point activity involving collaboration.

☐   6.   Leadership objectives fit school or district goals.

☐   7.   At least a one 1-point Leadership activity.

☐   8.   One objective in either Professional Development or Leadership must address 21st Century Learning.

☐   9.   Signed by participant and administrator.

☐   10.   Three copies submitted on time to school administration.

☐   11.   Retain one signed copy for your documentation submittal.

Project EXCELL! Phase V
Teacher Documentation Submittal
Checklist

☐   1.   Completed application to participate in Project EXCELL!

☐   2.   Completed and signed Individual Leadership and Professional Development Plan.

                (Minimums: One collaborative activity in Professional Development at the 2- or 4-point level. One 1-point Leadership activity)

                (Full Compensation: must include 6 points in Professional Development and 6 points in Leadership. Plan should span whole year. Teachers with three or fewer years with Amphitheater may only have a one point plan in Leadership.)

☐   3.   Reflection forms matching the objectives and Professional Development point matrix (must have one collaboration activity, 2-point OR a 4-point)

4 point activities: Complete the Professional Development Reflection, 4-point activity form and place it in your documentation. One reflection for each submittal.

2 point activities: Complete the Professional Development Reflection, 2-point activity form and place it in your documentation. One reflection for each submittal.

1 point activities: Complete the Professional Development Reflection, 1-point activity and place it in your documentation. One reflection for each activity.

☐   4.   One area of the Professional Development Component OR the Leadership Component addresses 21st Century Teaching and Learning

☐   5.   Documentation Form for the Leadership Component. (List all activities and provide supporting evidence as needed. Obtain principal signature.)

☐   6.   One Classroom Observation Feedback Form included for each submittal.

☐   7.   Classroom Performance Assessment (use and attach My Classroom Performance Assessment Form and required documents). One full assessment each semester. (Note: For Pathway 2 participants, follow the directions provided)

Project EXCELL! Phase V
School Administrator Documentation Submittal
Checklist

☐   1. Completed application to participate in Project EXCELL!

☐   2. Completed and signed Individual Leadership and Professional Development Plan.

         (Minimums: One collaborative activity in Professional Development at the 2- or 4-point level. One 1-point Leadership activity)

         (Full Compensation: must include 6 points in Professional Development and 6 points in Leadership. Plan should span whole year.)

☐   3. Reflection forms matching the objectives and Professional Development point matrix (must have one collaboration activity, 2-point OR a 4-point)

4 point activities: Complete the Professional Development Reflection, 4-point activity form and place it in your documentation. One reflection for each submittal.

2 point activities: Complete the Professional Development Reflection, 2-point activity form and place it in your documentation. One reflection for each submittal.

1 point activities: Complete the Professional Development Reflection, 1-point activity and place it in your documentation. One reflection for each activity.

☐   4. One area of the Professional Development Component OR the Leadership Component addresses 21st Century Teaching and Learning

☐   5. Documentation Form for the Leadership Component. (List all activities and provide supporting evidence.)

☐   6. Completed School Improvement Plan.

Project EXCELL! Ratings and Narrative

Teacher: _____ **School:** _____
Grade Level/Subject: _____ **Date of Observation:** _____
Instructional Support Leader: _____

	Proficient: Consistently Demonstrated	Developing: Inconsistently Demonstrated	Unsatisfactory: Rarely or Never Demonstrated
Domain 1: *Designing and Planning Instruction*			
Domain 4: Indicator 4.10 *Uses a variety of instructional resources, including technology*			
Domain 4: Indicator 4.6 *Promotes student engagement and student questions addressing needs of all learners*			
Domain 4: Indicator 4.7 *Encourages critical thinking, creative thinking and problem solving*			
Domain 4: Indicator 4.8 *Uses effective questioning and discussion techniques*			

Teacher behaviors that may positively impact student achievement include:

Strategies for improvement that may further maximize student achievement:

My Classroom Performance Assessment
Project EXCELL! Phase V
2011/2012

This packet will assist you in preparing a performance assessment for Project EXCELL! Utilizing a variety of assessments is a critical instructional practice for ensuring student learning. For this project, you must use a "performance assessment." For some participants this may mean choosing an assessment they have not used for Project EXCELL! in the past.

What is Performance Assessment?
Performance assessment engages students in a challenging task which requires them to use higher level thinking, perform a skill, or create a product. The student performance or product is then judged for quality based on pre-established criteria on a measurement tool, i.e., a rubric, continuum or analytic scoring guide.

What is not considered Performance Assessment?
The following examples, while important and sometimes necessary to use, are not considered performance assessments:
- Basic facts/memorization tests
- Multiple choice vocabulary tests
- Other tests which only measure the knowledge and comprehension level

Directions for Completion of this Form:
Reading the form in its entirety and familiarizing yourself with the quality indicators listed below will help you understand and meet the expectations for the classroom assessment portion of Project EXCELL! The sections are arranged in a logical order from knowing your students and setting learning goals to assessing and analyzing results. Planning for the assessment and completing the form along the way will facilitate a meaningful process that will positively impact student achievement.   Some sections may be completed early in the semester while others can be addressed much later.

Indicators of Quality Assessment
The reader of your assessment will look for the following criteria in your performance assessment
CLEAR PURPOSE
- o Academic need for this assessment is clearly defined
- o **Goals are challenging and attainable ***
- o Standards and performance objectives are written out in their entirety

SOUND DESIGN
- o **Assessment design is clear, relevant and challenging ****
- o Assessment is aligned with the goal and standards for the subject area
- o Assessment is a real performance of a skill
- o Prompt is written in student friendly terms
- o **Higher levels of thinking are integrated and expected of students ****
- o 21st Century Skill is marked and relevant
- o Instructional time frame (minimum 4 weeks) is documented

EVIDENCE
- o Measurement tool is attached
- o **Measurement tool matches the goals of the assessment ***
- o Levels of performance are explained for each category on the measurement tool
- o Class list with student data included
- o Student results (class list with growth illustrated)
- o Student work samples and measurement tools are included

REFLECTION
- o Teacher thoroughly analyzes assessment design
- o **Teacher thoroughly reflects on student results ***
- o Teacher thoroughly connects the assessment to future learning

Note: Indicators in bold hold extra weight when determining the pay out amount.
** If not acceptable, assessment is not acceptable and pay out would be "0."
*   If not acceptable, pay out maximum is 20%. For detailed pay out information, see page 17 of the
     Project EXCELL! Implementation Manual.

Teacher Name: **Grade Level/Course:**

School: **Date:**   **1st Submittal** _____

                         2nd Submittal _____

Section 1: Class Characteristics
(Complete what you believe to be pertinent to your class.)

Total number of students	
Number of ELD students	
Number of gifted/REACH students	
Number of SPED students	
Number of students receiving speech and language services	
Special behavioral concerns	
Other pertinent issues	
Pending SSTs	
Attendance issues/ Tardy issues	
Grade level(s) of students in this class	
How often do you meet with/teach these students? (e.g., homeroom, daily, third period, weekly)	

Section 2: Clear Purpose

o **Academic need for this assessment is clearly defined**
     1.   Check the data sources you used to determine the need for this assessment:
           ☐ MAP Results (math)

           ☐ MAP Results (reading

           ☐ AIMS Results area _____

           ☐ Writing Samples

           ☐ Needs Inventories

           ☐ Interviews

           ☐ Surveys

           ☐ DIBELS

           ☐ Other Student Work Samples

     What did these data sources show?

o **Goals are challenging and attainable**
     2.   Goal(s): Based on this data, what do you want your students to know and be able to do? In three sentences or less, explain your goal. How was this goal communicated to students?

o **Standards and performance objectives are written out in their entirety**
     3.   List only the specific performance objectives from the state standards that will be assessed. (Do not use abbreviations or numbers only.)

Section 3: Sound Design

Check one to describe your performance assessment:
☐ Commercially made assessment
☐ Teacher made assessment
☐ School/grade level/department common assessment

- **Assessment design is clear, relevant and challenging**
- **Assessment is aligned with the goal and standards for the subject area**
- **Assessment is a real performance of a skill**

  1. Describe your performance assessment and explain why it is relevant and challenging for your students.

- **Prompt is written in student friendly terms**

  5. Write out and/or attach the specific prompts/instructions/directions you gave your students (orally or in writing) for the assessment.

- **Higher levels of thinking are integrated and expected of students**

  6. Explain how your assessment requires your students to use higher levels of thinking (e.g., Application, Analysis, Synthesis, Evaluation, Problem Solving, Critical Thinking, Creative Thinking).

- **21st Century Skill is marked and relevant**

  7. a. Check the 21st Century Skills that are evident in your classroom assessment.

     ❑ Information, media, and technological literacy
     ❑ Critical thinking and problem-solving skills
     ❑ Interpersonal and self-direction skills
     ❑ Collaborative and communication skills
     ❑ Global awareness
     ❑ Economy and business literacy
     ❑ Civic literacy
     ❑ Innovation and creativity

     b. Explain how these skills are integrated into your classroom assessment.

- **Instructional timeframe (minimum 4 weeks) is documented**

  8. **Date goal(s) set:** _____   **Date assessment given:** _____

Section 4: Evidence

o **Measurement tool is attached**
o **Measurement tool matches the goal(s) of the assessment**
o **Levels of performance are explained for each category on the measurement tool**
  9. Attach a blank copy of your measurement tool. <u>Check one</u>:
  - ☐ Rubric
  - ☐ Criteria List
  - ☐ Continuum

o **Class list with student data included**
  10. Attach a class list that includes the results of your assessment. Include separate scores for each category identified on your assessment tool. (Use numbers or initials, not student names.)

o **Student work samples and measurement tools are included**
  11. Include work samples from three students' final assessment. Label one high, one medium, and one low. Attach scored copies of your measurement tool to each student's work sample.

Section 5: Teacher Reflection on Classroom Assessment
(Reflections should thoroughly analyze your assessment design and the data collected from your student population.)

Please note: #12-14 <u>must</u> be completed independently.

o **Teacher thoroughly analyzes assessment design**
  12. Analyze and evaluate your assessment design by responding to the following prompts.
  - a. Explain how you communicated the expectations of the assessment to your students.
  - b. Discuss how well the assessment measured the learning goal(s) you set for your students.
  - c. Address the effectiveness of your instructional timeframe.
  - d. Explain the changes you would make to your assessment to increase its effectiveness.

o **Teacher thoroughly reflects on student results**
  13. Looking at the students in three groups (high, medium, low) identify and describe the areas of your students' strengths and weaknesses as they pertain to what was measured by this assessment.

o **Teacher thoroughly connects the assessment to future learning**
  14. Explain how this assessment will further student learning by responding to the following prompts.
  a. How did (or will) your students use information from this assessment to further their learning?
  b. How did (or will) you use information from this assessment to plan future instruction and increase student learning?

Project EXCELL!
My Classroom Performance Assessment
"Pathway 2"
New for 2011/2012

The final year of Project EXCELL! provides an opportunity to complete preliminary work on "end of course" type assessments which may eventually have wider use. "Pathway 2" will allow teachers to use the time they spend on the Classroom Assessment toward a larger scale purpose.

Vision: Teams of teachers will create "end of course" assessments which may be modified, validated and deemed reliable for future wider scale use by other district teachers in the same teaching assignment.

Advantages to choosing "Pathway 2": The team will complete one assessment for the year rather than the two required previously, participants work with colleagues on a critical task, and the Leadership and Professional Development plan can be easily linked to the work on the assessment.

1. Participants will join/determine a full grade level or a full department of teachers who will agree to work on and implement the <u>same assessment</u>. The assessment must be teacher developed. If the team would like to pilot a commercially made assessment, administrative approval is required.

2. The assessment must be in one of the following areas of need:
> Elementary science
> Elementary social studies
> Elementary music (would need to have a group of music teachers)
> Elementary art (would need to have a group of art teachers)
> Elementary physical education (would need to have a group of PE teachers)
> Middle school science
> Middle school social studies
> Middle school fine arts area
> Middle school physical education
> High school science
> High school social studies/history areas
> High school fine arts area
> High School English
> High School Math (all courses)
> Foreign language

Note: If your group believes there is another area of need that is not listed here, send a detailed email to <u>rlopez@amphi.com</u> with an explanation of what you believe to be the need and the idea for the assessment.

<u>**"Pathway 2" Deadlines:**</u>

A. Team of teachers submits the framework for the assessment (#1-9) from the My Classroom Performance Assessment) by September 16, 2011.

B. Frameworks are reviewed by readers and returned to teacher team by October 3, 2011.

C. For the regular November documentation submittal (November 10, 2011), teacher teams submit pre-assessment information on their own students in alignment with the assessment they are developing with the team.

D. For the regular May documentation submittal (May 10, 2012), individual teachers submit post assessment data and reflections on their own students' accomplishment on the assessment designed by the team.

Professional Development Support:

- Relevant training sessions will be offered in September with follow-up sessions in October to assist participants in "Pathway 2".

- ISLs will be available to assist teams as needed.

Project EXCELL!
Dr. Roseanne Lopez
Director
(520) 696-5174
FAX (520) 696-5066

701 W. Wetmore Road, Tucson, AZ 85705 • (520) 696-5000 • TDD (520) 696-5055

Project EXCELL! Review Process

Project EXCELL! is a pay for performance opportunity for teachers and school administrators funded by a grant from the United States Department of Education. A performance pay system must have a review process should questions or concerns be presented by a participant. To that end, the following Review Process will be utilized:

1. Participants who have substantial rationale to challenge the results on points earned for Professional Development, Leadership, or a challenge with regard to the student achievement pay out level, submit a written request for a comparator evaluator or reader utilizing the Project EXCELL! Review Rationale Form. The form must be received in the Project EXCELL! office within 10 days of the delivery of documentation to school sites along with all documents submitted for the pay out.
2. The project coordinator will select a second reader who will be unknown to the participant. The second reader will not know the identity of the first reader or have access to that reader's results. The second reader will examine and re-score the Documentation Submittal of the participant.
3. If the second reader's evaluation is different from that of the first reader, the project coordinator will review the Documentation Submittal.
4. The final decision will be made by the project coordinator if there is a discrepancy between the first two readers' evaluations.

Review requests concerning the structure of the program will not be processed (e.g., overall requirements of Project EXCELL!, choice of standardized assessment measures, etc.). Review requests based on participant omission will not be processed.

AMPHITHEATER
Public Schools

Project EXCELL!
Incentive Award Review Rationale Form
Hard Copy Form <u>Must Be Received</u> by Project EXCELL! Office no later than ten (10) days after the delivery of documentation to the school sites.

Name:_____   School: _____

Work Phone:_____   E-mail: _____

I am requesting review of the following component of my first incentive award:

☐   Leadership

☐   Professional Development

☐   Student Achievement (Please be more specific):

☐   My Classroom: Classroom Assessment

☐   My Classroom: Standardized Assessment

Note: Requests for changes in Project EXCELL design and structure (e.g., standardized assessments should not be used; the point matrix should be changed) cannot be considered. Omissions by the participant will not be considered.

The basis for my request for review is as follows: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____(Attach additional pages/documentation if appropriate).

Participant Signature:_____   Date:_____
----------------------------------Do not write below line. For Review Only ----------------------------
1st Review:
        Date: _____ Determination: Original Rating is Upheld/Modified (circle one)
                                                                   (Brief explanation may be written on reverse).
2nd Review:
        Date: _____ Determination: Original Rating is Upheld/Modified (circle one)
                                                                   (Brief explanation may be written on reverse).

Notes: _____

        _____