



Model Recognition and Reward Program

For TIF 4 Maine Schools for Excellence Districts

Maine Department of Education

May 2013

Appreciation is given to the many Maine teachers and leaders in the Teacher Incentive Fund MSFE districts who have contributed countless hours, effort and expertise to the development and continual refinement of this work.

Model Recognition and Reward Program

For TIF 4 Maine Schools for Excellence Districts

May 2013

Maine Department of Education



23 State House Station
Augusta, ME 04333-0023
207-624-6600

www.maine.gov/doe/excellence

Contents

- The Maine Schools for Excellence Vision 7
- Recognition and Reward Guiding Principles and Purpose 9
- Recognition and Reward Structure..... 10
 - Reward Opportunity 14
 - Performance-Based Rewards 15
 - Individual Educator Effectiveness..... 16
 - Group Educator Effectiveness 17
 - Setting the Base and Goal..... 17
 - Growth and Leadership Recognition..... 19
- Getting Started: Next Steps for Districts..... 21
- Resources to Support the MSFE Model Recognition and Reward Program 22
- Appendix A..... 24
 - Sample MSFE Recognition and Reward Individual Reports 24

The Maine Schools for Excellence Vision

Improving student learning and educator effectiveness is at the heart of the Maine Schools for Excellence (MSFE) initiative, which is assisting two cohorts of districts in their design and implementation of comprehensive human capital management systems.

The vision of MSFE is as follows:

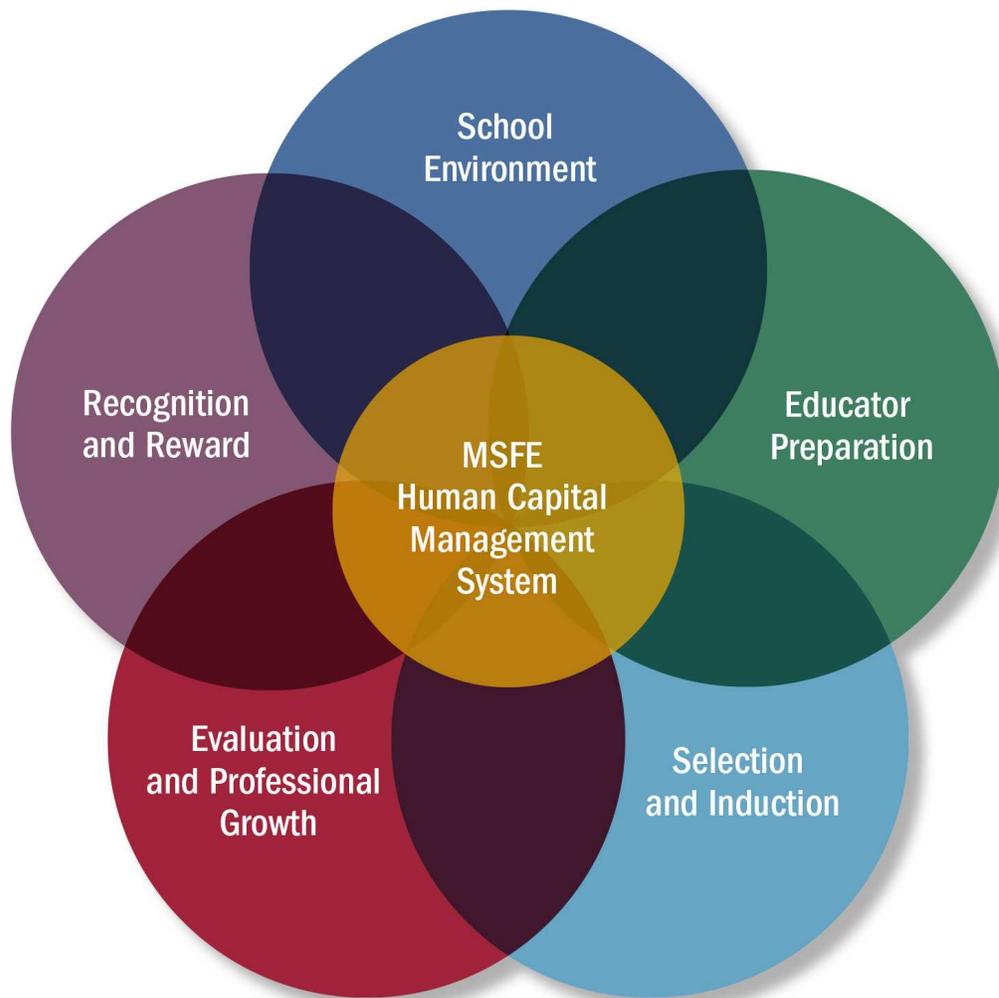
- To** enhance educator effectiveness and student learning
- For** the benefit of all stakeholders, including students, educators, parents, and the community
- By** developing an integrated and coherent human capital management system that aligns with the district mission and includes the following key features for all educators: regular, specific measurement and feedback; ongoing, targeted professional development; and fair and equitable recognition and rewards
- So that** schools can better attract and retain high-performing educators and benefit from a workforce of teachers and administrators who are aligned in purpose, teamed in their efforts, and motivated to succeed in delivering high-quality instruction to students

MSFE is the umbrella initiative for two 5-year Teacher Incentive Fund (TIF) grants from the U.S. Department of Education: TIF 3 and TIF 4. The TIF 4 grant, which was awarded in October 2012, emphasizes a multifaceted approach to recruiting, supporting, and retaining effective educators that mirrors Maine's strategy for addressing these critical interrelated issues.

With the TIF 4 grant, the Maine Department of Education has committed to a human capital management systems approach to improve educator effectiveness. This focus reflects the emerging consensus that strategies addressing the preparation, selection, evaluation, growth, and recognition of educators are inextricably linked and must draw upon common language and data. The participating TIF 4 MSFE districts will implement strategies that address the five components of the MSFE human capital management system:

- School environment
- Educator preparation
- Selection and induction
- Evaluation and professional growth
- Recognition and reward

Figure 1. The MSFE Human Capital Management System



A Recognition and Reward program supports the goals of the MSFE vision by reinforcing the behaviors and outcomes that most positively affect student success. This component of the HCMS will connect with other HCMS components by financially rewarding educators who demonstrate their effectiveness under the Teacher Evaluation and Professional Growth (TEPG) and Leader Evaluation and Professional Growth (LEPG) programs, improving recruitment and retention through more attractive compensation. Underlying all components is the necessity of building a positive, collegial school environment where all educators can grow and thrive.

Recognition and Reward Guiding Principles and Purpose

The MSFE model Recognition and Reward Framework will serve as the starting point for each TIF 4 MSFE district's local educator Recognition and Reward program. The framework is built on five guiding principles:

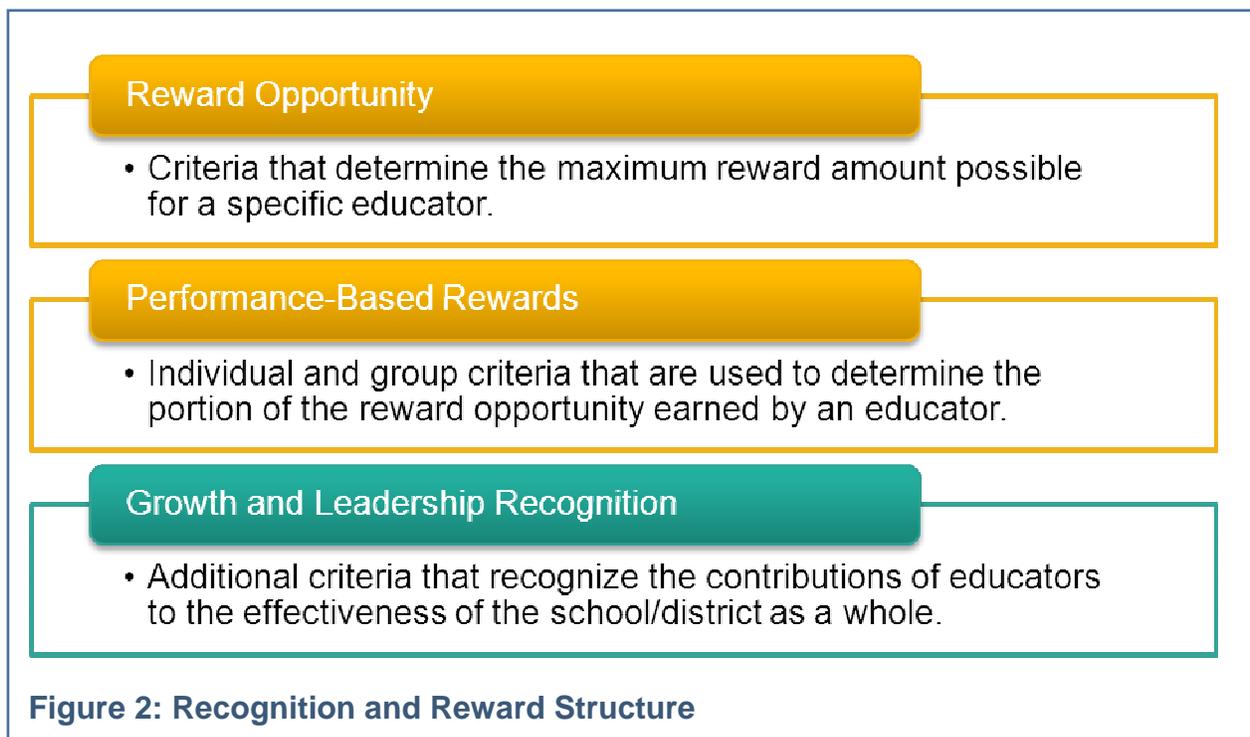
- Integrate emerging best practices in performance-based compensation into a comprehensive, manageable, and sustainable Recognition and Reward program.
- Reinforce and reward the behaviors and outcomes that most positively affect student success by linking closely to the TEPG and LEPG programs.
- Provide a set of achievable, meaningful, transparent, and reliable criteria and measures as the basis for a reward program.
- Fully satisfy the requirements of the TIF 4 grant.
- Balance consistency with local needs and autonomy.

The purpose for the MSFE model Recognition and Reward program is to provide a starting point for discussion and decision making in the TIF 4 District Steering Committees around recognition and reward. The MSFE Recognition and Reward program intends to provide educators in participating districts with equitable opportunities to earn additional compensation based on their demonstrated effectiveness, both in terms of practice and outcomes. The program includes a combination of individual and group awards, recognizing that individual effort and group collaboration and teamwork are integral to effective teaching.

The following sections of this document describe the MSFE Recognition and Reward Framework, including individual effectiveness and group effectiveness performance-based measures, and the other factors that will influence educators' financial rewards under the program. It clarifies which elements of the Recognition and Reward Program are requirements and which are locally determined, including considerations for district steering committee when making these decisions.

Recognition and Reward Structure

The Recognition and Reward Framework contains three sections: Reward Opportunity, Performance-Based Rewards, and Growth and Leadership Recognition.



This structure is further detailed in the MSFE Recognition and Reward Framework below that districts may adapt to reflect their local priorities around recognition and reward. It is recommended that district steering committees use the MSFE Framework as a starting point to create one or more district-specific Recognition and Reward Frameworks. Although the model Framework is set up such that a district may use a single Framework for all educators, including teachers and principals, districts may also want to create several versions of the Framework – for example, one for principals, one for experienced teachers, and one for novice teachers (more guidance on this option is provided below). Another approach would be to create different Frameworks for educators by position, e.g. one Framework for teachers of tested grades and subjects and a different Framework for teachers of traditionally non-tested grades and subjects.

The TIF 4 MSFE project aims to build on the successes of TIF 3, including the use of the Statewide Longitudinal Data System local model builder application, which warehouses data and generates summary performance and payroll reports. All of the ideas represented in this document, including the Recognition and Reward Framework and individual reports can be incorporated into this application. The benefits include automating calculations and reporting, reducing the chances of human error associated with rewards. After spending time upfront developing one or more district-specific

Frameworks, a district representative will enter the Framework parameters into the online application. At the end of the year, the district will enter actual values for each measure for each educator, and the recognition and reward amounts will be automatically calculated on the MSFE Recognition and Reward Individual Report. (See a sample in Appendix A.) District will be able to customize input values and reports; more information will be provided on these features in autumn 2013.

Districts should begin by familiarizing themselves with this Framework, the elements of the program that are common across all districts, and the elements which may be modified to meet local priorities. These include:

- Framework Structure. Districts must use the specified framework structure to determine the total recognition and reward opportunity and the approach to calculating the value of rewards under this program. However, within this overarching structure the measures and their associated weights and financial values are locally determined by district steering committees, within specified boundaries.
- Recognition and Reward Amounts. The recognition and reward amounts associated with each element of the program must fall within a specified range that ensures that rewards are both sufficiently high to be meaningful yet not so high as to be unsustainable for the long-term. Per the TIF 4 MSFE grant proposal, no educator will receive a reward greater than \$10,000 under the MSFE Recognition and Reward program (i.e., \$0-\$7,500 under the performance-based reward component, and \$0-\$2,500 under the growth and leadership recognition component). However, within these parameters, it is a local decision as to what the overall recognition and reward ceiling will be and within that what value will be associated with each component of the framework.
- Weights of Measures. Not all performance-based measures need to be weighted equally. The weights and values that will be attached to each performance-based measure must fall within certain parameters but are otherwise locally determined.
- Recognition for Growth and Leadership. The model structure specifies that recognition for growth and leadership is treated separately from the performance-based reward component. However, there is no requirement for districts to provide any financial recognition for these roles and positions. Should a district elect to include growth and leadership recognition components, each component can be associated with a unique recognition amount. Moreover, there is no limit to how many teacher leader roles and positions a district may recognize with additional remuneration.

After reviewing the MSFE Framework, it is recommended that districts carefully consider their options, solicit broad input from staff, and then create their district-specific Framework(s) accordingly. In subsequent years, district steering committees should set aside time before each school year begins to review all Frameworks including measures

and their associated weights, “base” expectations and “goal” targets to ensure alignment with school improvement plans and district priorities.

DRAFT

Figure 3: MSFE Recognition and Reward Framework Template

MSFE Recognition and Reward Framework

District	
School	
Position	

Reward Opportunity	Opportunity Description	Opportunity Amount
	Base Opportunity	
Total Potential Reward Opportunity		\$0

Base Reward Opportunity amount must be between \$1,000 and \$5,000

Up to 3 additional Opportunity amounts of \$1,000 or more may be added; total of additional lines cannot exceed \$2,500

Total Reward Opportunity amount cannot exceed \$7,500

		Progress Toward Goal											
Performance-Based Reward	Performance-Based Measures	Base	10%	20%	30%	40%	50%	60%	70%	80%	90%	Goal	Weight
		Individual Effectiveness											
	Evaluation Summative Rating							3.06	3.20	3.33	3.47	3.60	
	Group Effectiveness												0.00
	Weighted Measure Total (must equal 1)												0.00

1-3 Individual Effectiveness measures required, weighted at .5-.75 of the total

1-3 Group Effectiveness measures required, weighted at .25-.5 of the total

A note about the progress columns: The Base column describes the minimum acceptable level of performance associated with a reward, and translates to \$0 in performance-based reward for a specific measure. For the summative evaluation rating, this minimum requirement must be a summative rating of Effective. The Goal column represents an aggressive yet attainable level of performance, and translates into a maximum performance-based reward for that measure. While educators may exceed the target in the Goal column, rewards reach a maximum at this point.

Growth & Leadership Recognition	Role Description	Recognition Amount
Total Potential Recognition Amount		\$0

Total Potential Recognition amount cannot exceed \$2,500



Reward Opportunity

The Reward Opportunity section of the Recognition and Reward Framework is intended to describe the maximum possible **performance-based reward** amount available to educators in the district. The Reward Opportunity is comprised of two pieces: a base reward opportunity and additional reward opportunities. Appendix A illustrates in detail how the Reward Opportunity will affect an individual educator's performance-based reward. It is important to note that additional compensation for leadership and growth may be available in the Growth and Leadership Recognition section of the framework.

Each district will set the base opportunity reward amount for all educators between \$1,000 and \$5,000. Therefore, the minimum base opportunity reward available to all educators must be at least \$1,000. After selecting this base performance-based reward value for which *all* educators will be eligible, districts then will select the desirable supplements to this base amount that *some* educators will be eligible for, based on district priorities. Each additional Reward Opportunity amount must be between \$1,000 and \$2,500, with the total value of additional award opportunities not exceeding \$2,500. Therefore, the total performance-based reward opportunity for an individual teacher or school leader may range from \$1,000 to \$7,500 per year.

This determination of the reward amount and number of these criteria included in the Framework must be made with consideration of several factors: affordability; long-term sustainability of the program beyond the five-year TIF grant; and compliance with the grant through use of performance-based incentives that are sufficiently high to impact teachers' and leaders' level of effort or career choices so that districts can successfully recruit, retain, and motivate excellent teachers and school leaders for every student.

Additional Reward Opportunity amounts are intended to increase the potential reward for educators that meet specific criteria. A prime example is the inclusion of National Board Certification (NBC) for teachers or principals as an additional Reward Opportunity amount. Stemming from the work of Maine's TIF 3 grant and research on the student outcomes of NBC teachers, the qualifications and skills demonstrated in order to achieve NBC status are highly valued by MSFE districts. This criterion is optional and under the discretion of each local District Steering Committee. If a district chooses to use this measure, earning NBC status provides educators a "gateway" to earning a greater Performance-Based Reward. Under this scenario, a non-NBC teacher or principal might have the opportunity to earn performance-based rewards up to \$5,000

Reward Opportunity Parameters

Range of the Base Opportunity:
\$1,000-\$5,000

Range of each additional Reward Opportunity: \$1,000-\$2,500

Total of all additional Reward Opportunities cannot exceed \$2,500

Total Reward Opportunity cannot exceed \$7,500

depending on how well they perform on the various individual and group effectiveness measures in the Framework, whereas a NBC teacher or principal would have the opportunity to earn performance-based rewards up to \$7,500.

Another example of a criterion for increased reward opportunity is recruitment and retention of effective educators in high-need schools and hard-to-staff positions and subject areas. Each district has flexibility over the specific criteria, reward opportunity amounts, and definition of hard-to-staff positions and subject areas.

To create district-specific Recognition and Reward Frameworks, districts should insert into the Framework their selected values of the base and, if relevant, additional opportunity rewards. Then, when calculating each individual educator’s reward opportunity the district should simply enter “yes” or “no” as to whether any given reward opportunity applies to that educator (see Figure 4 below).

Figure 4: Reward Opportunity Calculation from a sample MSFE Recognition and Reward Individual Report

Reward Opportunity	Opportunity Description	Opportunity Amount	Applies to this Educator?
	Base Opportunity	\$4,500	yes
	National Board Certification	\$2,000	yes
	Hard-to-staff position: science	\$1,000	no
	Reward Opportunity for this Educator		\$6,500

Performance-Based Rewards

The Performance-Based Reward section of the MSFE Recognition and Reward Framework is intended to encourage those behaviors that reflect high-quality performance as an educator. This section of the Recognition and Reward Framework includes two categories of measures: Individual Effectiveness measures and Group Effectiveness measures.

The only required measure for determining the performance-based reward is the TEPG or LEPG summative rating. A district may choose to use the TEPG or LEPG summative rating as the only individual effectiveness measure or

Performance-Based Reward Parameters

Individual Effectiveness measures: 1-3 measures, one of which must be the TEPG or LEPG summative rating; total weight of 0.50-0.75

Group Effectiveness measures: 1-3 measures; total weight of 0.25-0.50

Educators must receive a TEPG or LEPG rating of Effective to be eligible for a performance-based reward

may add 1-2 additional measures. Altogether, the Individual Effectiveness measures must comprise between 50% and 75% of the calculation for the performance-based reward.

The Group Effectiveness measures are entirely at the discretion of the district, although it is recommended that districts consider a team or schoolwide student learning objective (SLO) as one of the measures. 1-3 measures of Group Effectiveness are required for determination of the Performance-Based Reward, comprising between 25% and 50% of the calculation. The total weights for Individual and Group Effectiveness measures must equal 100% or 1.

As part of the annual Recognition and Reward review process, districts will determine the minimum acceptable performance for each individual and group effectiveness measure—termed “base” in the Framework—and a goal for performance, at which point the maximum reward for the measure is earned. At the end of the year, educators’ actual results will be calculated as a percent of progress between the base and goal and weighted to determine a Scaled Measure Result.

$$\text{Scaled Measure Result} = (\text{Actual-Base}) \div (\text{Goal-Base}) \times \text{Measure Weight}$$

The Scaled Measure Results are then added and multiplied by the available total Reward Opportunity to determine the actual performance-based reward for each educator.

$$\text{Performance-Based Reward} =$$

$$\text{Total of all Scaled Measure Results} \times \text{Reward Opportunity}$$

With the exception of the TEPG and LEPG summative rating, which must be included, districts will individually determine the individual and group measures and their weights. Some examples of how a district might choose to approach this decision are described below.

Individual Educator Effectiveness

It is a requirement of the TIF 4 grant that the Recognition and Reward program financially reward teachers and school leaders who individually increase student performance. In recognition of the complexities of teaching and leading and the importance of multiple measures to evaluate effectiveness, the multiple performance-based individual effectiveness measures are recommended.

The summative ratings from the TEPG and LEPG already contain multiple measures spanning learner growth, learner perception, professional practice and professional growth. In order to provide consistency across all MSFE districts, the summative rating is the common measure of educator effectiveness in the Recognition and Reward Framework.

As described in the TEPG and LEPG programs, the determination of an educator's summative effectiveness rating is an ongoing process, not a one-time event that occurs at the end of the year. Behind the final performance rating labels of *Ineffective*, *Developing*, *Effective*, or *Distinguished* is a year of work and conversations about educator practices and student learning, including an educator's collection of evidence, multiple observations, state and local data on student improvement, and data about students' perceptions of their own learning.

Other individual effectiveness measures that districts may choose to include are educator portfolio reviews, additional individual student growth measures beyond those included in the evaluation program, parent or colleague surveys, or other measures that reflect local values around assessing educator effectiveness.

Group Educator Effectiveness

Group effectiveness measures for teachers and leaders can be divided into three categories: district-wide, school-wide, and team-specific. The decision as to which categories are included in the Recognition and Reward Framework will be determined locally by MSFE District Steering Committees; however, at least one group effectiveness measure must be included in the Framework. The measures for the group reward will be based on improvement in student performance over time. Student growth on state assessments (NECAP/SBAC), performance on other norm-referenced standardized assessments, and/or student learning objectives should be used to determine district-wide, school-wide, and/or team-specific measures. Another measure that districts may choose to use is meeting school-wide proficiency targets. In order to provide consistency, reliability, and transparency, these student learning measures are aligned with those recommended in the TEPG and LEPG models (see the TEPG and LEPG Model Program for more details).

Setting the Base and Goal

When developing their district-specific Recognition and Reward Frameworks, after inputting their approach to the reward opportunities, districts should then enter the various selected individual and group effectiveness measures into the Framework. Then, for each measure, districts should enter the base value, which represents the minimum amount that must be achieved to obtain any reward for that measure. This base value translates to \$0 in performance-based reward for a specific measure. The base should be set high enough that there is no reward for results that the district views as unsatisfactory. Next, the district should set a goal for each measure. The goal represents an aggressive yet attainable level of performance, and translates into a maximum performance-based reward for that measure. While educators may exceed the target in the Goal column, rewards reach a maximum at this point. Districts should not enter any data into the Progress Toward Goal columns as these will be populated using the Base and Goal information.

Note that the Summative Rating measure Base number must equal the minimum numerical score associated with an Effective rating according to the TEPG and LEPG

programs. If a district chooses, it may create a separate version of the Recognition and Reward Framework for novice teachers with a modified baseline of minimum acceptable performance for measures other than the Summative Rating.

When calculating each individual educator’s performance-based reward, the district then only must enter that educator’s result for each measure. If meeting the base value condition is met as described above, the Framework automatically calculates the progress this represents toward meeting the goal, the weight assigned to this value, and the performance-based reward amount as a percent of the total reward opportunity for that educator that is associated with these numbers. This calculation produced the “Scaled Measure Result” which determines the percentage of the total reward opportunity that the individual receives (see Figure 5 below).

Figure 5: Performance-Based Reward Calculation from a sample MSFE Recognition and Reward Individual Report

Performance-Based Reward	Performance-Based Measures	Base	Goal	Result	Weight	Scaled Measure Result	
	Individual Effectiveness						
	Evaluation Summative Rating	2.25	3.60	3.70	0.5	0.50	
	Educator Portfolio Review	6	10	8.7	0.1	0.07	
	Group Effectiveness						
	Team SLO - average writing improvement	2.5	4	3.25	0.15	0.08	
	Team SLO - % achieving Proficient on math benchmark	50.0	65.0	48.0	0.15	0.00	
	School NECAP results - % achieving Proficient in reading	62	72	64	0.1	0.02	
	Performance-Based Reward for this Educator (Total of all Scaled Measure Results x Reward Opportunity)						\$4,306

Growth and Leadership Recognition

The final section of the MSFE Recognition and Reward Framework provides districts the opportunity to determine a set of growth and/or leadership roles that can be formally recognized through financial reward. This section is designed to encourage and reward educators who choose to serve as leaders in providing effective, embedded support to colleagues. In some cases, the values of these recognitions have been pre-specified by MSFE through job descriptions or related material. In other cases, the MSFE model recommends ranges for these recognition awards. Per the TIF 4 grant requirements, total recognition amounts for the district cannot exceed \$2,500. Examples of these roles and the associated compensation that is recommended are presented in Table 1:

Growth and Leadership Recognition Parameters

Total for all recognition amounts not to exceed \$2,500

Table 1: Growth and Leadership Recognition

Growth or Leadership Recognition	Recommended Minimum	Recommended Maximum
Peer observation	\$100	\$400
Professional learning community facilitation	\$200	\$1,500
Mentoring	\$500	\$1,000
Coaching	\$500	\$1,000
NBC candidate support	\$500	\$1,500
TEPG/LEPG facilitation	\$1,500	\$1,500
TakeOne! facilitation	\$1,500	\$1,500
TakeOne! submission of a scoreable entry	\$500	\$500

This section is optional and up to the local discretion of MSFE districts. These roles may already be rewarded through a stipend system in some districts. It is recommended that these roles and the financial incentives associated with them be

represented in this portion of the Framework to provide a well-rounded and comprehensive Recognition and Reward program.

When creating district-specific Recognition and Reward Frameworks, districts should insert into the Framework the growth and leadership roles or positions that they wish to recognize financially. They then should insert their selected monetary values associated with these roles and positions. Then, when calculating each individual educator’s reward opportunity the district should simply enter “yes” or “no” as to whether any given growth or leadership recognition applies to that educator (see Figure 6 below).

Figure 6: Growth and Leadership Recognition Calculation from a Sample MSFE Recognition and Reward Individual Report

Growth & Leadership Recognition	Role Description	Recognition Amount	Applies to this Educator?
	Coaching or Mentoring	\$500	no
	TEPG/LEPG facilitation	\$1,500	yes
	Take One! submission of a scoreable entry	\$500	yes
	Recognition Amount for this Educator		\$2,000

Getting Started: Next Steps for District Steering Committees

District steering committees must engage in a series of steps to translate the MSFE Recognition and Reward Framework to their district context. The following step-by-step list offers a way for district steering committees to get started.

1. Review the MSFE model Recognition and Reward program, focusing on key decisions to be made.
2. Come to agreement about decisions that apply to all Frameworks:
 - a. Determine Reward Opportunity categories and amounts and Growth and Leadership Recognition categories and amounts
 - b. Decide whether to include 1-2 Individual Effectiveness measures beyond the Summative Evaluation Rating
 - c. Determine school-wide Group Effectiveness measure(s), if any, to include in all Frameworks, with associated base and goal
 - d. Set weights for the Individual and Group Effectiveness categories of measures
3. Determine the number of distinct Frameworks to develop, keeping in mind the management and communication challenges associated with a greater number of Frameworks. It may be reasonable to differentiate Frameworks by position (e.g. core content areas or non-tested grades and subjects, teacher or principal), SLO team (e.g. math department across multiple grade levels, 6th grade team), and/or years of experience (e.g. novice or experienced teacher).
4. Engage in discussion about each specific Framework in turn, making Framework-specific decisions about measures.
 - Identify Individual Effectiveness measure(s) for each Framework, if any, with associated base and goal
 - Identify Group Effectiveness measure(s) for each Framework, if any, with associated base and goal
 - Set weights for each measure within the Individual and Group Effectiveness categories, ensuring all weights add up to 1
5. Conduct a review of all Frameworks, ensuring consistent levels of rigor across all Frameworks and alignment with district priorities.

Resources to Support the MSFE Model Recognition and Reward Program

The above document outlines the major components of the MSFE model Recognition and Reward program, including the decision points where local school districts have autonomy to develop approaches that work for their local context. MSFE staff will engage in ongoing one-on-one conversations with participating districts to support their decision-making around the Recognition and Reward program.

MSFE staff will also equip districts with a sustainability planning tool in autumn 2013. This sustainability planning tool will allow them to input projections such as district revenues, educator retirement and attrition, educator performance distributions, the recognition and reward values and other factors that will affect the total costs of the Recognition and Reward program. The tool will then calculate associated expenses for a five-year period, allowing district steering committees to project program sustainability under a range of assumptions.

District Steering Committees may wish to draw on additional resources or examples of similar programs that other districts have adopted in recent years. Helpful resources and case studies can be found at the website for the Center for Educator Compensation Reform at <http://www.cecr.ed.gov/>. Additional resources regarding emerging issues related to educator compensation include:

Houck, E. (2013). 100+ ways to recognize and reward your school staff. [t/k]

Max, J., Koppich, J. *Engaging Stakeholders in Teacher Pay Reform*. Center for Educator Compensation Reform. U.S. Department of Education, Office of Elementary and Secondary Education, Washington, D.C., 2009

Potemski, A., Rowland, C., & Witham, P. *Performance-based compensation structures: Considerations for individual, group, and hybrid programs*. Center for Educator Compensation Reform. U.S. Department of Education, Office of Elementary and Secondary Education, Washington, D.C., 2011

Prince, C. D., Koppich, J., Azar, T. M., Bhatt, M., & Witham, P. J. (n.d.). *What lessons have been learned from the research about personnel compensation in the private sector, and how might these lessons apply to the development of new systems of educator compensation?*. Retrieved May 6, 2013, from Center for Educator Compensation Reform: Westat—in partnership with Learning Point Associates, an affiliate of American Institutes for Research, Synergy Enterprises, Vanderbilt University, and the University of Wisconsin–Madison

Appendix A.

Sample MSFE Recognition and Reward Individual Reports

The following samples show the reports generated for three different individuals from the same Framework, for 5th grade teachers at a sample school.

MSFE Recognition and Reward Individual Report

District	ABC District
School	XYZ School
Position	5th Grade Teacher
Name	Sam Smith

Reward Opportunity	Opportunity Description	Opportunity Amount	Applies to this Educator?
	Base Opportunity	\$4,500	yes
	National Board Certification	\$2,000	yes
	Hard-to-staff position: science	\$1,000	no
	Reward Opportunity for this Educator		\$6,500

Performance-Based Reward	Performance-Based Measures	Base	Goal	Result	Weight	Scaled Measure Result	
	Individual Effectiveness						
	Evaluation Summative Rating	2.25	3.60	3.70	0.5	0.50	
	Educator Portfolio Review	6	10	8.7	0.1	0.07	
	Group Effectiveness						
	Team SLO - average writing improvement	2.5	4	3.25	0.15	0.08	
	Team SLO - % achieving Proficient on math benchmark	50.0	65.0	48.0	0.15	0.00	
	School NECAP results - % achieving Proficient in reading	62	72	64	0.1	0.02	
	Performance-Based Reward for this Educator						
	(Total of all Scaled Measure Results x Reward Opportunity)						\$4,306

Notes: The Base column describes the minimum acceptable level of performance associated with a reward, and translates to \$0 in performance-based reward for a specific measure. The Goal column represents an aggressive yet attainable level of performance, and translates into a maximum performance-based reward for that measure. While educators may exceed the target in the Goal column, rewards reach a maximum at this point. The Scaled Measure Result is calculated as follows: $(Actual-Base) \div (Goal-Base) \times Weight$. Then the minimum and maximum parameters are applied.

Growth & Leadership Recognition	Role Description	Recognition Amount	Applies to this Educator?
	Coaching or Mentoring	\$500	no
	TEPG/LEPG facilitation	\$1,500	yes
	Take One! submission of a scoreable entry	\$500	yes
	Recognition Amount for this Educator		\$2,000



MSFE Recognition and Reward Individual Report

District	ABC District
School	XYZ School
Position	5th Grade Teacher
Name	Jo Jones

Reward Opportunity	Opportunity Description	Opportunity Amount	Applies to this Educator?
	Base Opportunity	\$4,500	yes
	National Board Certification	\$2,000	no
	Hard-to-staff position: science	\$1,000	yes
Reward Opportunity for this Educator		\$5,500	

Performance-Based Reward	Performance-Based Measures	Base	Goal	Result	Weight	Scaled Measure Result	
	Individual Effectiveness						
	Evaluation Summative Rating	2.25	3.60	3.25	0.5	0.37	
	Educator Portfolio Review	6	10	7	0.1	0.03	
	Group Effectiveness						
	Team SLO - average writing improvement	2.5	4	3.25	0.15	0.08	
	Team SLO - % achieving Proficient on math benchmark	50.0	65.0	48.0	0.15	0.00	
	School NECAP results - % achieving Proficient in reading	62	72	64	0.1	0.02	
	Performance-Based Reward for this Educator						
	(Total of all Scaled Measure Results x Reward Opportunity)						\$2,697

Notes: The Base column describes the minimum acceptable level of performance associated with a reward, and translates to \$0 in performance-based reward for a specific measure. The Goal column represents an aggressive yet attainable level of performance, and translates into a maximum performance-based reward for that measure. While educators may exceed the target in the Goal column, rewards reach a maximum at this point. The Scaled Measure Result is calculated as follows: $(Actual-Base) \div (Goal-Base) \times Weight$. Then the minimum and maximum parameters are applied.

Growth & Leadership Recognition	Role Description	Recognition Amount	Applies to this Educator?
	Coaching or Mentoring	\$500	no
	TEPG/LEPG facilitation	\$1,500	no
	Take One! submission of a scoreable entry	\$500	no
Recognition Amount for this Educator		\$0	



MSFE Recognition and Reward Individual Report

District	ABC District
School	XYZ School
Position	5th Grade Teacher
Name	Lee Liu

Reward Opportunity	Opportunity Description	Opportunity Amount	Applies to this Educator?
	Base Opportunity	\$4,500	yes
	National Board Certification	\$2,000	no
	Hard-to-staff position: science	\$1,000	no
Reward Opportunity for this Educator		\$4,500	

Performance-Based Reward	Performance-Based Measures	Base	Goal	Result	Weight	Scaled Measure Result
	Individual Effectiveness					
	Evaluation Summative Rating	2.25	3.60	3.60	0.5	0.50
	Educator Portfolio Review	6	10	9	0.1	0.08
Group Effectiveness						
	Team SLO - average writing improvement	2.5	4	3.25	0.15	0.08
	Team SLO - % achieving Proficient on math benchmark	50.0	65.0	48.0	0.15	0.00
	School NECAP results - % achieving Proficient in reading	62	72	64	0.1	0.02
Performance-Based Reward for this Educator (Total of all Scaled Measure Results x Reward Opportunity)						\$3,015

Notes: The Base column describes the minimum acceptable level of performance associated with a reward, and translates to \$0 in performance-based reward for a specific measure. The Goal column represents an aggressive yet attainable level of performance, and translates into a maximum performance-based reward for that measure. While educators may exceed the target in the Goal column, rewards reach a maximum at this point. The Scaled Measure Result is calculated as follows: $(Actual-Base) \div (Goal-Base) \times Weight$. Then the minimum and maximum parameters are applied.

Growth & Leadership Recognition	Role Description	Recognition Amount	Applies to this Educator?
	Coaching or Mentoring	\$500	yes
	TEPG/LEPG facilitation	\$1,500	no
	Take One! submission of a scoreable entry	\$500	yes
Recognition Amount for this Educator		\$1,000	

