





Teacher Incentive Allotment (TIA) Regional Convenings 2020

Document Access



www.tea.texas.gov/TIA



 0. Regional Convening Pre-Work.docx 



 1. Regional Convening Intro Session (2.18).pdf 

 2. Morning session info packet.pdf 



 3. Morning Session district guided notes.docx 



 4. Afternoon A-C Info Packet.pdf 


 5. Afternoon A-C Guided Notes.pdf 

 6. Afternoon Cohort D Guided Notes 

 7. Afternoon Cohort D Readiness Checklist.pdf 

 8. Afternoon Cohort D. Self-Assessment & Next Steps.docx 

 9. Possible Next Steps List.pdf 

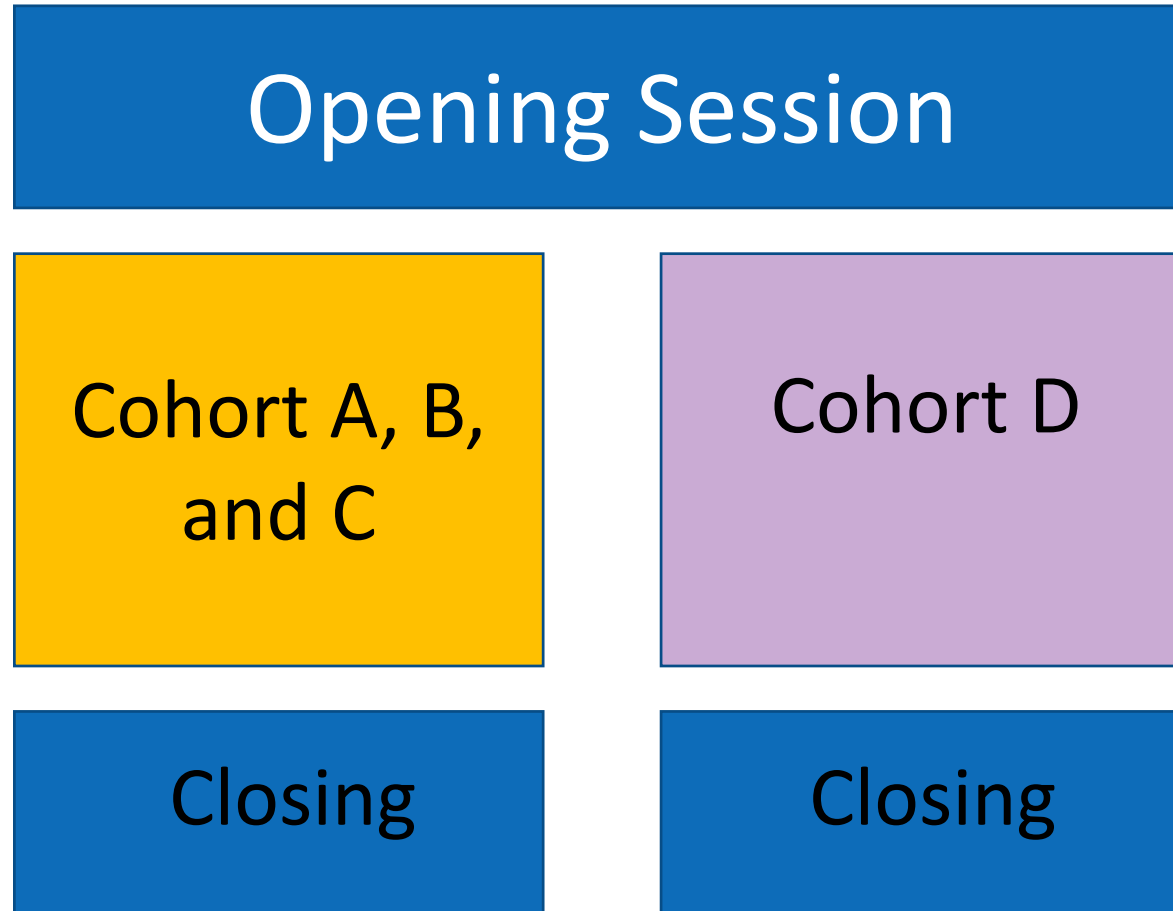
 Slide Deck for ESC Leads.pdf 

Recommended Pre-Work

To prepare for the regional convening, we encourage that participants do the following:

- View the HB 3 in 30 [webinar](#) on the Teacher Incentive Allotment and review the [Teacher Incentive Allotment TAA](#) and download/print the readiness checklist that applies to your cohort
- Gather recruitment and retention data from recent years for your district such as retention rates, attrition reasons, hard-to-staff campuses or assignments.
- Gather information from past district initiatives related to strategic compensation and how they were received by district staff, if applicable.
- Draft your district's rationale for pursuing participation in the Teacher Incentive Allotment
- Visit <https://www.nbpts.org/> to learn more about National Board and search the directory to see if how many National Board teachers are in your district.
- Read the following page on possible eligible teaching assignments and complete the chart.



Regional Convening Agenda




Documents for Session 1



www.tea.texas.gov/TIA



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Objectives

Understand the theory of action and mechanics of the Teacher Incentive Allotment

Write the rationale for your district to apply for a local optional teacher designation system

Access and utilize key resources to support the development and implementation of a district local optional teacher designation system

Use key questions and the readiness checklist to identify your district's application cohort

Topic

Introductions, Objectives and Agenda

District Rationale

Funding and National Board

Local Designation System Application Process

Timelines and District Cohort Readiness

Closing

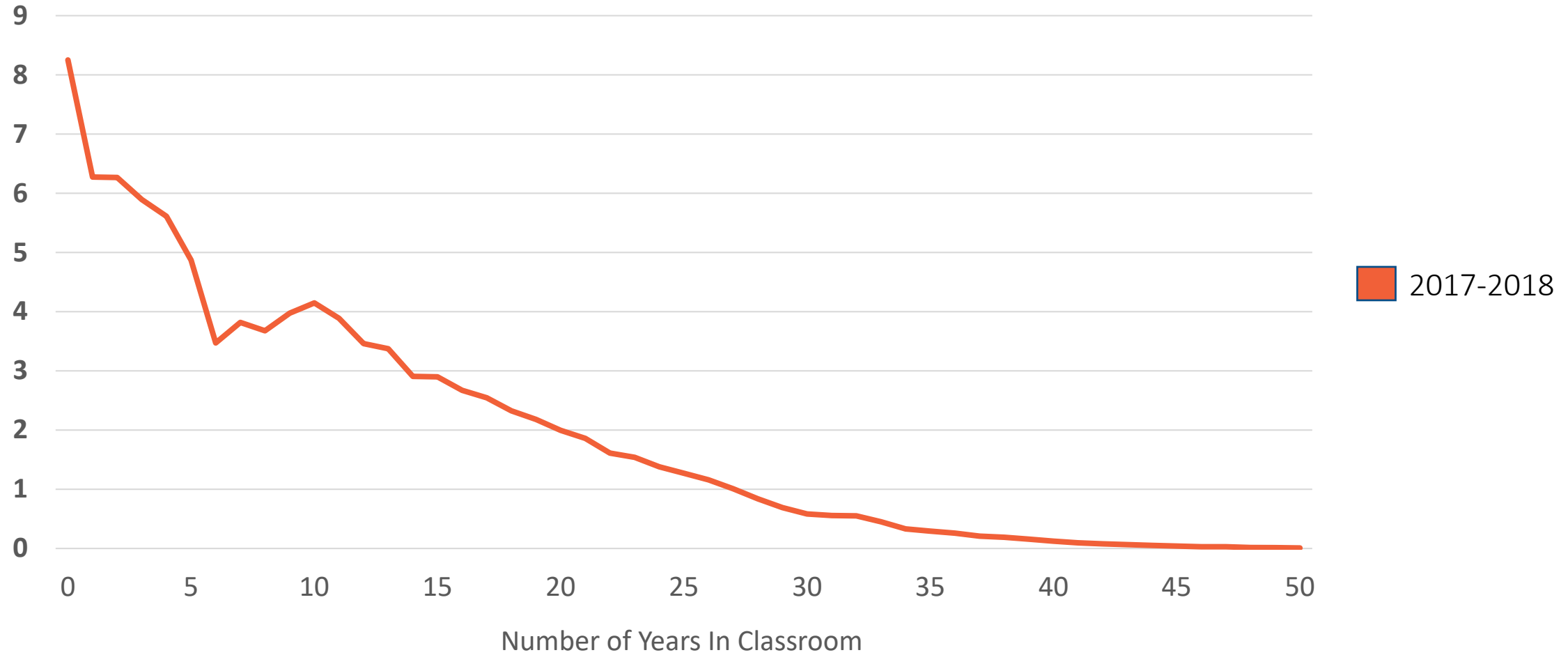


Teacher Incentive Allotment Theory of Action

“In addition to helping **attract and keep their effective educators** in the classroom, public schools implementing these systems would be able to identify their more effective educators and then provide **incentives for them to teach at their most challenged campuses**, increasing the equitable distribution of effective educators.”

- Texas Commission on Public School Finance

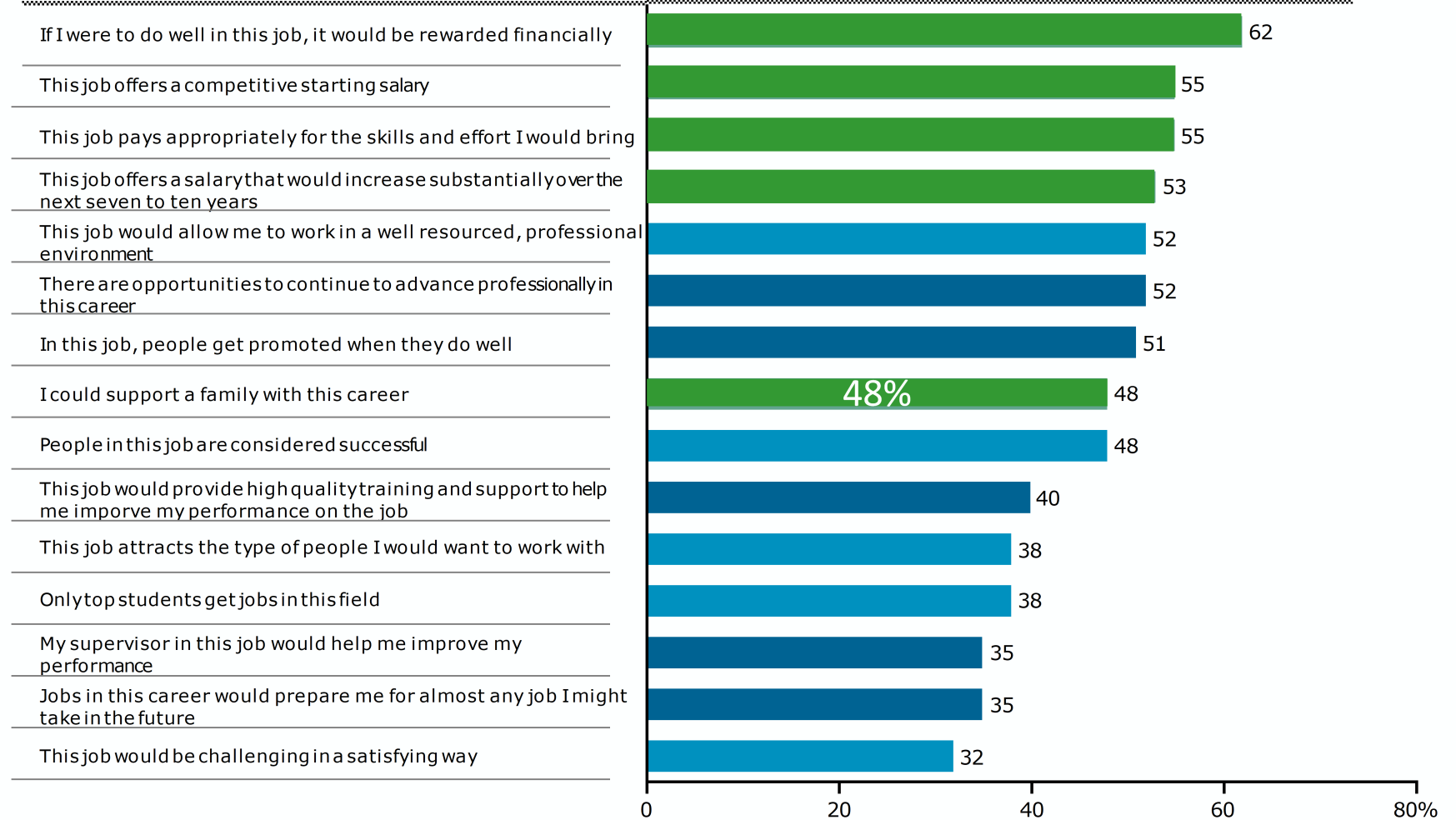
Retention Challenges



Additional Recruitment Challenges

DIFFERENCE BETWEEN TEACHING AND PREFERRED OCCUPATION IN % OF STUDENTS WHO AGREE THE OCCUPATION RATES HIGHLY

JOB ATTRIBUTE



Salary & Compensation

Environment/Culture

Professional Development

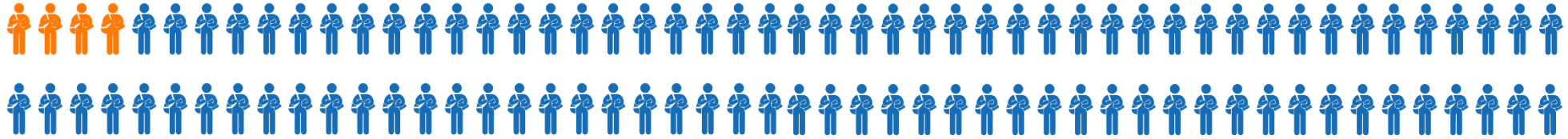


Recruitment Challenges

Do high school students want to become teachers?

4%

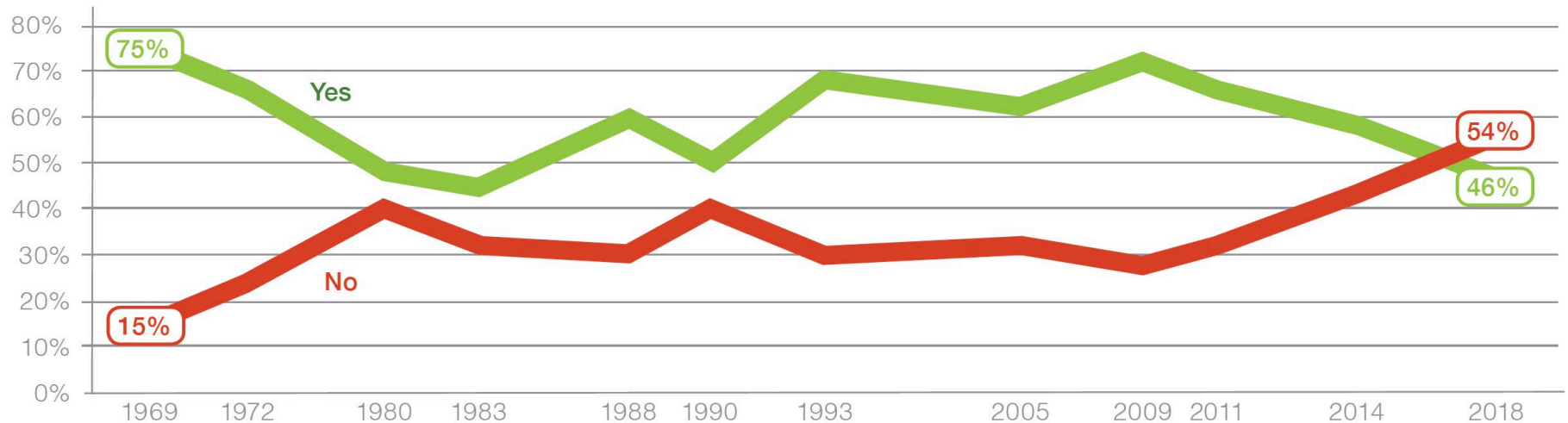
of HS students indicated interest in education major.*



Do parents want their children to become teachers?

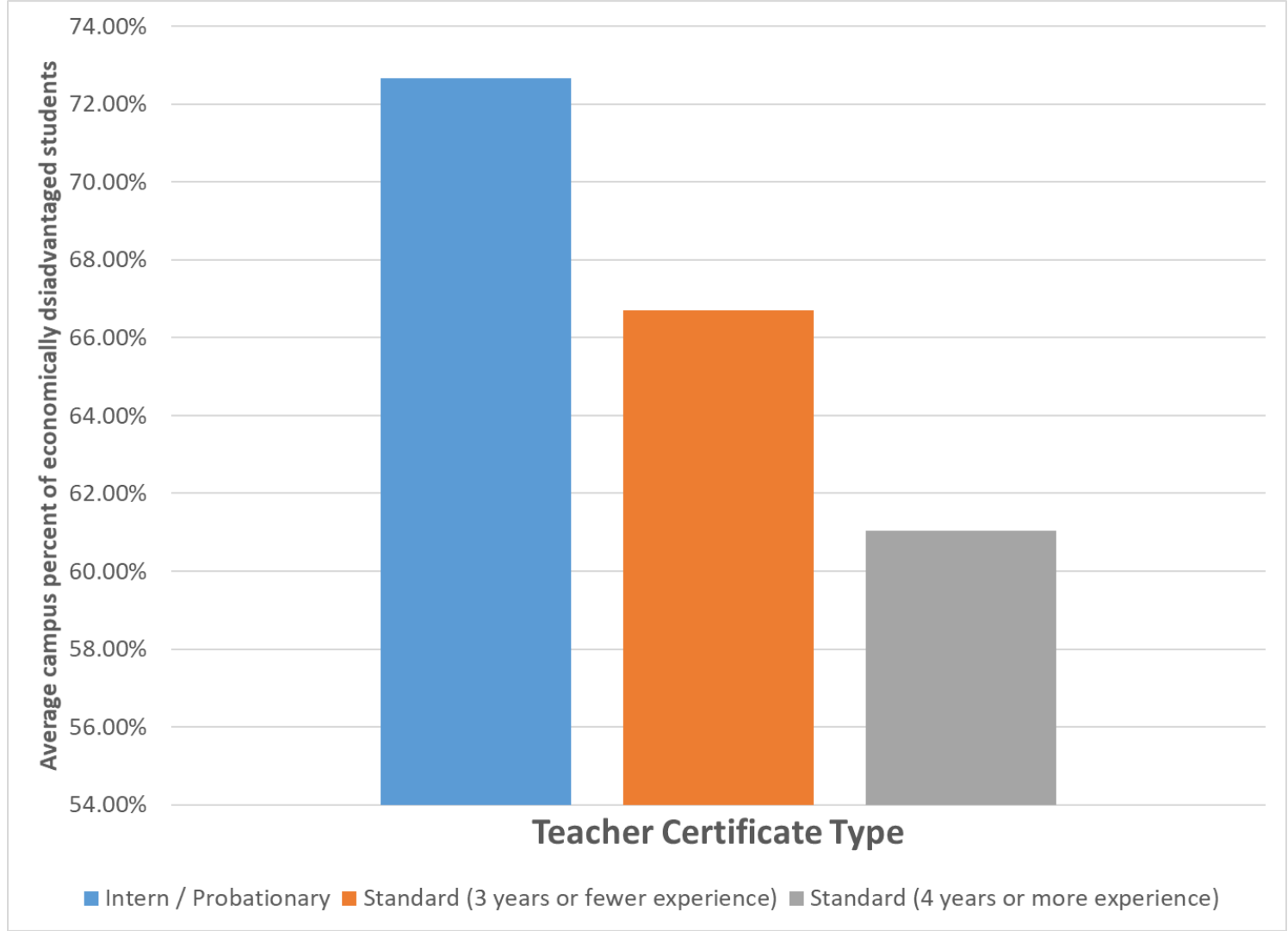
46%

of parents want their kids to become teachers.**



Student Equity Challenges

Economically Disadvantaged Students are More Likely to be Taught by Inexperienced Teachers



Lessons Learned: Past TX Teacher Incentive Programs

Varied Approaches

Career Ladders (1984-1993)

Governor's Educator Excellence Grant ('05-'08)

Texas Educator Excellence Grant ('06-'09)

District Awards for Teacher Excellence ('08-'11)

Lessons Learned

- ✓ Need **adequate & sustainable funding** source
 - Formula funding, not riders
- ✓ Ensure **inter-rater reliability** and use **multiple measures** including **student growth**
 - Teachers must have a fair, balanced process, not just the whim of an administrator
- ✓ Available to **ALL teachers**, and encourage **professional collaboration**
 - It can't be limited to just a few, pitting teacher against teacher.
- ✓ Use it for **recruitment & retention**
 - Teachers don't get better because of a monetary incentive, but the incentive can keep them in the classroom longer

Your District's Why




Draft your district's rationale for pursuing a local designation system that you will use when convening groups of stakeholders.

- What do you hope to achieve?
- What data do you have to support the rationale?
- What past precedence or lessons will you include in your message?

Document 3

Teacher Incentive Allotment District Planning and Reflection



District Goals for the Teacher Incentive Allotment

Draft your district's rationale for pursuing a local designation system that you will use when convening groups of stakeholders.

- What do you hope to achieve?
- What data do you have to support the rationale?
- What past precedence or lessons will you include in your message?

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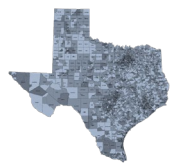
Key Points: Teacher Incentive Allotment (TIA)



3 new designations (Master, Exemplary, Recognized) based on teacher effectiveness, added to teacher's SBEC certificate



LEAs will receive \$3-32K annually per designated teacher



Greater funding for designated at high-needs and/or rural campuses

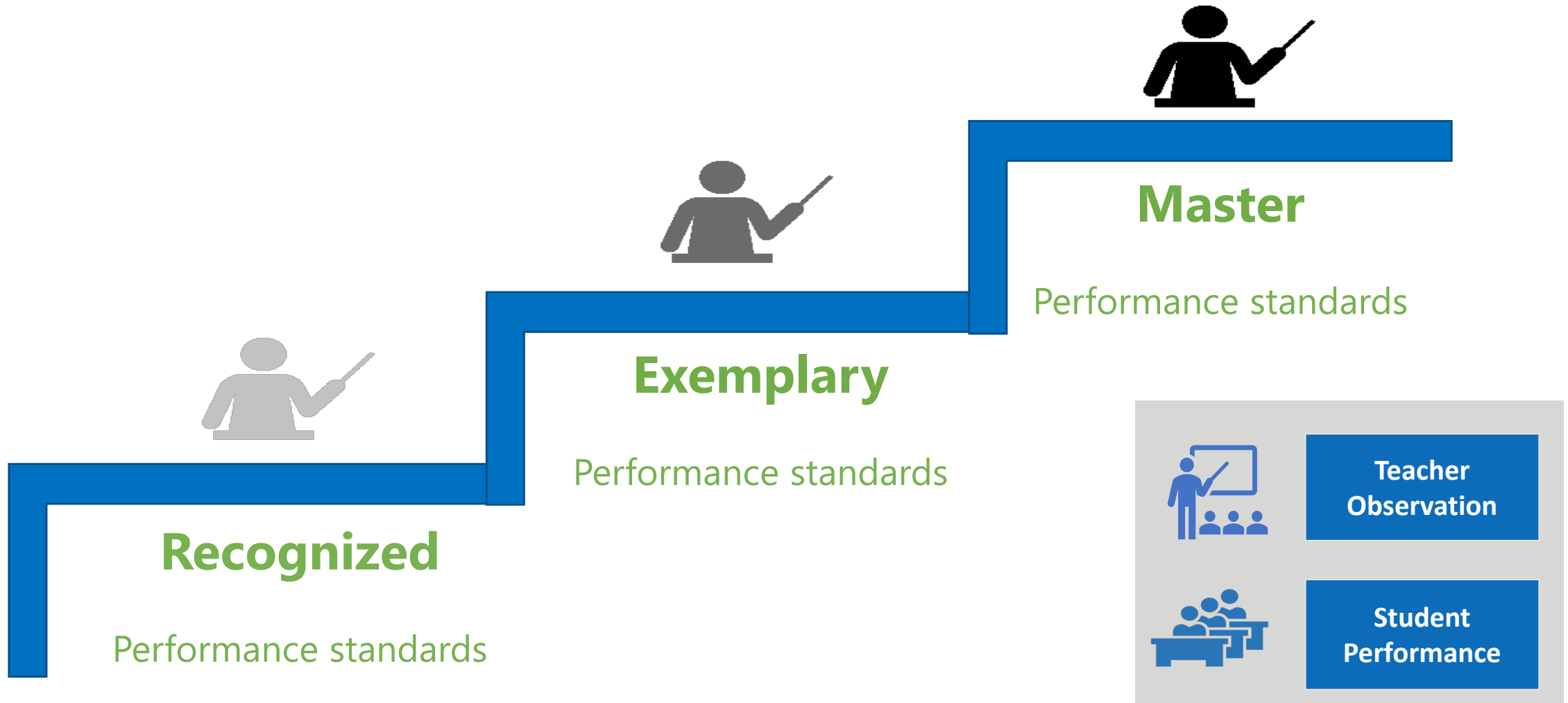


LEAs must use at least 90% of funds on teacher compensation on designated teacher's campus

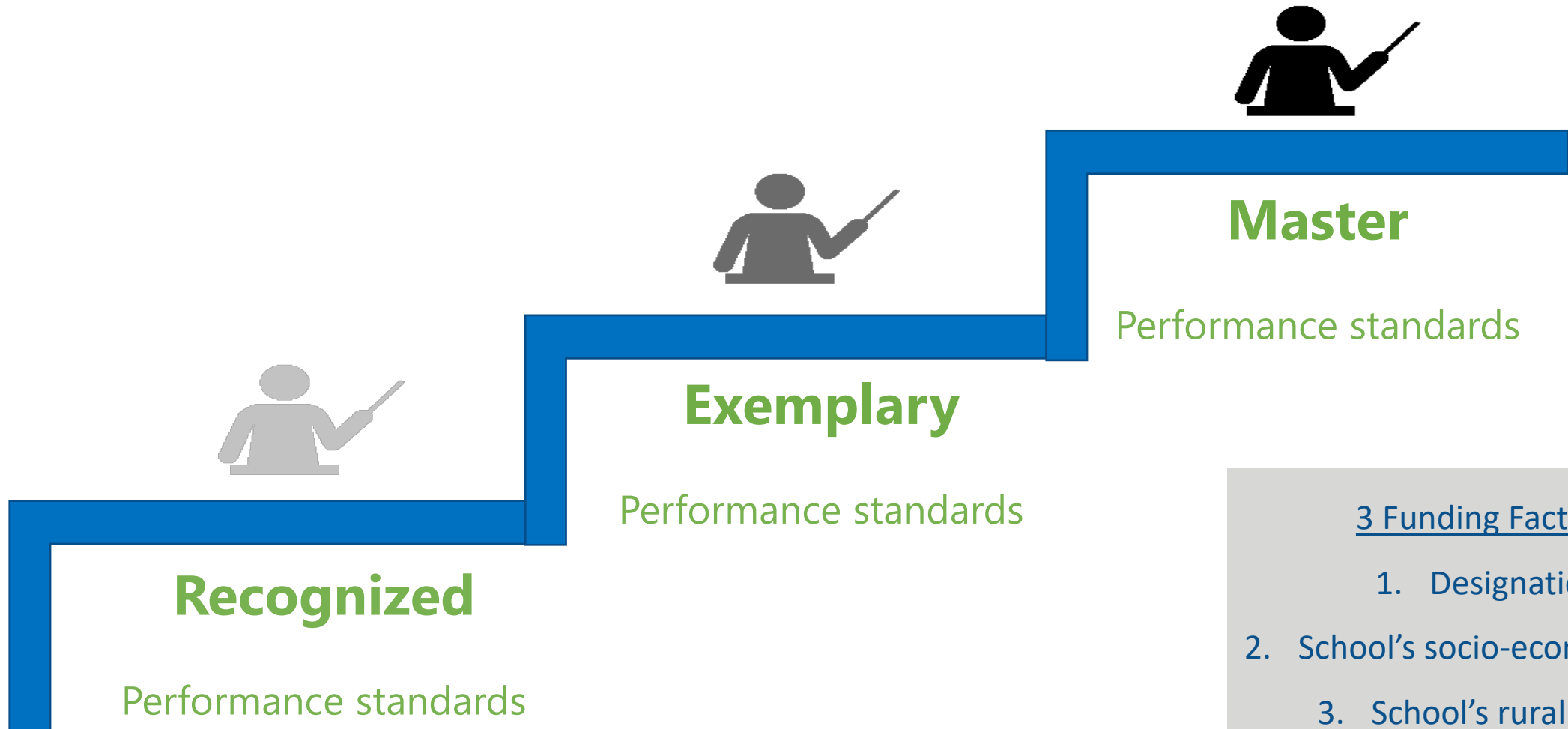


5- year designation validity, regardless of teacher placement (subject, school, LEA)

Teacher Designations



Funding per Designation

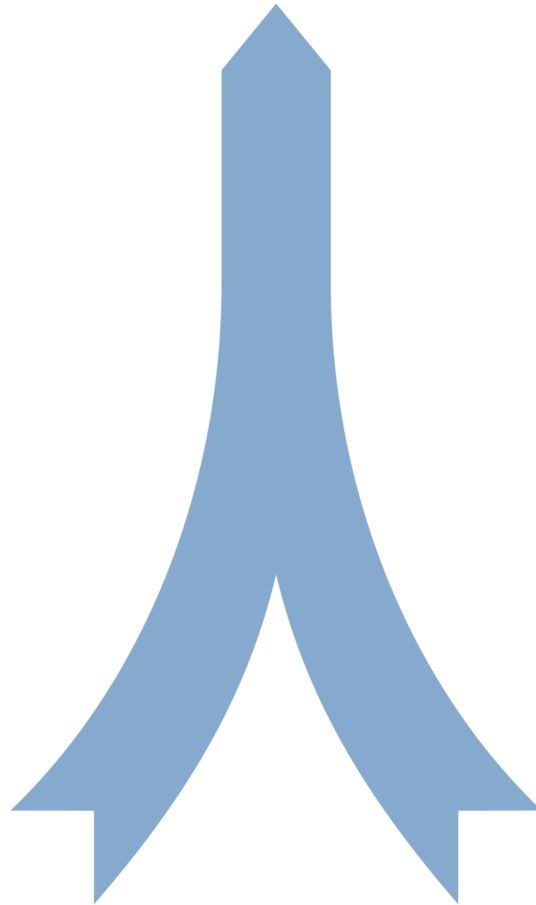


Pathways to Earn Designations: National Board

National Board Certification

- Individual teacher achieves National Board Certification
- Districts may choose to support cohorts of National Board candidates

fairly automatic



Local Optional Teacher Designation System

- District-created system
- District system is approved
- District determines and issues teacher designations

application & approval process

National Board Certification: Recognized Designation



Recognized Designation

NATIONAL BOARD

for Professional Teaching Standards®

National Board Certification Components

- **Component 1: Computer based assessment**
 - Content Knowledge
- **Component 2: Classroom-based portfolio**
 - Differentiation in Instruction
- **Component 3: Classroom-based portfolio**
 - Teaching Practice & Learning Environment
- **Component 4: Classroom-based portfolio**
 - Effective & Reflective Practitioner

Certification Process between 1-3 years

Annual Deadlines

- Feb: Registration
- Mar-Jun: Component 1 Testing Window
- Apr-May: e-Portfolio Submission Window
- Dec: Score Release

www.nbpts.org

National Board

More information in late March at
www.tea.texas.gov/TIA

2019-2020

- Some NBCTs may earn Recognized designations
- Must be employed by a district offering strategic compensation to NBCTs in 2019-2020

2020-2021

- All NBCTs may earn Recognized Designations
- Districts may request reimbursement of eligible fees paid to National Board

Agenda *Local Designation System Application Process*

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Pathways to Earn Designations: Local Designation System

National Board Certification

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fairly automatic



Local Optional Teacher Designation System

- District-created system
- District system is approved
- District determines and issues teacher designations

application & approval process

District and State Roles for Designation Systems



District Role

Develop & implement a
designation system



State Role

Approve district
systems based on their
validity and reliability

District Designation System Components *Teacher Observation*



Teacher
Observation



Student
Growth



Optional:
Additional
Factors

- Observation based on T-TESS or locally-developed rubric
- District application must show evidence of **validity & reliability**.
 - Differentiate teacher performance
 - Accuracy of all raters to the rubric

District Designation System Components *Student Growth*



Teacher
Observation



Student
Growth



Optional:
Additional
Factors

- Student growth measures determined by district
- District application must show evidence of **validity & reliability.**
 - Individual teacher
 - One or more standards-aligned measure
 - Value-added measure
 - Student learning objectives
 - Portfolio
 - Pre and Posttests

District Designation System Components *Optional Factors*



Teacher
Observation



Student
Growth

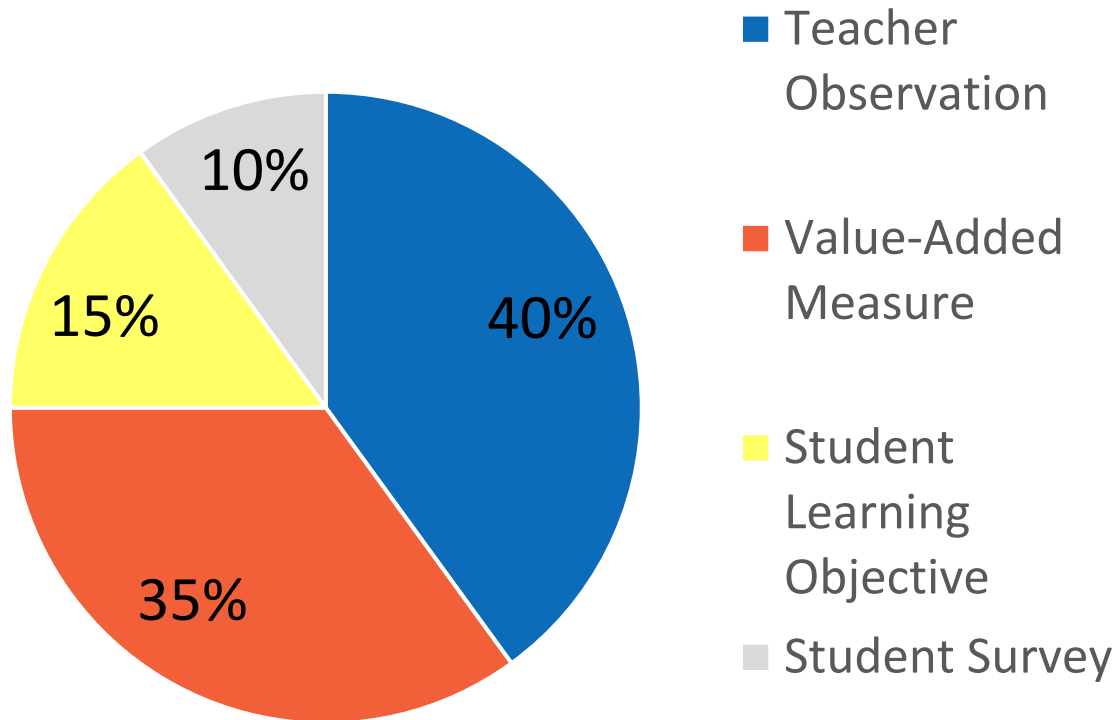


Optional:
Additional
Factors

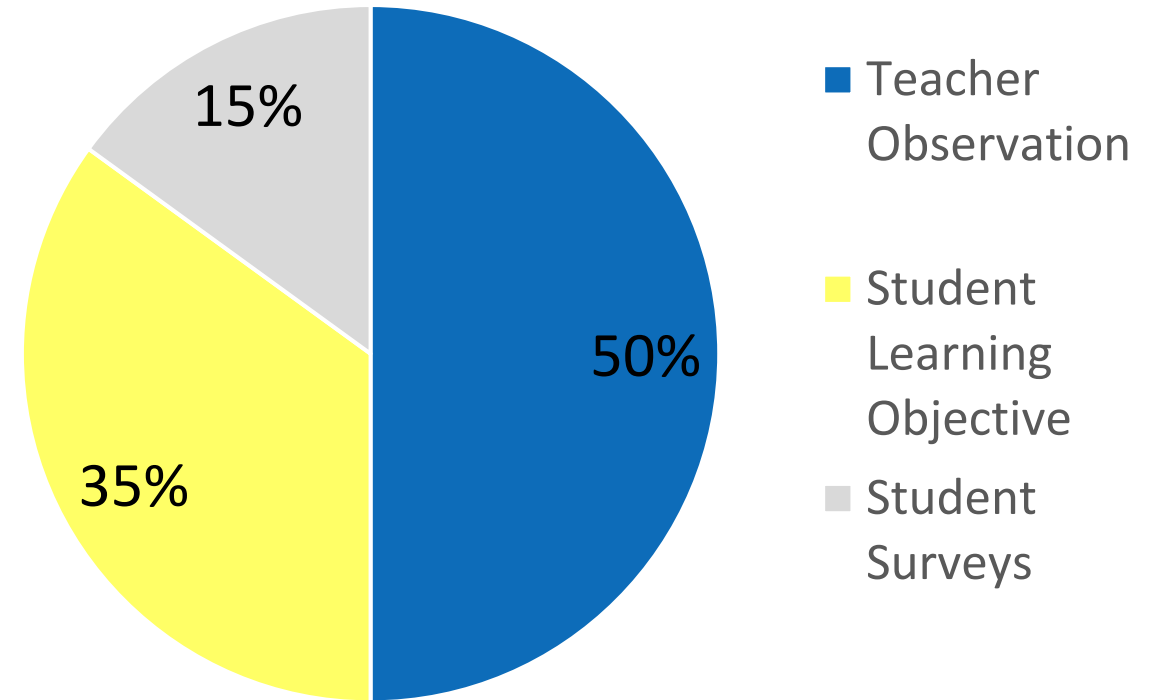
- Districts *may* consider additional factors in making designations (e.g., **mentoring other teachers, teacher leadership, family surveys, student surveys**, etc.).

Example: Weighting

STAAR Tested Teachers with Value Added Measures



Elementary ELAR & Math Teachers



District Approval Process



Funding is **dependent upon** on two-step approval process

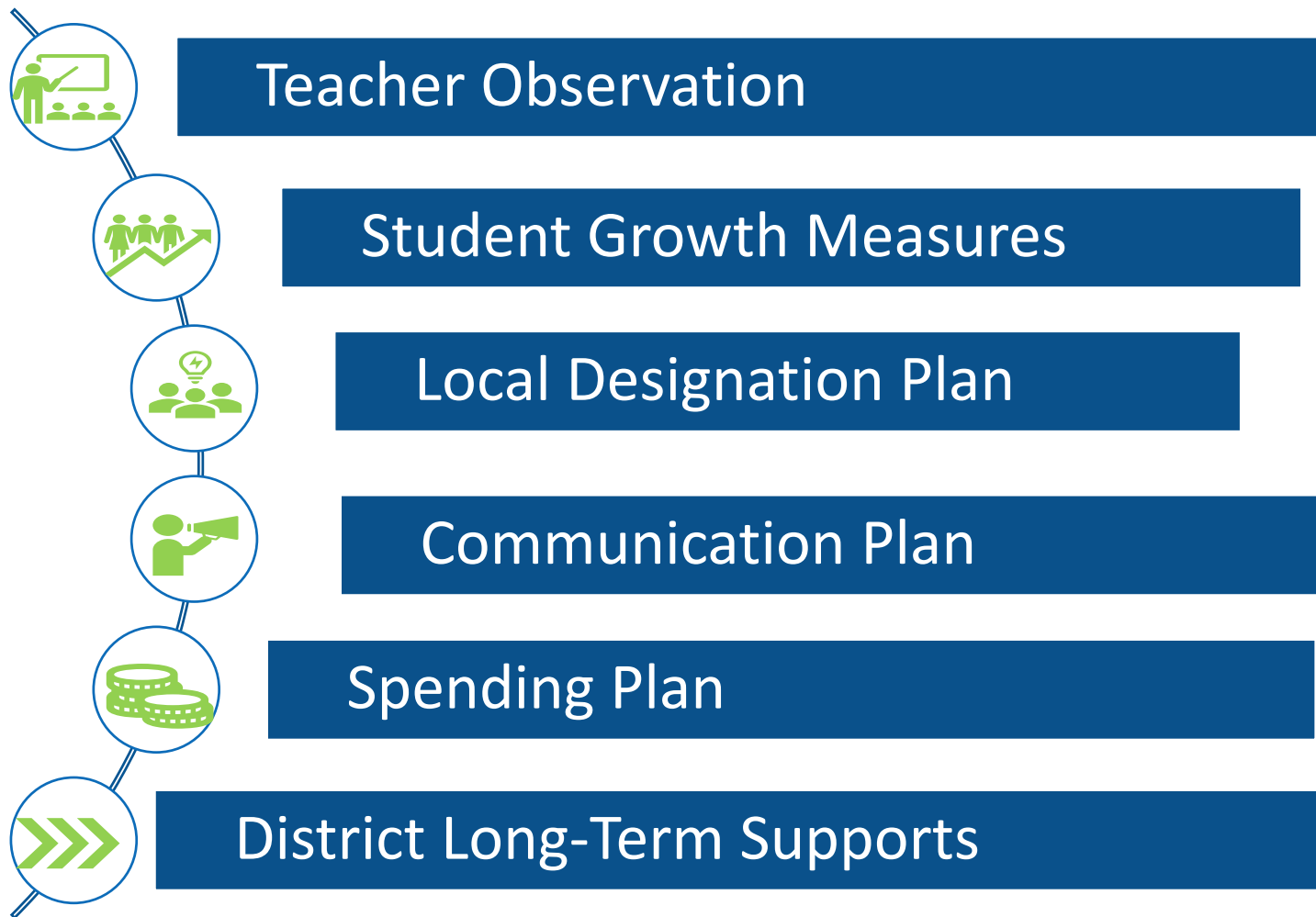
1. System Review (TEA)

Districts submit application, which could include narrative components and artifacts, to TEA to demonstrate high-quality, valid, and reliable for **eligible teaching assignments**

2. Data Review (TTU)

Districts submit evidence of teacher effectiveness to TTU to ensure the relative accuracy and reliability for **eligible teaching assignments**

System Review Components (Qualitative)



1. System Review (TEA)

TIA System Application

District Info	Weighting	Teacher Observation	Student Growth	System Development	Communication Plan
District Data					

District Contact Information

(* = Required)

ESC Region:	REGION 16: AMARILLO	*
District Name:	DALHART ISD	*
District Number:	56901	

Name of Person Completing System Review:		*
Position:		*
Phone:		*
Extension:		
E-mail:		*

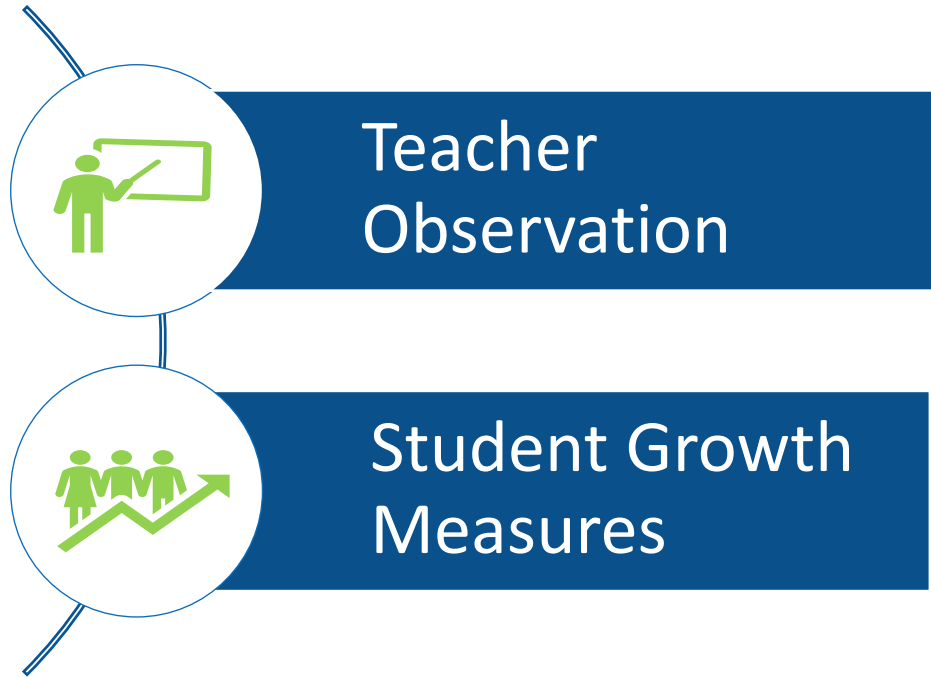
Backup Contact Person		*
Position:		*
Phone:		*
Extension:		
E-mail:		*

Provided a short, narrative description of your district's rationale for opting to participate in the Teacher Incentive Allotment *

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Contains:
narratives, drop-downs, uploads

Data Review Process (Quantitative)



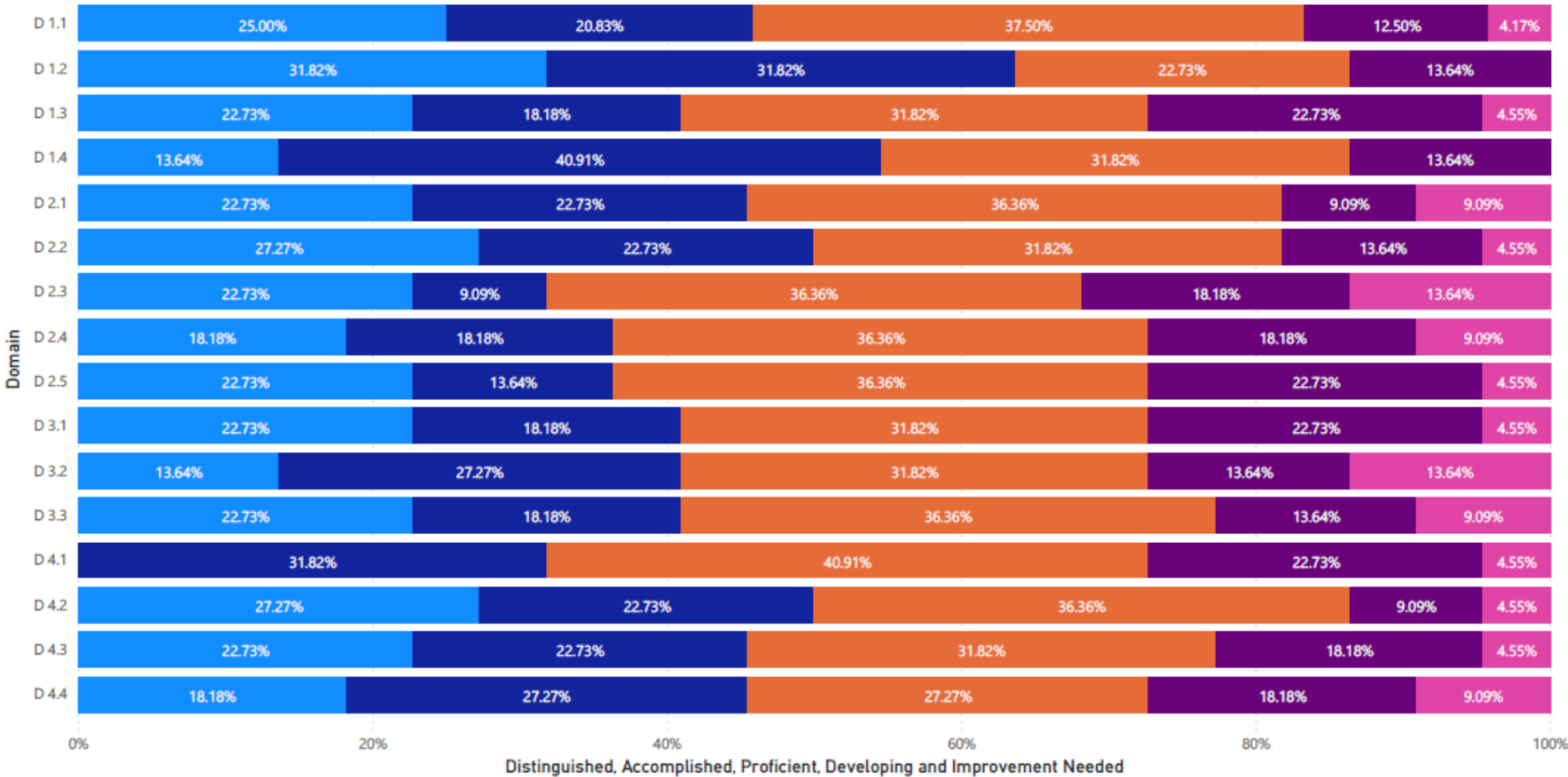
2. Data Review (TTU)

- ✓ Alignment of district system designations to state performance standards
- ✓ Alignment between teacher observation ratings and student performance ratings
- ✓ Alignment between student performance ratings and value-add ratings for applicable teachers
- ✓ Data validity by appraiser/rater, campus, across campuses in a district, and by teaching assignment
- ✓ Comparison of the percentage of teachers a district puts forth for designation to overall district performance
 - ✓ Student growth (Value add and Domain 2A)
 - ✓ District overall rating relative to peers (Domain 2B)
- ✓ Other components

Appraiser #1 at Campus A

Appraiser #1

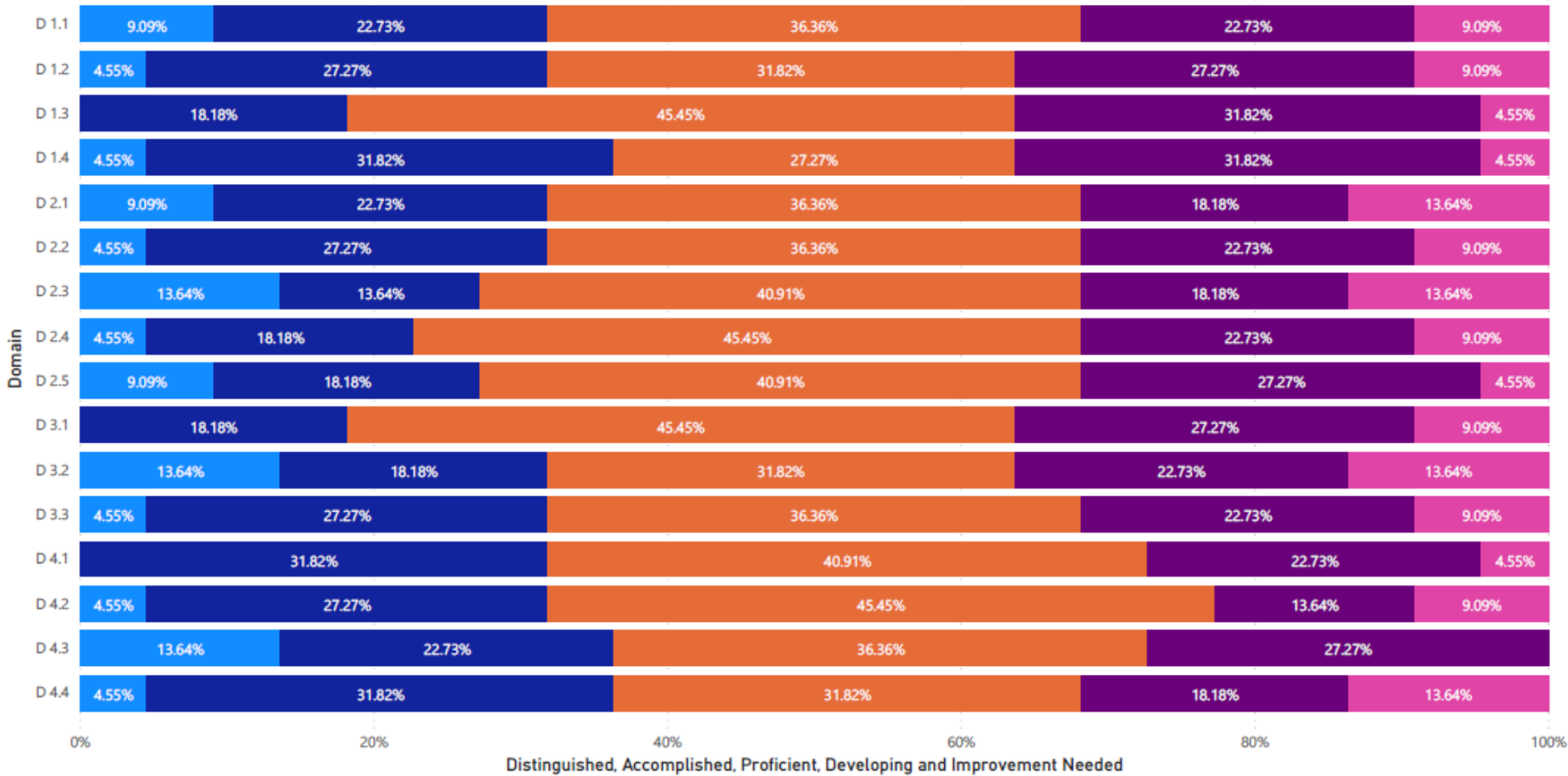
● Distinguished ● Accomplished ● Proficient ● Developing ● Improvement Needed



Appraiser #2 at Campus A

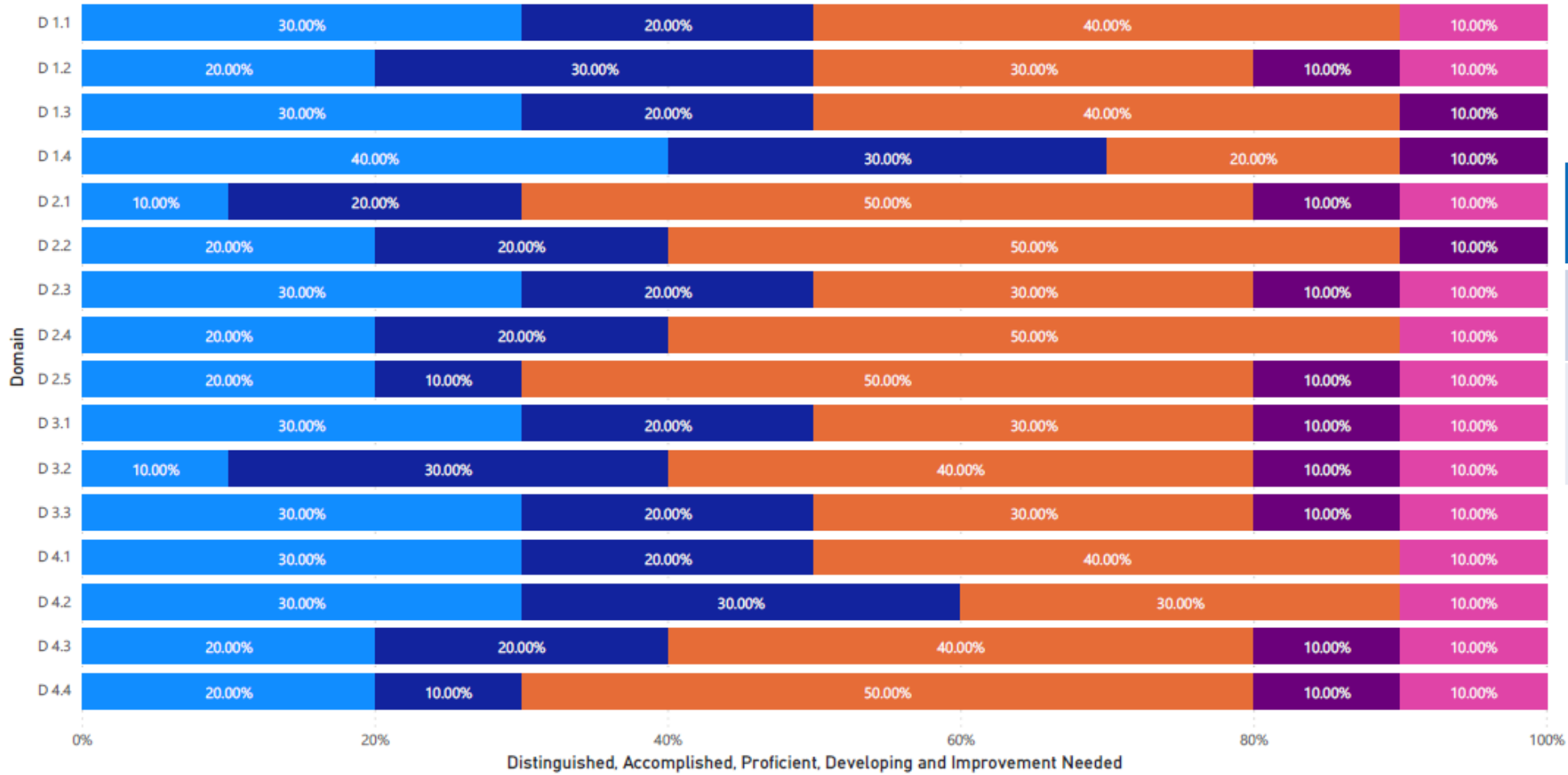
Appraiser #2

● Distinguished ● Accomplished ● Proficient ● Developing ● Improvement Needed



Campus #1

● Distinguished ● Accomplished ● Proficient ● Developing ● Improvement Needed

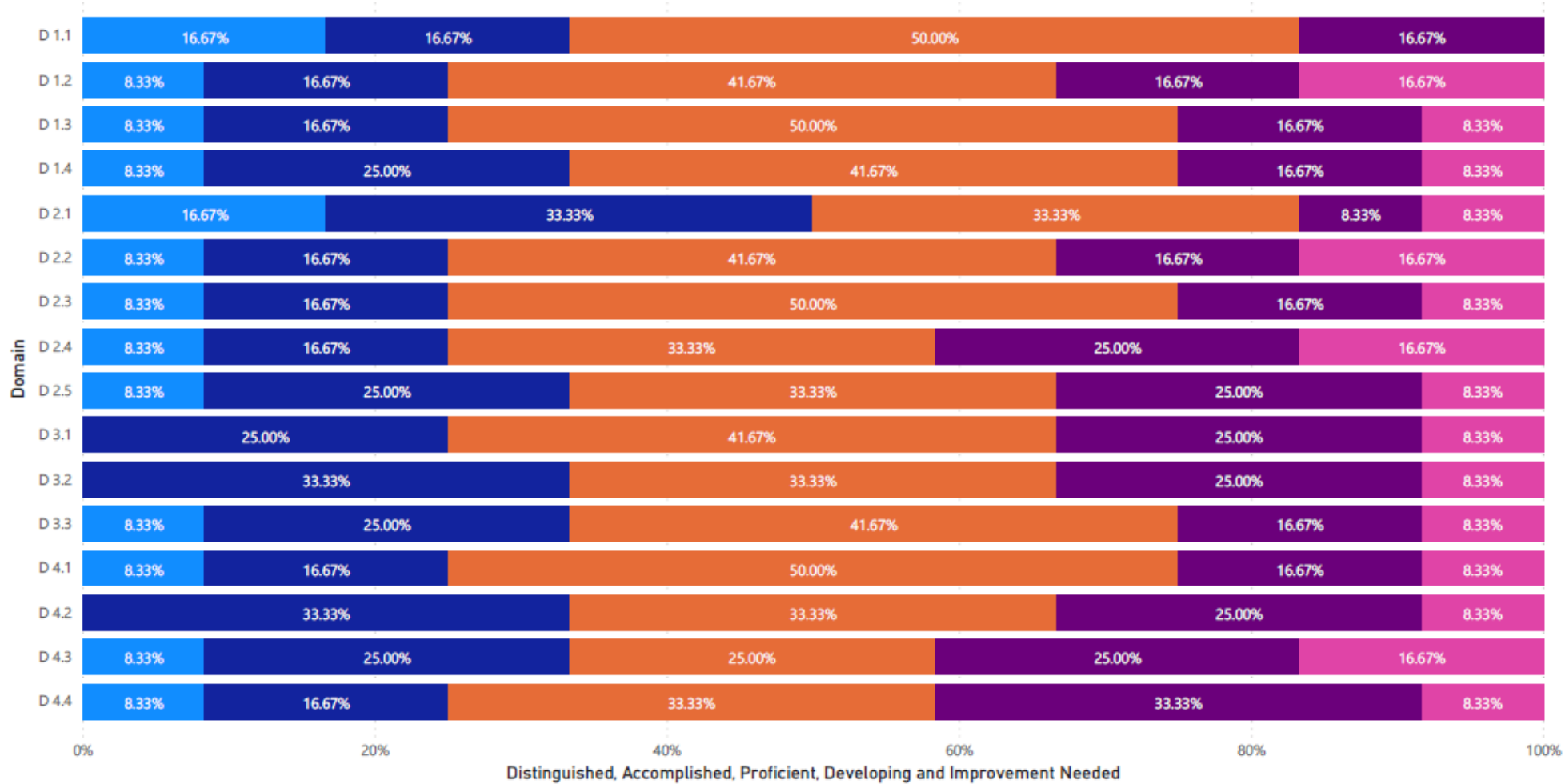


	2019	2018
Overall Accountability	73	67
Academic Progress Score	73	68



Campus #2

● Distinguished ● Accomplished ● Proficient ● Developing ● Improvement Needed



	2019	2018
Overall Accountability	94	91
Academic Progress Score	88	82



Fees and Reimbursements

- Districts will pay a ~~fee for their application and a fee~~ per teacher they designate
- Once the district's local designation system is approved through the two-step process, these districts will receive a reimbursement for fees paid to the state in an increased allotment



Topic

Introductions, Objectives and Agenda

District Rationale

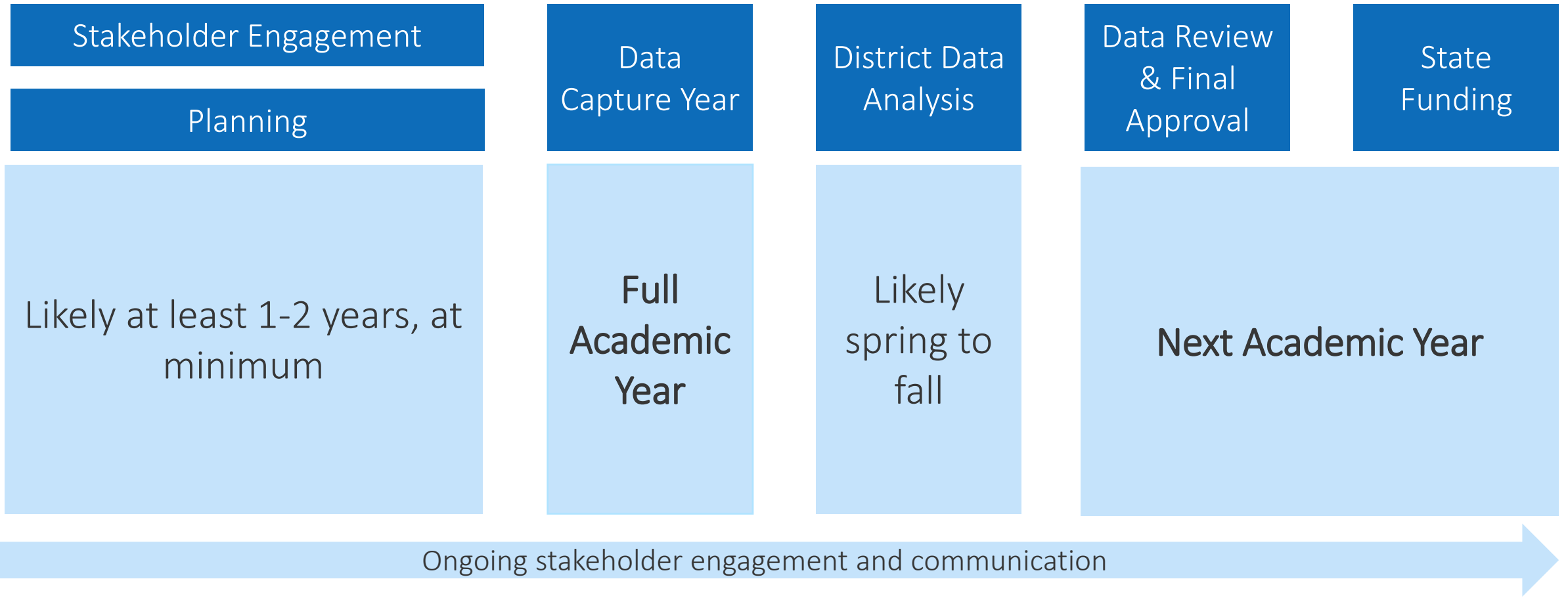
Funding and National Board

Local Designation System Application Process

Timelines and District Cohort Readiness

Closing

District Sequence of Events



TIA Application Cohorts: Cohort A

Cohort A

Cohort B

Cohort C

Cohort D

- Captured teacher effectiveness data in 2018-2019
- Used data to differentiate compensation based on teacher performance in 2019-2020
- Transparent communication to teachers

TIA Application Cohorts: Cohort B

Cohort A

Cohort B

Cohort C

Cohort D

- Capturing teacher effectiveness data in 2019-2020
- Will use data to differentiate compensation based on teacher performance in 2020-2021
- Transparent communication to teachers

TIA Application Cohorts: Cohort C

Cohort A

Cohort B

Cohort C

Cohort D

- Valid and reliable student growth and teacher observation for eligible teaching assignments
- Nearly complete with stakeholder engagement
- Readiness on readiness checklist

TIA Application Cohorts: Cohort D

Cohort A

Cohort B

Cohort C

Cohort D

- Analyzing current teacher observation and student growth measure tools
- Planning to or in early stages of stakeholder engagement

TIA Application Cohorts

Cohort A

Data Capture Year was 2018-2019

Cohort B

Data Capture Year is 2019-2020

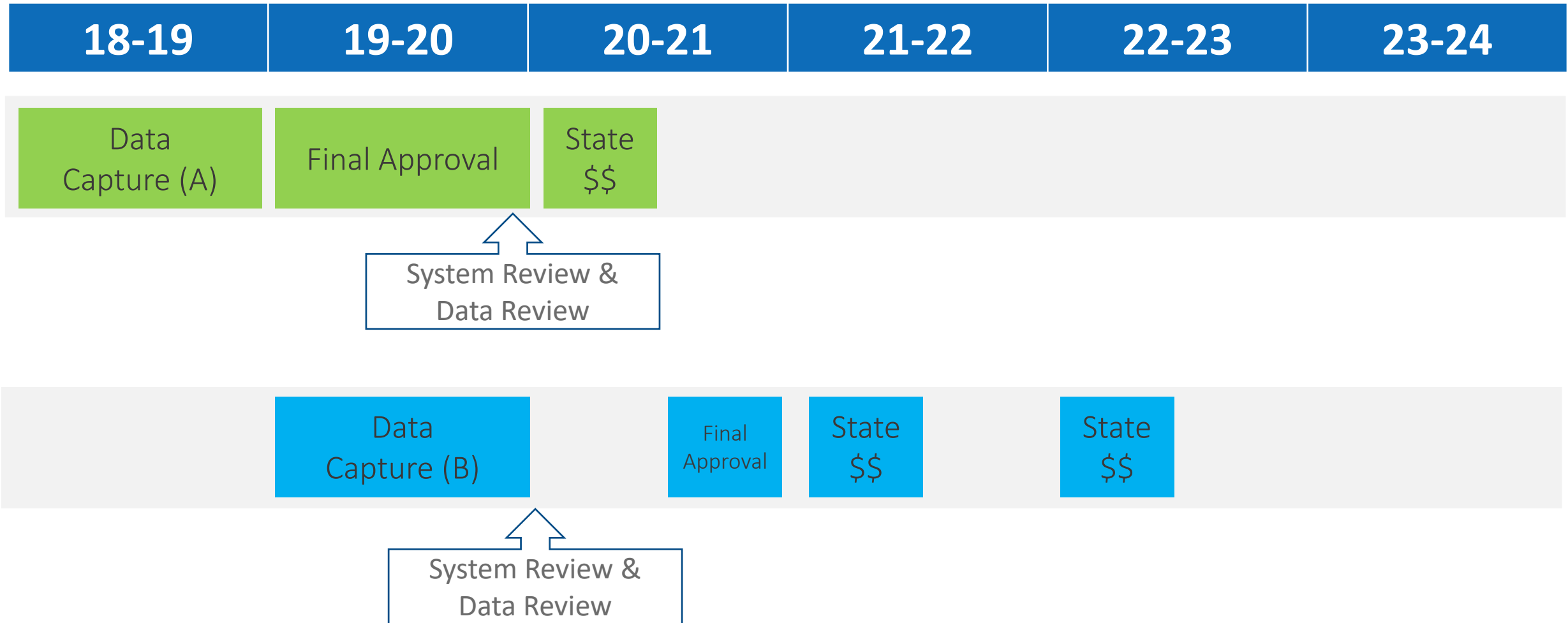
Cohort C

Data Capture Year will be 2020-2021

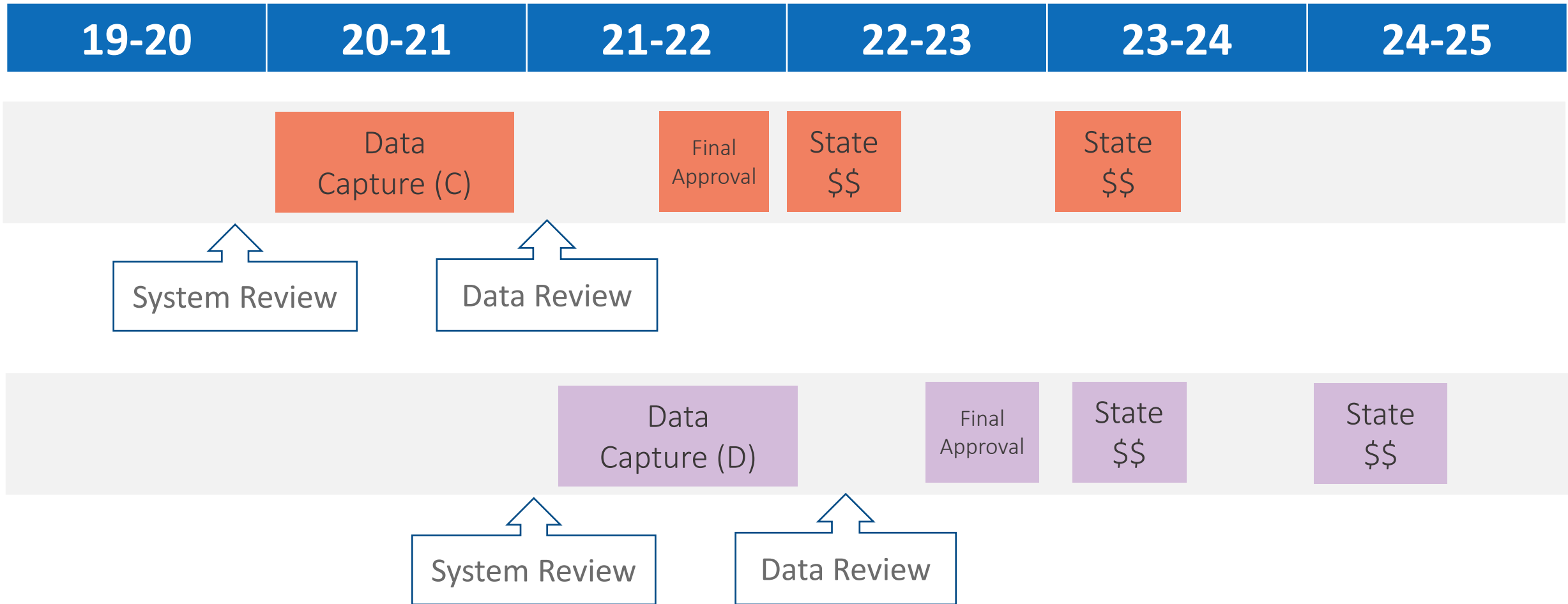
Cohort D

Data Capture Year will be 2021-2022

Timeline for Cohorts A and B



Timeline for Cohorts C and D



TIA Application Timelines

	Cohort A	Cohort B	Cohort C	Cohort D
System Application Posted with Additional Guidance	March 23, 2020	March 23, 2020	March 23, 2020	November 1, 2020
System Application due to TEA	April 15, 2020	July 31, 2020	May 15, 2020	April 1, 2021
FAQs posted bi-weekly until July 31, 2020 – submit questions to tia@tea.texas.gov				TBD
System Application** Result Notification	May 1, 2020	August 28, 2020	August 15, 2020	June 1, 2021
Data Review* due to Texas Tech University	May 15, 2020	October 30, 2020	November 1, 2021	November 15, 2022
Final Approval Notification	August 1, 2020	February 2021	February 2022	February 2023
Initial Payout with Reimbursements for approved systems***	September 30, 2020	September 2021 or September 2022	September 2022 or September 2023	September 2023 or September 2024

- Cohort A has 3 weeks to complete application
- Cohort C has 7 weeks to complete application



Teacher Observation



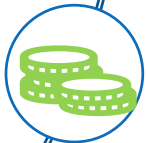
Student Growth Measures



Local Designation Plan



Communication Plan



Spending Plan



District Long-Term Supports

District Readiness and Cohort Determination: Scenario 1

Daffodil ISD has been paying teacher strategic compensation for the past two years based on overall school performance on STAAR. They also pay a return bonus annually and a bonus based on teacher attendance. They are considering how to pay strategic compensation for teachers based on teacher effectiveness, but have not done so yet. They are considering what stakeholder groups to consult.

Using the readiness checklist, what is Daffodil's readiness for Success Factors 1-3?

What cohort would you recommend they apply for?



Teacher Observation

Unknown



Student Growth Measures

School STAAR, not individual teacher

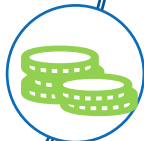


Local Designation Plan

No stakeholder engagement



Communication Plan



Spending Plan



District Long-Term Supports

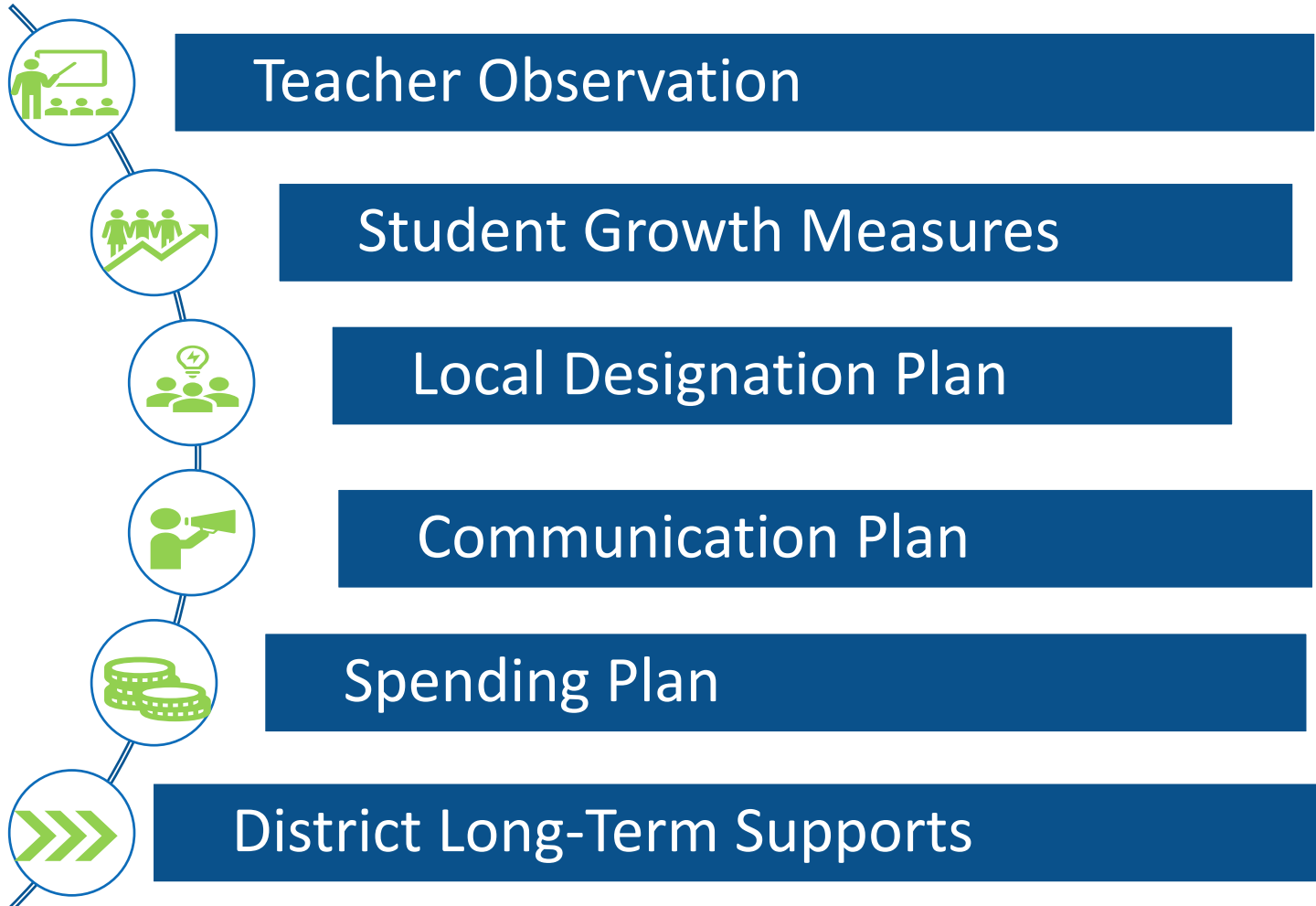
District Readiness and Cohort Determination: Scenario 2



During the 2018-2019 school year, Carnation ISD formed a steering committee including teachers, principals and district leaders to create a plan to pay teachers based on teacher observation (observable domains of T-TESS) and a teacher's effect on her students' growth, using valid and reliable student growth measures. They conducted robust stakeholder engagement, starting in August 2019 and are very close to finalizing their plan and securing board approval so that they can implement the plan at the start of the 2020-2021 school year.

Using the readiness checklist, what is Carnations' readiness for each success factor?

Which cohort would you recommend they apply for?



Observable domains of T-TESS, unknown calibration processes

Unknown

2018-2019 formed a steering committee, robust stakeholder engagement

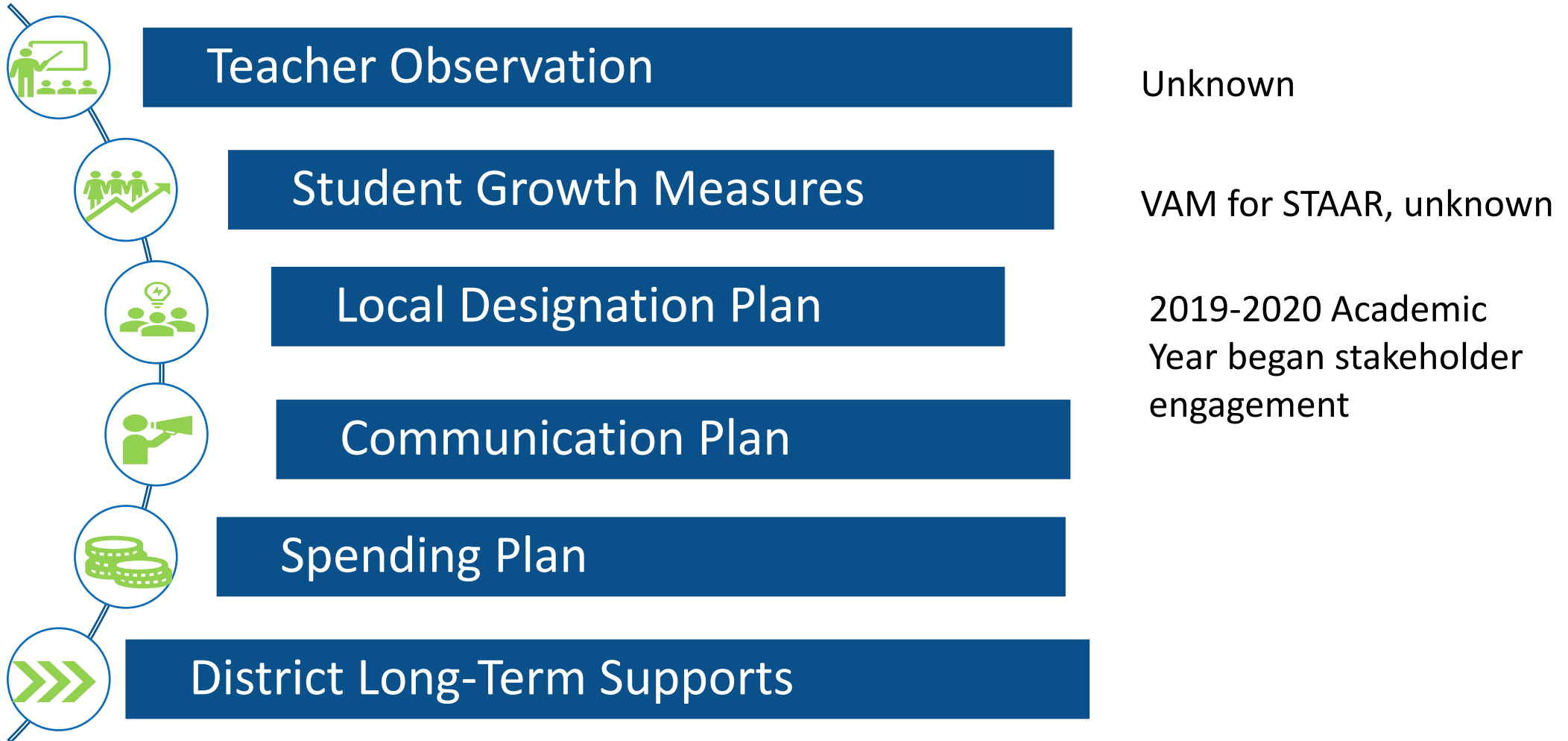
District Readiness and Cohort Determination: Scenario 3



Yellow Rose ISD began preparing to participate in TIA in August 2019. They have decided that only teachers of STAAR tested subjects will be eligible to earn designations for the first year of TIA participation, because they currently use VAM to measure student growth for these teachers. They conducted significant stakeholder engagement 2019-2020 and currently are in the planning stages for how to build a system that includes teachers of non-STAAR tested subjects, which they hope to have ready to submit to TEA by the spring of 2021.

Using the readiness checklist, what is Yellow Rose's readiness for each success factor?

Which cohort would you recommend they apply for?



Your District's Cohort



Considering teacher observation, student growth measures and stakeholder engagement, which cohort does your district best align?

- What questions do you need answered before determining full readiness?
- What application cohort would you recommend that your district apply for?

District Cohort Identification

- Using the readiness checklist, what is your district's readiness for each success factor?
- What questions do you need answered before determining full readiness?
- What application cohort would you recommend that your district apply for?
- It is optional for a district to have a designation system; how will your district prepare if a designated teacher moves to your district?

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Regional Convening Agenda *Afternoon Sessions*

Opening Session

Cohort A, B,
and C

Cohort D
and Later

Closing

Closing

Upcoming Information

Rules

- Posted in March

TAA

- Sent out March 20th to announce March 23rd

Application and LOI

- Posted for Cohort A, B, C with guidance

Allotments

- Posted early summer

tea.texas.gov/TIA

Questions?
TIA@tea.Texas.gov

Teacher Incentive Allotment

October 3rd 2019



- [Presentation on Teacher Incentive Allotment \(PDF\)](#)
- [District Type, 2017-18](#)
- [Cohort A Next Steps and Timelines \(PDF\)](#)
- [Cohort B Next Steps and Timelines \(PDF\)](#)
- [Cohort A - B Readiness Checklist \(PDF\)](#)
- [Cohort C Next Steps and Timelines \(PDF\)](#)
- [Cohort D Next Steps and Timelines \(PDF\)](#)
- [Cohort C - D Readiness Checklist \(PDF\)](#)
- [Teacher Incentive Allotment FAQs \(PDF\)](#)
- [Webinar on Readiness Checklist & LOI \(Video\)](#)



Cohorts A-C: TIA Application

Cohort A-C Session Objectives



Objectives

- Understand the system review process
- Access key resources to complete the system application
- Determine your district's levels of readiness for key components of the system application
- Share and learn from each other current best practices being used in your region in conjunction with the Questions to Consider

A photograph of a school staircase with several students walking up and down. The students are wearing backpacks and casual clothing. The staircase has metal railings and is set against a large window that looks out onto a green landscape. The image is slightly faded to allow the text to be read clearly.

TIA Approval Process

System Approval Process



Funding is **dependent upon** on two-step approval process

1. System Review (TEA)

Districts submit application, which could include narrative components and artifacts, to TEA to demonstrate high-quality, valid, and reliable for **eligible teaching assignments**

2. Data Review (TTU)

Districts submit evidence of teacher effectiveness to TTU to ensure the relative accuracy and reliability for **eligible teaching assignments**

System Review Application



Key Components

Likely will include:

1. Short answers/narratives explaining components of your local teacher designation system
2. Some “drop-down” answers
3. Documents to upload
4. Attestations
5. Overview page

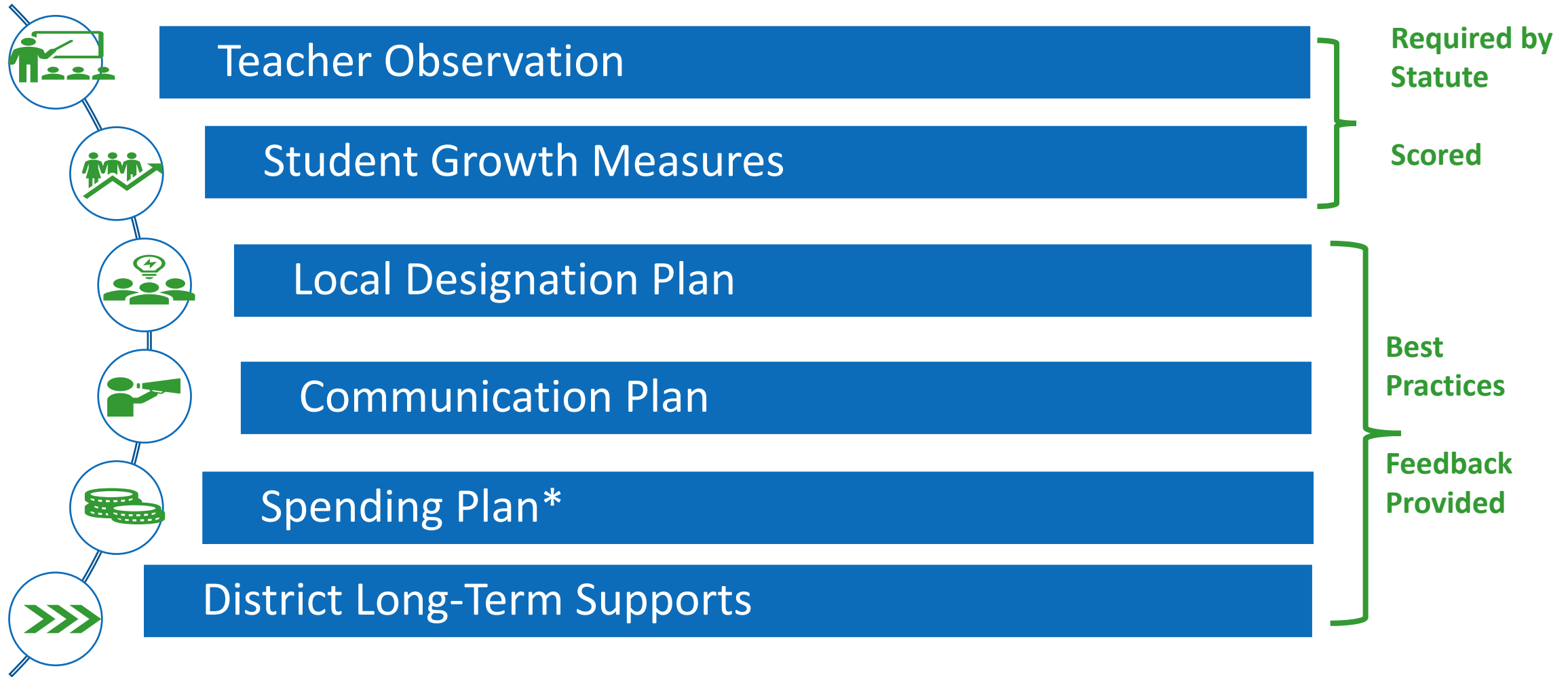
General Information/Overview Page

- District **identification** information
- **Rationale** for participating in TIA
- List of **teacher groups eligible** to earn designations
- List **% of Teacher Observation** data and **% of Student Growth** data used to determine teacher designations
- List any other **Optional Factors** you choose to include in order to determine teacher designations, if any

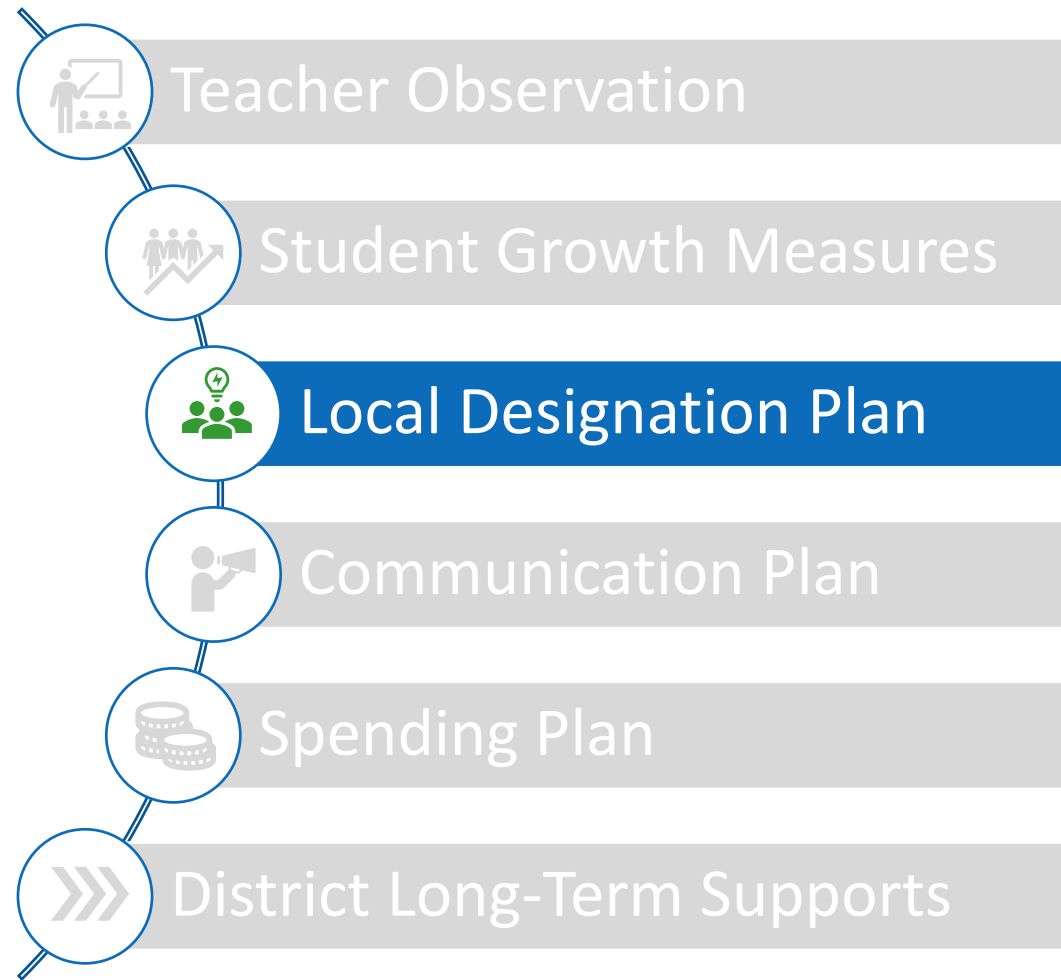
Questions to Consider: Overview

- ✓ Why did your district **choose to participate**?
- ✓ What **goals** do you hope to achieve?
- ✓ Which **teacher groups or campuses** do you plan to include?
How will TIA help **increase the number of highly effective teachers** at your high needs and/or rural campuses?

TIA System Application Components (Qualitative)

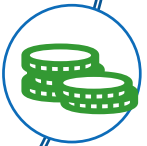


Local Designation Plan





Local Designation Plan



Building your local designation system/crosswalk

- Plan to **design** a designation system and who is involved
- Plan to **engage stakeholders**
 - Information strand
 - Input strand
- **Resources** published to district staff

Stakeholder Engagement: Who, How, When, What



- Teachers
- Principals
- School community
- Neighboring districts



- Focus groups
- Surveys
- Interviews
- Webinars, website, PD

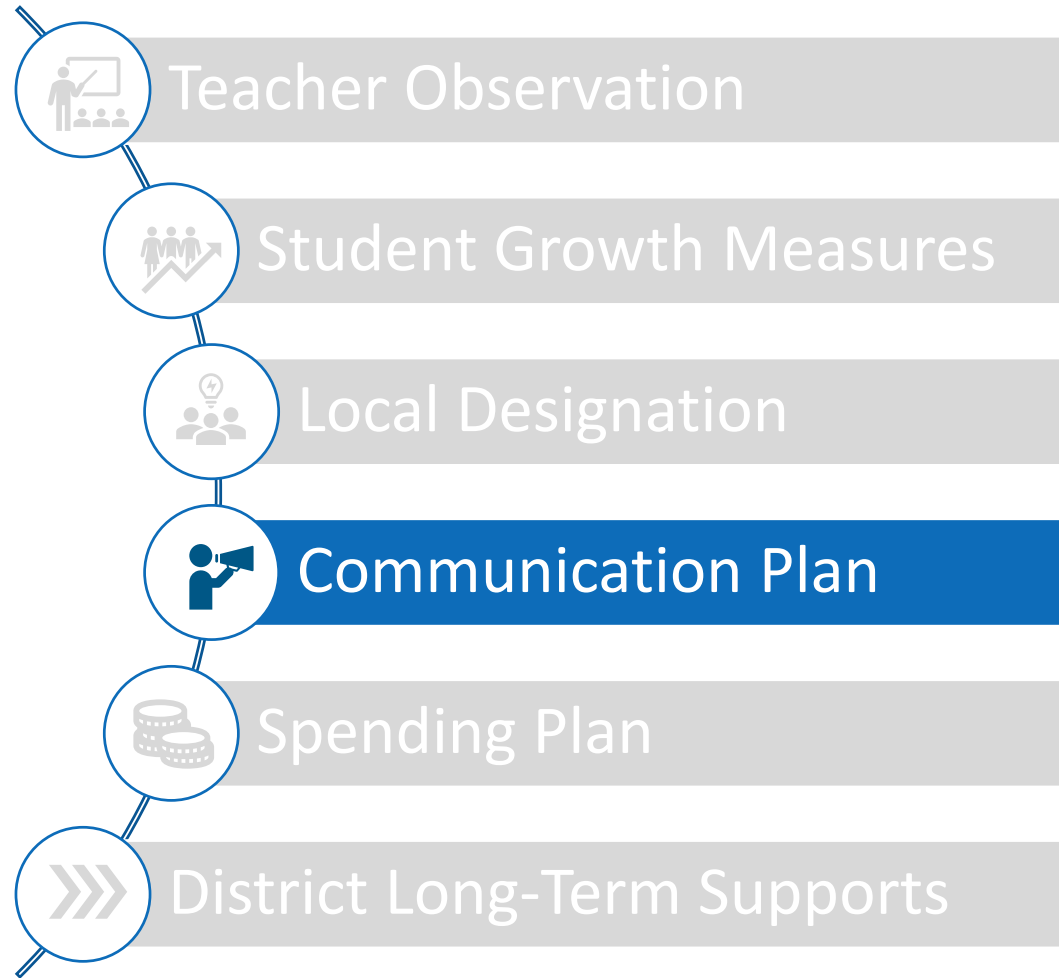


- Throughout the development
- Extensive planning over at least one year prior to implementation



- Plan to identify highly effective teachers
- Plan to compensate designated teachers

Communication Plan





Communication Plan

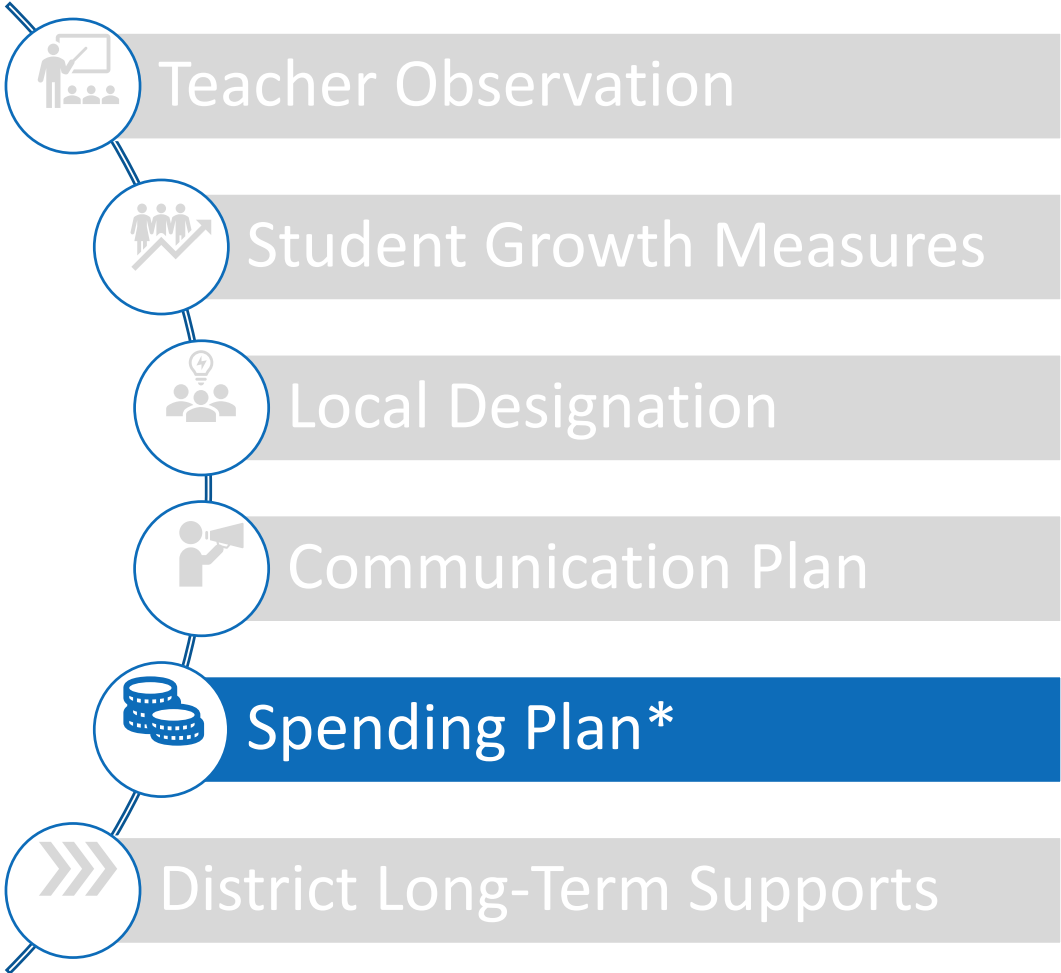
Communication and Improvement Section

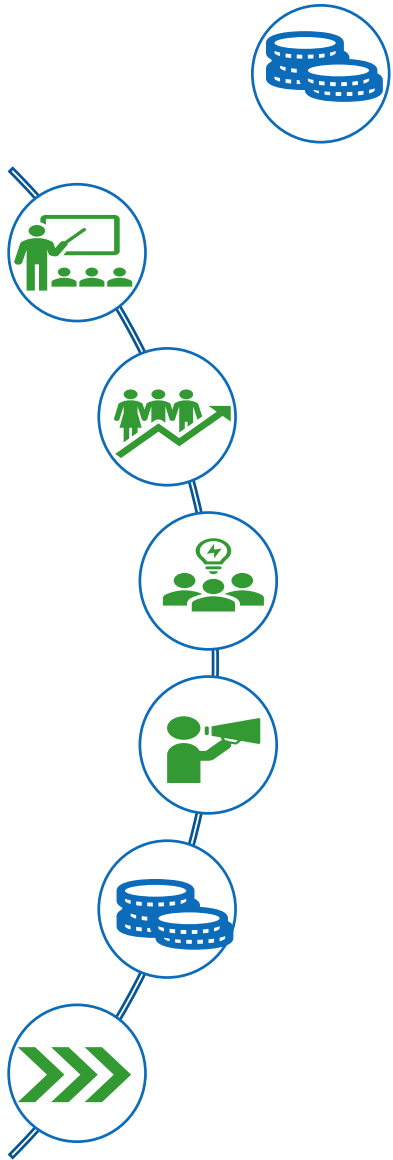
- District, school board, and teacher **buy-in**
- Regular **stakeholder** updates
- Use of annual program evaluation surveys **for continuous improvement** of system



- Developed by Texas Tech University
- Buy-in Survey for Cohort C and beyond
- For use as:
 - ❖ **formative** assessment
 - ❖ continuous **improvement**
 - ❖ friendly **feedback**

Spending Plan



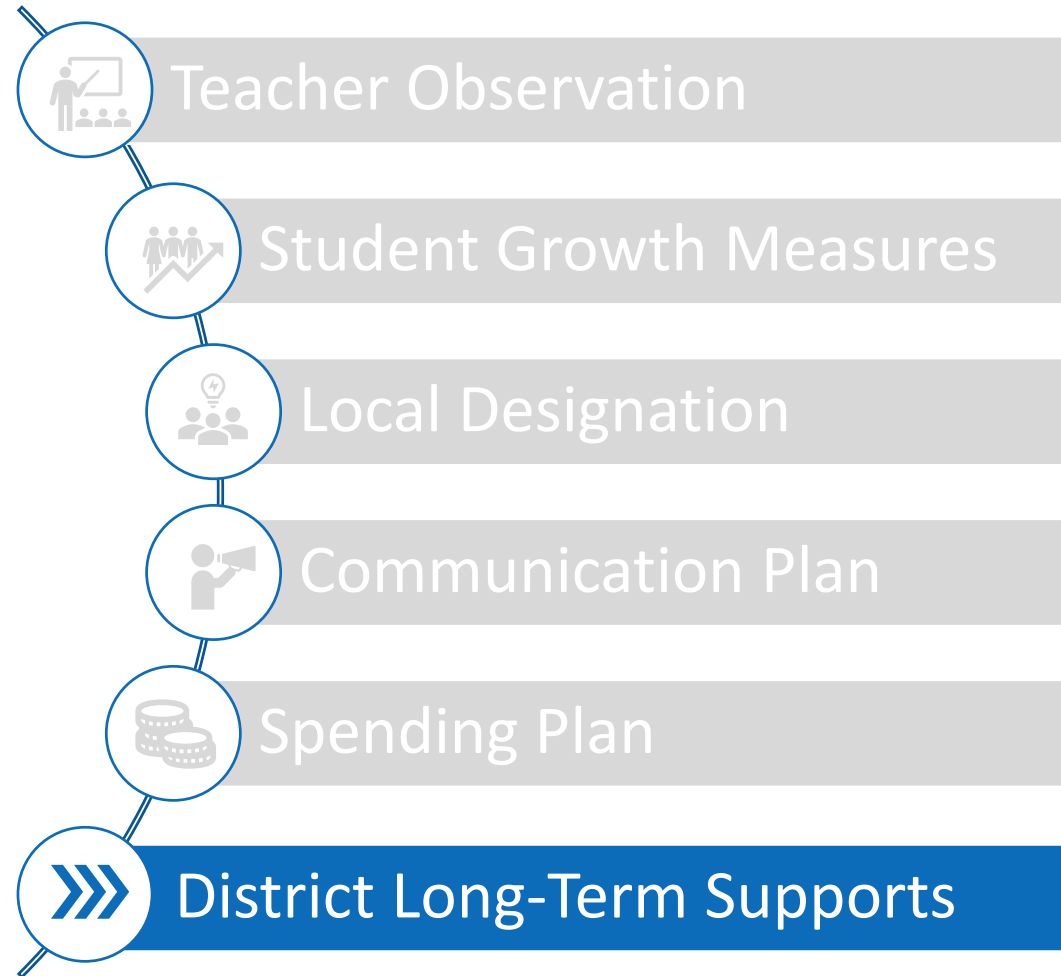


Spending Plan

Spending Plan Section

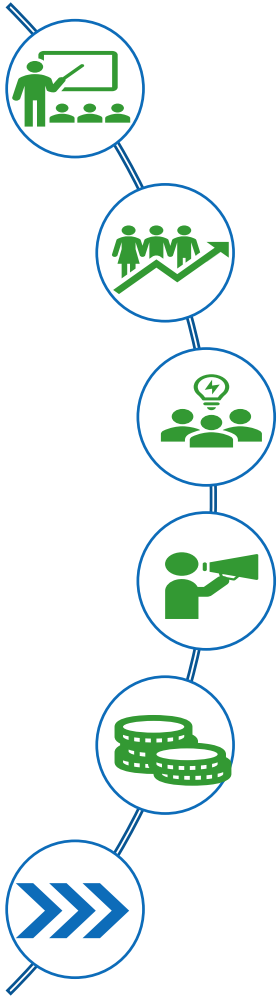
- Effect of designation on teacher **compensation**
- Distribution of TIA funds **at the campus level**
- **Movement** of teachers
- Plan for **90%-10%**
- Plan for National Board Certified Teachers

District Long Term Supports





District Long-Term Supports



District Long-Term Supports Section

- Central Office **system support** for TIA rollout and implementation
- Support for designated **teachers new to a campus**
- Use of data on highly effective teachers to **improve/rethink district systems**
- Internal **program evaluation**

Group Soak Time...

As a district team, **select one** component:

- Local Designation System
- Communication Plan
- Spending Plan
- District Long Term Supports Plan

Review the questions to consider **for your selected component**.

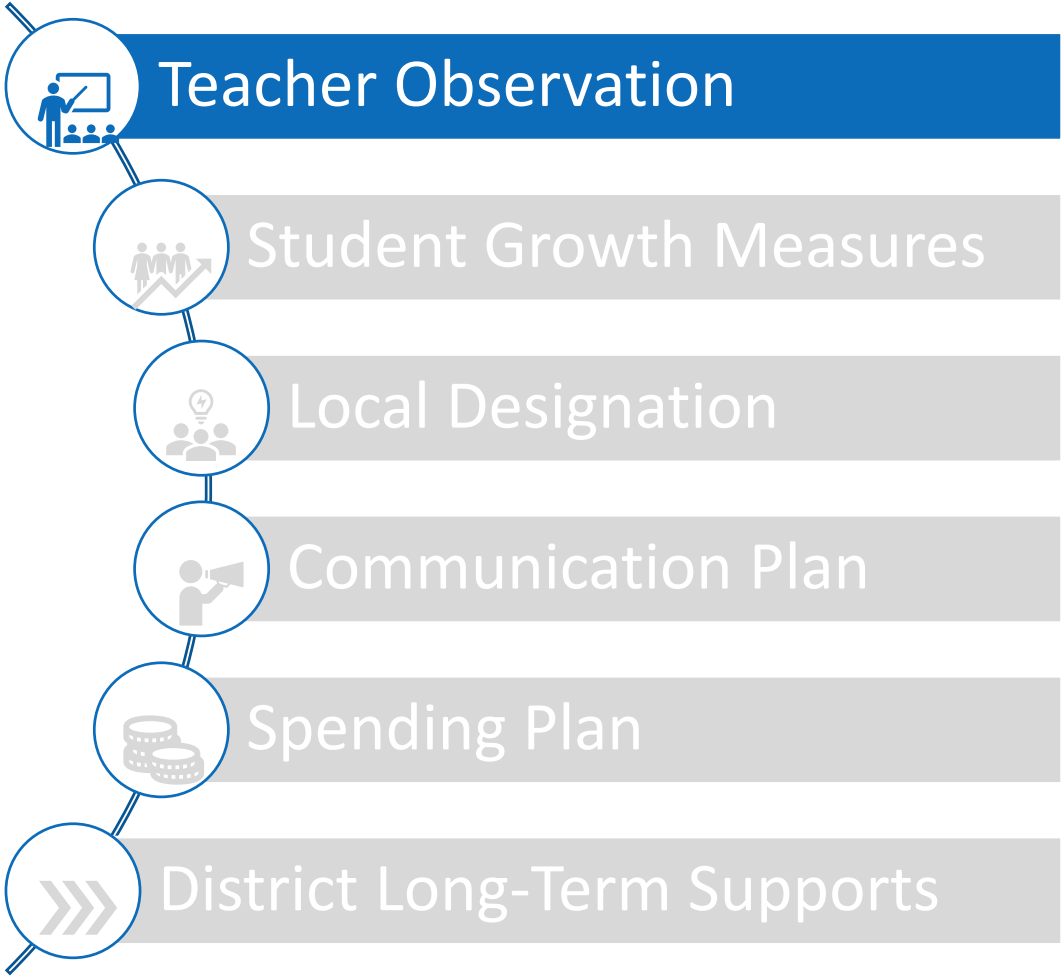
- ❖ What is your district's level of readiness for each of these questions?
- ❖ What is one area where you feel you are in good shape and one area where you feel you need more work?

Whole Group Share Out

- ❖ What is your district's level of readiness for each of these questions?
- ❖ What is one area where you feel you are in good shape and one area where you feel you need more work?

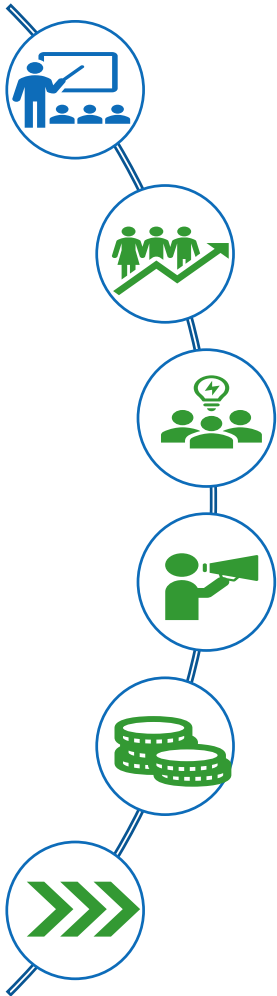
Application Components: Round Two

Teacher Observation System





Teacher Observation System



Observation System Section

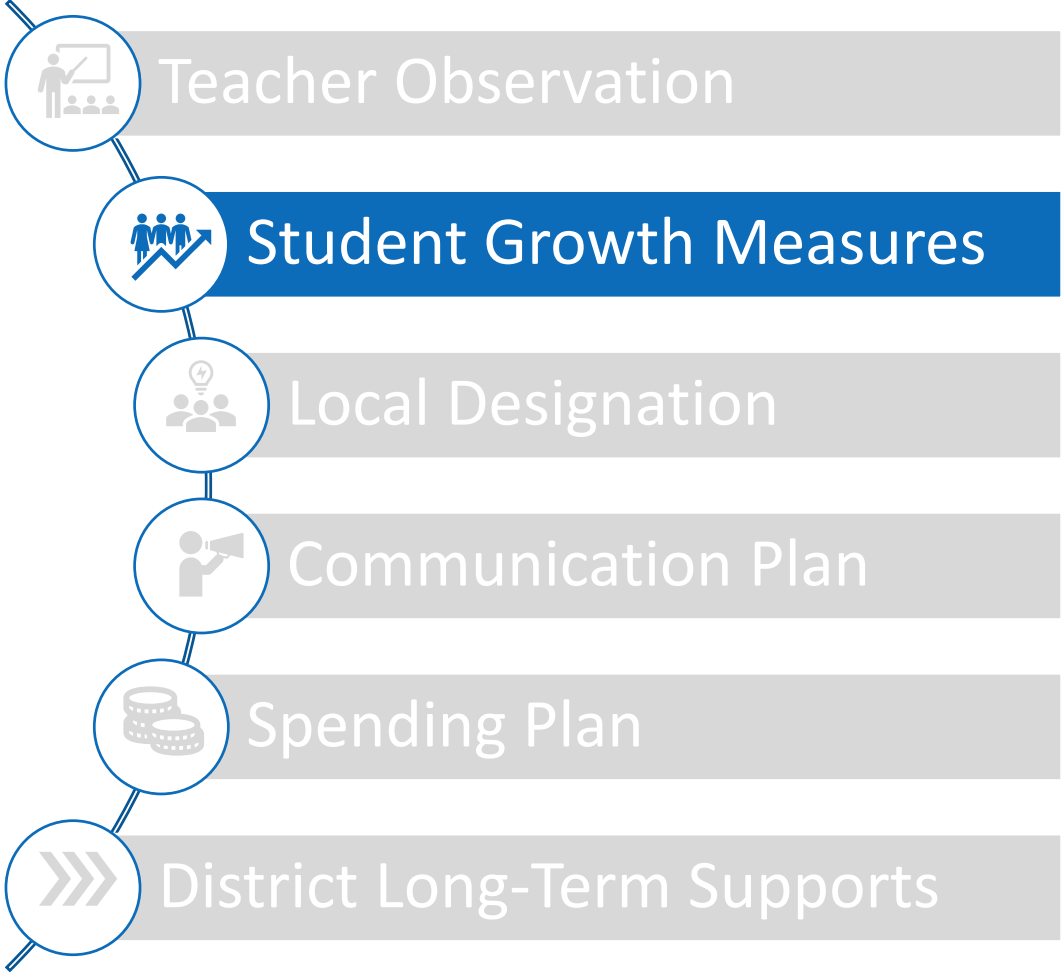
- Name of teacher observation **rubric used**
- **Validity** of teacher appraisal system
- **Reliability** of teacher appraisers within and across campuses
- District procedures to **review congruence** of Teacher observation and Student growth data
- District review of **teacher observation trends**
- **Observation/Feedback** schedule



Questions to Consider: Teacher Observation

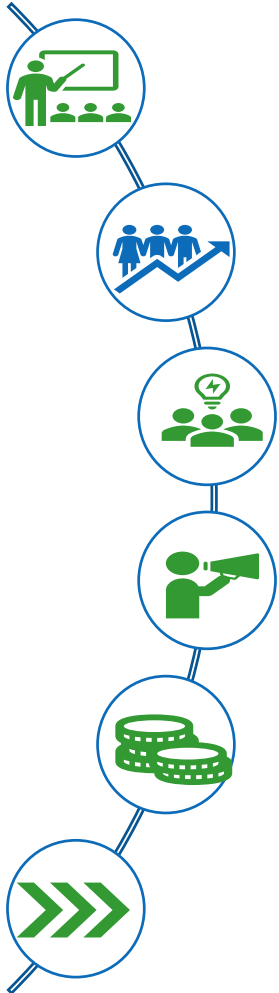
- ✓ What kind of **calibration protocols** does your district require teacher appraisers to complete annually?
- ✓ How does your district review **congruence of teacher observation data and student growth** data?
- ✓ Who reviews **campus and district level teacher observation trends**? How? How any issues of skew addressed?

Student Growth Measures





Student Growth



Student Growth Section

- What **student growth measure** do you use for each eligible teacher group?
- **Validity** of growth measure
- **Reliability** of growth measure
- Rules and policies to ensure **valid administration** and security of growth measure



Questions to Consider: Student Growth

- ✓ What rules and policies do you have in place to ensure **validity and reliability of the student growth measure** used for each group of eligible teachers?
- ✓ What rules and procedures are in place to ensure valid and reliable **administration** of each student growth measure used?
- ✓ What rules and procedures are in place to ensure valid and reliable **scoring** of each student growth measure used? (When not using STAAR)



Individual Soak Time

1. Select area of focus as a district group

- **Pick One**

- Part II: Strongly Calibrated Teacher Observation
- Part III: Valid and Reliable Student Growth

2. **Silent/Solo**: Using your **guided notes handout (document 5)**, and the **System Review Questions to Consider (document 4)** jot down thoughts/comments about where your district is with respect to these questions

Flower ISD Example

Strongly Calibrated Teacher Observation System

Component	Notes
Teacher Evaluation Rubric Used	<i>Flower ISD uses T-TESS</i>
Validity of Teacher Appraisal System	<i>Initial certification is required for all appraisers but does not include a calibration component. Teachers and teacher appraisers review the teacher observation scoring rubric once a year, but there is no focused PD on what each indicator really means</i>
Reliability of teacher appraisal system	<i>Teacher appraiser on each campus conduct joint observations once a semester to calibrate as a team Principal supervisors do not participate in teacher observations as co-observers. There is no system to calibrate across campuses</i>
Review of congruence of teacher observation data and student growth data	<i>District leaders review student growth data and share results at monthly principal meetings, but do not look at the congruence between the growth data and teacher observation data. Some campus leadership teams review teacher observation data for their campus but there is no district-wide protocol for this</i>

Flower ISD Example: Pre- and post-tests

Valid and Reliable Measures of Student Growth (Pre-and Post-tests)

Component	Notes
Validity and Reliability of selection/development of student growth measure	<i>Flower ISD uses regionally created pre-post tests for all non- STAAR tested Social Studies teachers grades 6-12. Tests are aligned to state and national standards, including NCSS, and are developed by a team of teachers and instructional leaders throughout our ESC Region, and adopted at the Regional level. Flower ISD reviews the district wide distribution of pre-and post-test results, but does not compare it to other student growth measures used in the district</i>
Validity and reliability of administration of student growth measure	<i>Teachers administer the pre-test during the first six weeks of school, and the post-test during the last six weeks of school, according to what fits best in their lesson plans. There are no district standards for the administration of pre- or post-tests</i>
Validity and reliability of scoring of student growth measure	<i>Teachers score pre- and post-tests as a team, using a rubric for free-response questions and short answers, but struggle with how to remain objective in scoring, since they know the students and they know their colleagues, and are worried about the effect personal feelings might have on the results</i>
Calculation of a teacher's student growth data	<i>Each teacher's student growth data is calculated based on the percent of students demonstrating one year of growth, based on the pre- and post-test data, but "one year of growth," is not clearly defined yet. Flower ISD is working on aligning one year of growth to the rubric used for scoring pre-and post-tests</i>

Flower ISD Example: SLO

Valid and Reliable Measures of Student Growth (SLO)

Component	Notes
Validity and Reliability of selection/development of student growth measure	<i>Flower ISD uses SLO's for our world language teachers, 6-12. We have strong district procedures for the creation of the SLO (must be aligned to ACTFL), the setting of preparedness levels (must be based on multiple data sources), and the end of year approval of levels of mastery</i>
Validity and reliability of administration of student growth measure	<i>Teachers administer assessments, including performance tasks, throughout the school year, depending on their lesson plans, but there are no protocols around administration of assessments that will be used for the SLO body of evidence specifically, and there are no guidelines for what qualifies as a valid and reliable measure for the SLO body of evidence</i>
Validity and reliability of scoring of student growth measure	<i>Teachers score all student work to be included in the SLO body of evidence. Some teachers use rubrics and some do not. There are no district guidelines or protocols for scoring student assessments to be used in the body of evidence.</i>
Calculation of a teacher's student growth data	<i>Each teacher's student growth data is calculated based on the percent of students demonstrating one year of growth. One year of growth is determined by the comparison of the beginning of the year preparedness levels and the end of year mastery levels based on the SLO body of evidence. However, approval of end of year mastery levels and the determination of a teacher's student growth data is not transparent and is perceived as subjective</i>



Group Work Time

For your selected area of focus today:

- What is your **readiness level** for each category of questions in your selected area of focus?
- In what areas do you think your district demonstrates **strong readiness**?
- In what areas do you think you **need more work**, and what are some potential next steps?
- What **supports** do you need?



“Chart” your course!

- Flower ISD Area of Focus: **Highly Calibrated Teacher Observation System**

Examples of Strong Readiness	Examples of Where We Need More Work	Highest Priority Next Steps for Us	Support Needed
<p>We use T-TESS for all teachers</p> <p>Teacher appraisers on each campus conduct a joint observation in order to ensure they are calibrated in their T-TESS scoring once a semester</p>	<p>We do not calibrate at the district level</p> <p>We haven't yet looked at the comparison of annual T-TESS teacher ratings to student growth ratings, as a district, or by campus</p>	<p>Decide on multi-appraiser calibration protocol to be implemented district wide</p> <p>Find and analyze comparison data (T-TESS ratings/ student growth ratings) for each campus</p>	<p>Support on designing a best-practice calibration protocol, and help with change management needed to do this</p> <p>Help compiling data, and examples of effective data review protocols</p>



“Chart” your course! *Pre- and post-tests*

- Flower ISD Area of Focus: **Valid and Reliable Measures of Student Growth (Pre- post-test)**

Examples of Strong Readiness	Examples of Where We Need More Work	Highest Priority Next Steps for Us	Support Needed
<p>We use regionally created and vetted pre-and post-tests for all Social Studies teachers</p> <p>We use a rubric for scoring pre- and post-tests and score in teams of teachers</p>	<p>There are no protocols in place for administration of the pre- and post-tests</p> <p>We don't have a process to solve for bias in scoring pre-post tests</p> <p>We don't have a strong definition for "one year of growth"</p>	<p>Develop standard protocols for test administration, district-wide</p> <p>Design a method for "blind scoring" of all pre- and post-tests</p> <p>Work as a regional team to define "one year of growth"</p>	<p>Assistance to develop protocols that ensure valid and reliable scoring of pre- and post-tests</p> <p>Support in using our scoring rubrics for pre- and post-test to define one year of growth</p>



“Chart” your course! SLO

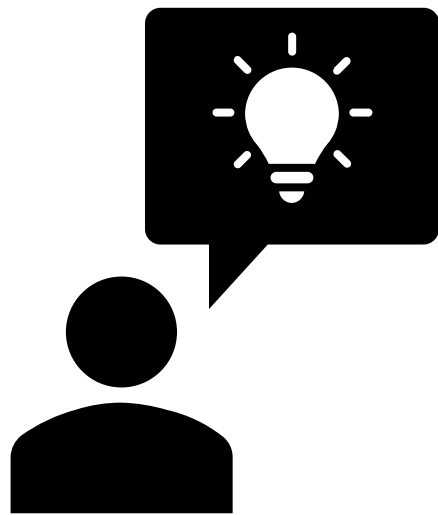
- Flower ISD Area of Focus: **Valid and Reliable Measures of Student Growth (SLO)**

Examples of Strong Readiness	Examples of Where We Need More Work	Highest Priority Next Steps for Us	Support Needed
<p>Our SLOs are aligned to national standards</p> <p>We use multiple sources of evidence to determine preparedness levels</p> <p>Some teachers use rubrics to score BOE for SLO</p>	<p>We don't have guidelines for what qualifies as valid BOE measures</p> <p>We don't have guidelines around administration of BOE measures</p> <p>No protocols for scoring of BOE measures</p>	<p>Develop guidelines for what qualifies as a valid BOE measure</p> <p>Develop guidelines for the administration and scoring of BOE measures</p> <p>Seek teacher input on how to make end of year SLO approval be less subjective</p>	<p>Need examples of best practices in using SLOs as a true system that measures student growth accurately</p> <p>Need support in setting up teacher stakeholder input/change management around SLOs</p>

Whole Group Reflection

1. What did you learn that will help you as you prepare to complete your highest leverage next steps?
2. How might you use the Questions to Consider document as you plan for TIA rollout and implementation in your district? How will you involve stakeholders?
3. Who and how will your district determine readiness and next steps for the rest of the components in the system review application?
4. What areas may require technical assistance from your ESC or other providers?

Mental Exit Ticket



What is one thing you personally can commit to do in order to move your district forward in the rollout and implementation of TIA?

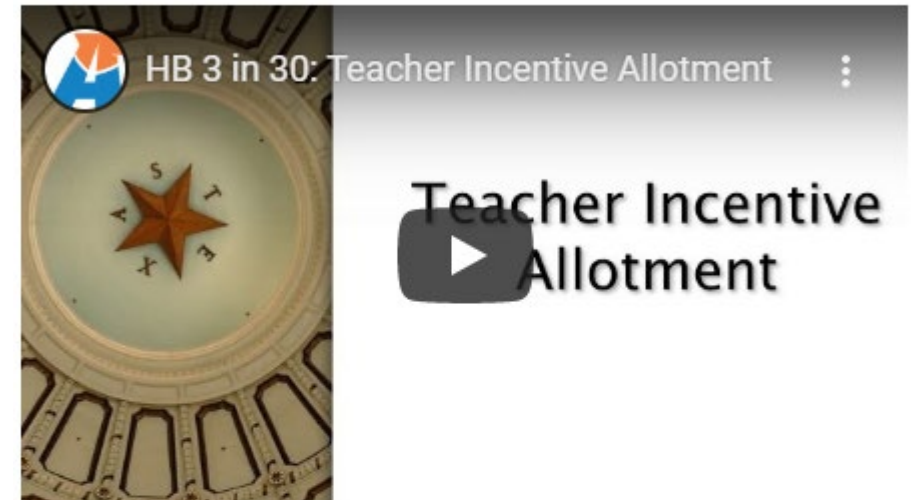
tea.texas.gov/TIA

[View HB 3 in 30 Videos](#)

Questions?
TIA@tea.Texas.gov

Teacher Incentive Allotment

October 3rd 2019



- [Presentation on Teacher Incentive Allotment \(PDF\)](#)
- [District Type, 2017-18](#)
- [Cohort A Next Steps and Timelines \(PDF\)](#)
- [Cohort B Next Steps and Timelines \(PDF\)](#)
- [Cohort A - B Readiness Checklist \(PDF\)](#)
- [Cohort C Next Steps and Timelines \(PDF\)](#)
- [Cohort D Next Steps and Timelines \(PDF\)](#)
- [Cohort C - D Readiness Checklist \(PDF\)](#)
- [Teacher Incentive Allotment FAQs \(PDF\)](#)
- [Webinar on Readiness Checklist & LOI \(Video\)](#)



Cohort D & Beyond: TIA Readiness & Next Steps

Objectives: Cohort D Session

Access & utilize key resources to support the development and implementation of a designation system

Self-assess district readiness



Teacher observation



Student growth measures

Outline short- and long-term next steps



Teacher observation



Student growth measures



Building LOTDS

Agenda: Cohort D

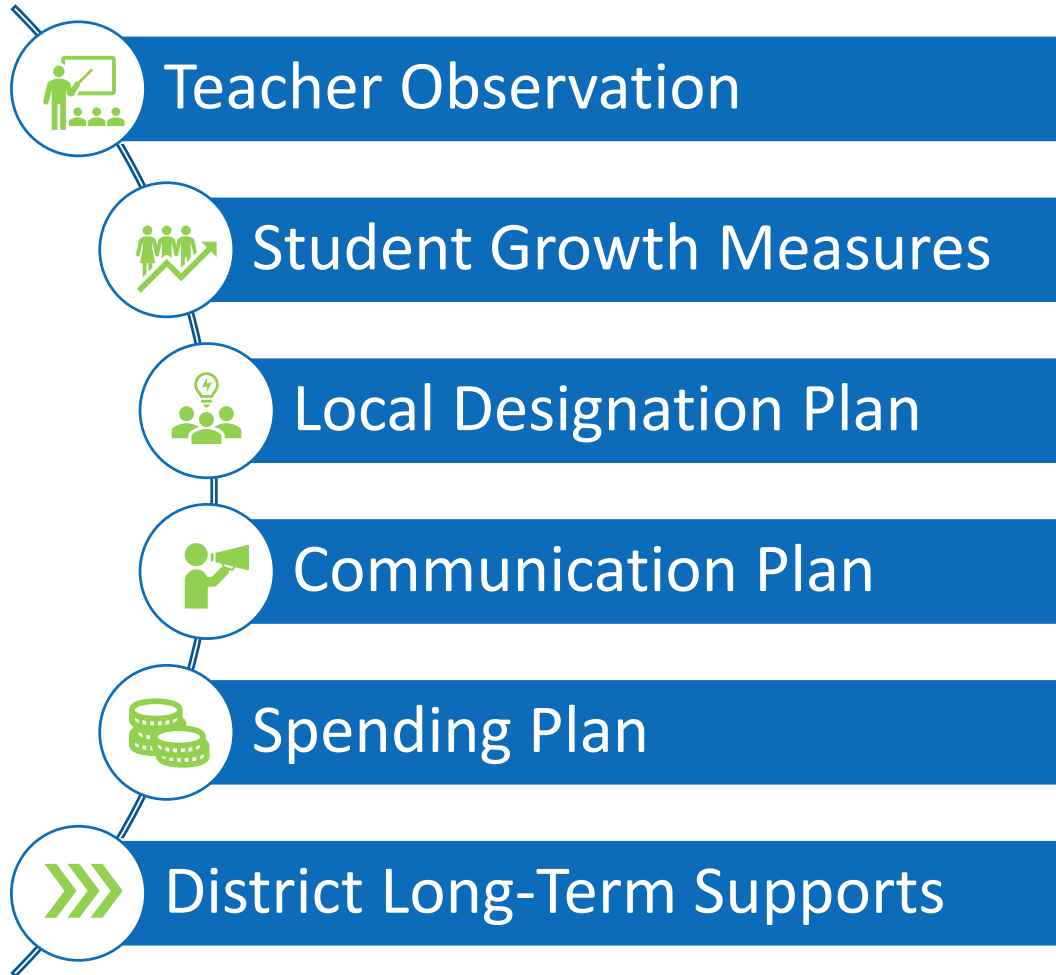
Time	Topic
10 min	Opening
40 min	Success Factor 1: Teacher Observation <ul style="list-style-type: none">• Example self-assessment & next steps• Worktime to self-assess and plan next steps
40 min	Success Factor 2: Student Growth Measures <ul style="list-style-type: none">• Example self-assessment & next steps• Worktime to self-assess and plan next steps
15 min	Debrief worktime
30 min	Success Factor 3: Local Designation System <ul style="list-style-type: none">• Consider stakeholder engagement
10 min	Close-out for the day

Pre-work

- Consider whether your LEA might implement a local designation system for all teaching assignments or a subset of teaching assignments in its first year of implementation.
- Optional: Bring any supporting documents related to observation rubrics and student growth measures that would be helpful in self-assessing the extent to which your LEA meets the key practices on success factors 1 and 2 of the TIA Readiness Checklist.

	2021-2022	2022-2023	2023-2024	2024-2025
Possible eligible teaching assignments				
Observation rubric				
Student growth measures used				

Readiness Checklist



LEA Use of Readiness Checklist

- Assess district readiness
- Develop vision for best practice
- Decide when to apply for TIA
- Determine next steps

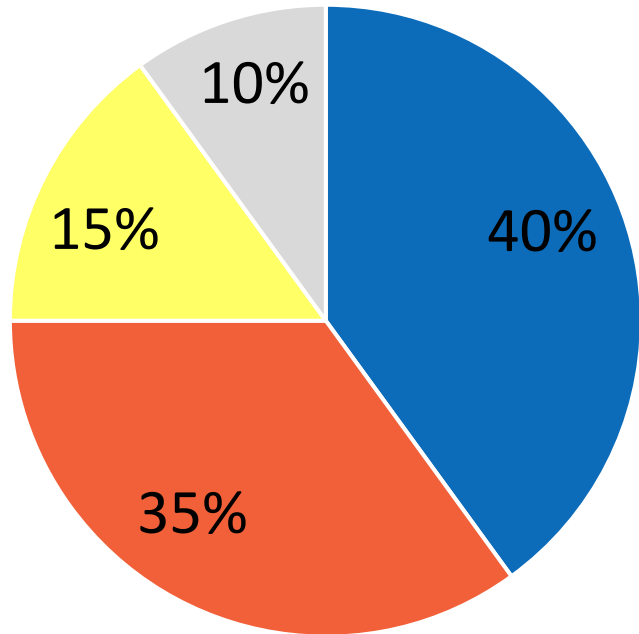


What targeted teaching assignments will your team work with today?

	2021-2022	2022-2023	2023-2024	2024-2025
Possible eligible teaching assignments		Example: Elementary ELAR & Math STAAR-tested subject		
Observation rubric		T-TESS		
Student growth measures used		Student Learning Objectives Value Added Measures for applicable teachers		

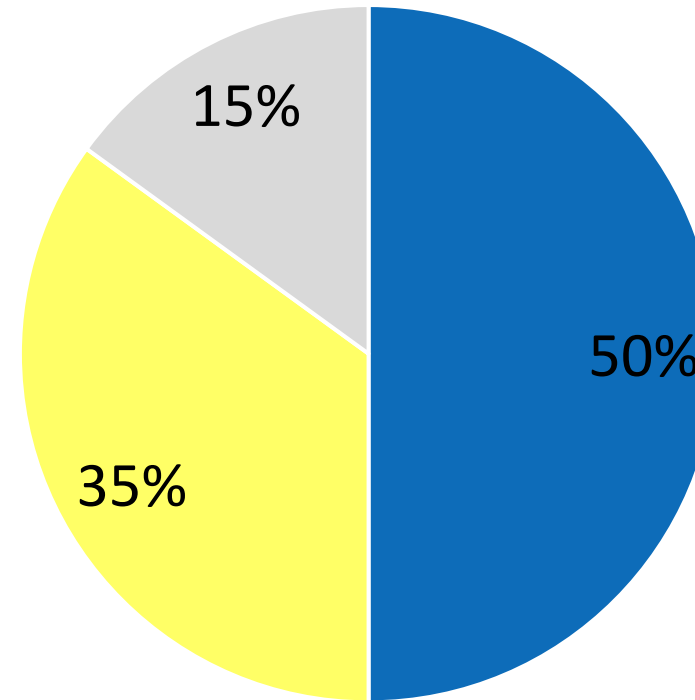
Example: Central ISD Weighting

STAAR Tested Teachers
with Value Added Measures



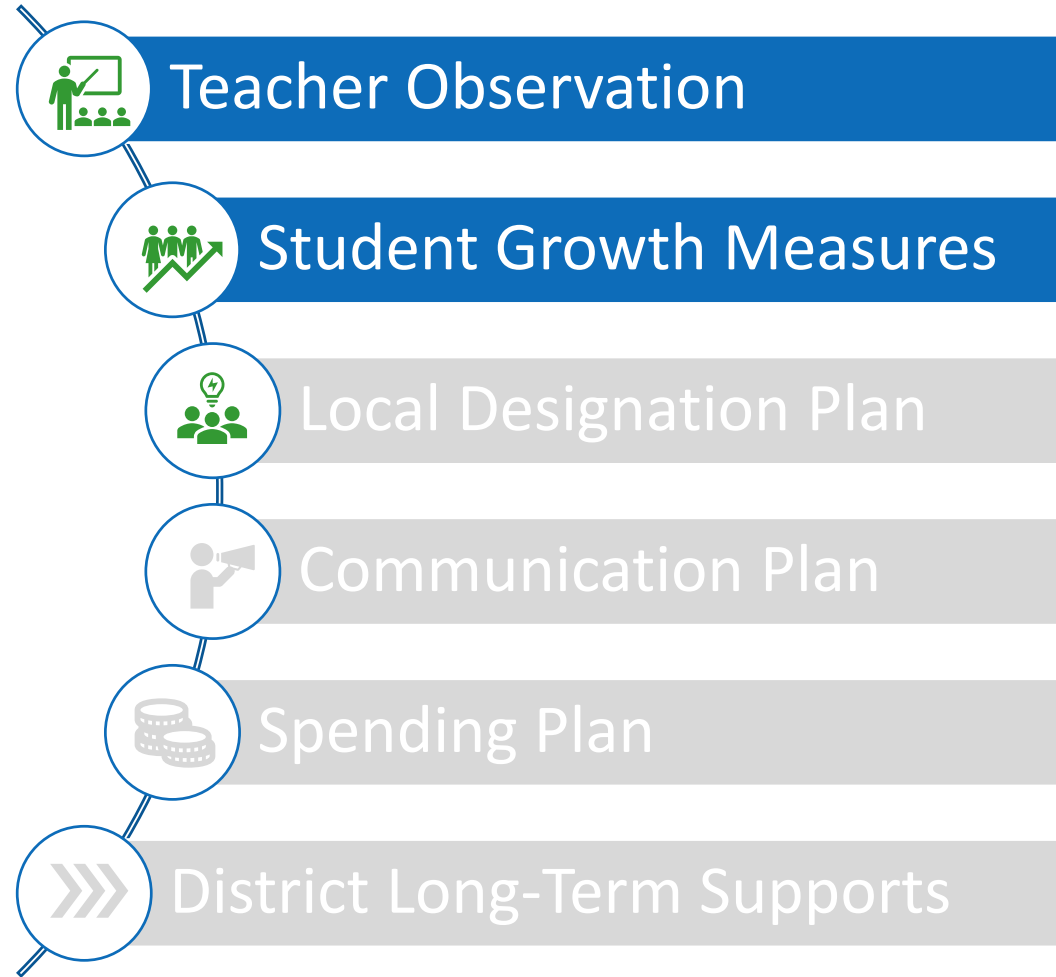
- Teacher Observation
- Value-Added Measure
- Student Learning Objective
- Student Survey

Elementary ELAR & Math Teachers



- Teacher Observation
- Student Learning Objective
- Student Survey

TIA Readiness Checklist, Document 7



Time	Topic
10 min	Opening
40 min	Success Factor 1: Teacher Observation <ul style="list-style-type: none">• Example self-assessment & next steps• Worktime to self-assess and plan next steps
40 min	Success Factor 2: Student Growth Measures <ul style="list-style-type: none">• Example self-assessment & next steps• Worktime to self-assess and plan next steps
15 min	Debrief worktime
30 min	Success Factor 3: Local Designation System <ul style="list-style-type: none">• Consider stakeholder engagement
10 min	Close-out for the day

Success Factor 1: Teacher Observation

Key Practices	Success Criteria
A. Strength of teacher evaluation rubric	<ul style="list-style-type: none"> • District utilizes a research-based teacher evaluation system/rubric that meets the requirements of TEC 21.3521 • Teacher evaluation rubric is a nationally recognized rubric such as T-TESS, Marzano, Danielson, or NIET, or if district-created, is well aligned to nationally recognized rubrics and includes indicators of instructional effectiveness, supportive learning environments, data driven instruction, and teacher professionalism • All indicators have detailed and observable descriptors and correlated performance levels
B. Schedule of observations	<ul style="list-style-type: none"> • Teachers receive annual extended observations with feedback and shorter observations with feedback consistently throughout the year • Each year, district publishes requirements for number and type of observations to be used in rating teachers
C. Calibration for evaluators	<ul style="list-style-type: none"> • Teacher evaluators are trained and/or certified annually on the teacher evaluation rubric • District leadership implements a system for calibration within and among campuses
D. Congruence of observation scores to student growth	<ul style="list-style-type: none"> • District leadership analyzes the correlation between teacher observation scores and student growth
E. District review of observation data	<ul style="list-style-type: none"> • Principal managers and district leadership regularly analyze teacher observation trends across campuses, teaching assignments, and appraisers to look for and address potential ratings incongruities • Principal managers and district leadership provide coaching and other supports in response to the observation data review to ensure accuracy and reliability across the district's system • District actively reviews inter-rater reliability measures for all raters and provides calibration support as needed within and across campuses

Self-Assessment & Next Steps



1. What evidence do we have?
2. What questions do we need to ask?
3. What is our current level of implementation?
4. What might be some next steps?



SF 1: Self-Assessment & Next Steps Examples

Document 8

Self-Assessment Example (Success Factor 1, Key Practice A)

Key Practices	Success Criteria	Central ISD Context
A) Strength of teacher evaluation rubric	<ul style="list-style-type: none">• District utilizes a research-based teacher evaluation system/rubric that meets the requirements of TEC 21.3521• Teacher evaluation rubric is a nationally recognized rubric such as T-TESS, Marzano, Danielson, or NIET, or if district-created, is well aligned to nationally recognized rubrics and includes indicators of instructional effectiveness, supportive learning environments, data driven instruction, and teacher professionalism• All indicators have detailed and observable descriptors and correlated performance levels	<ul style="list-style-type: none">• <i>Central ISD uses T-TESS</i>

Self-Assessment Example (Success Factor 1, Key Practice B)

Key Practices	Success Criteria	Central ISD Context
B) Schedule of observations	<ul style="list-style-type: none">Teachers receive annual extended observations with feedback and shorter observations with feedback consistently throughout the yearEach year, district publishes requirements for number and type of observations to be used in rating teachers	<ul style="list-style-type: none"><i>Central ISD's appraisers do annual extended observations at minimum</i><i>Appraisers complete shorter observation & feedback cycles for each teacher monthly</i><i>Instructional coaches do POP cycles with teachers – frequency is differentiated by need</i><i>Frequency and type of observations are included in Central ISD's appraisal handbook</i>

Self-Assessment Example (Success Factor 1, Key Practice C)

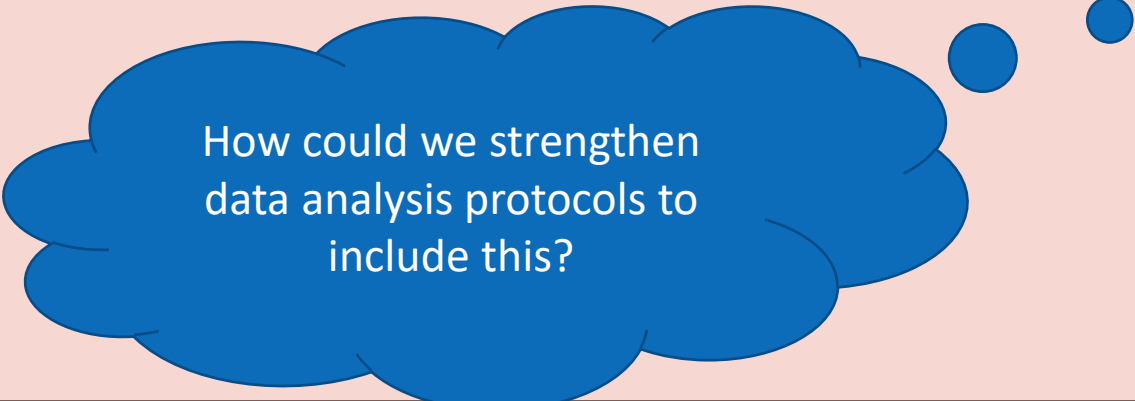
Key Practices	Success Criteria	Central ISD Context
C) Calibration for evaluators	<ul style="list-style-type: none"> Teacher evaluators are trained and/or certified annually on the teacher evaluation rubric District leadership implements a system for calibration within and among campuses 	<ul style="list-style-type: none"> <i>Appraisers pass T-TESS certification exam</i> <i>Some principal supervisors conduct joint walk throughs with principals and calibrate, though no set system across the district</i> <i>No centralized district system in place to monitor scored observations throughout the school year</i>

What is the frequency of principal supervisor joint walk-throughs and calibration? Documentation?

Next Steps Example for 1C

Key Practices	Success Criteria	Central ISD Context	Short-Term Next Steps	Long-Term Next Steps
<p>C) Calibration for evaluators</p>	<ul style="list-style-type: none"> Teacher evaluators are trained and/or certified annually on the teacher evaluation rubric District leadership implements a system for calibration within and among campuses 	<ul style="list-style-type: none"> Appraisers pass T-TESS certification Exam Some principal supervisors conduct joint walk throughs with principals and calibrate, though no set system across the district No centralized district system in place to monitor scored observations throughout the school year 	<ul style="list-style-type: none"> Review appraiser manual and determine where expectations are unclear Focus group: principals & principal supervisors – what is the current reality of walkthroughs and calibration practices? Seek out opportunities for technical assistance and/or best practices from other districts 	<ul style="list-style-type: none"> Develop plan for improving calibration within and among campuses Clarify expectations for calibration within and among campuses – in manuals, through trainings, through trackers Develop survey to gauge principal buy-in on new plan

Self-Assessment Example (Success Factor 1, Key Practice D)

Key Practices	Success Criteria	Central ISD Context
D) Congruence of observation scores to student growth	<ul style="list-style-type: none">District leadership analyzes the correlation between teacher observation scores and student growth 	<ul style="list-style-type: none"><i>This does not happen at the district level</i><i>The district looks at student growth data after district-wide testing, but does not look at correlations to teacher observation</i>

Next Steps Example for 1D

Key Practices	Success Criteria	Central ISD Context	Short-Term Next Steps	Long-Term Next Steps
<p>D) Congruence of observation scores to student growth</p>	<ul style="list-style-type: none"> District leadership analyzes the correlation between teacher observation scores and student growth 	<ul style="list-style-type: none"> <i>This does not happen at the district level</i> <i>The district looks at student growth data after district-wide testing, but does not look at correlations to teacher observation</i> 	<ul style="list-style-type: none"> <i>Consult district-wide testing calendars for common and EOY assessments in elementary ELAR/Math and STAAR-tested subjects</i> <i>Identify opportunities for this analysis to occur – possible dates, data analysis protocols & resources to modify, who would be engaged in this work, etc.</i> <i>Gather input: district advisory council & principals' meeting</i> 	<ul style="list-style-type: none"> <i>Revise and finalize plan based on stakeholder input for analysis of correlation to happen</i> <i>Create guidance documents</i> <i>Implement check-in points with principals and district leaders to discuss effectiveness of process</i>

Self-Assessment Example (Success Factor 1, Key Practice E)

Key Practices	Success Criteria	Central ISD Context
<p>E) District review of observation data</p>	<ul style="list-style-type: none"> Principal managers and district leadership regularly analyze teacher observation trends across campuses, teaching assignments, and appraisers to look for and address potential ratings incongruities Principal managers and district leadership provide coaching and other supports in response to the observation data review to ensure accuracy and reliability across the district's system District actively reviews inter-rater reliability measures for all raters and provides calibration support as needed within and across campuses 	<ul style="list-style-type: none"> <i>District leaders review appraisal ratings at the end of each year, but do not analyze for incongruities</i> <i>District leaders do not respond to observation data in a consistent and rigorous manner</i> <i>Calibration support provided at appraiser training and annual appraiser refresher courses</i> <i>There is no district-wide system for providing campus-embedded calibration support throughout the school year</i> <i>Need to better understand expectations and practices related to this SF</i>

Summary Self-Assessment

Key Practices	Success Criteria	Self-Assess	Questions	Short-Term	Long-Term
A) Strength of teacher evaluation rubric	<ul style="list-style-type: none"> District utilizes a research-based teacher evaluation system/rubric that meets the requirements of TEC 21.3521 Teacher evaluation rubric is a nationally recognized rubric such as T-TESS, Marzano, Danielson, or NIET, or if district-created, is well aligned to nationally recognized rubrics and includes indicators of instructional effectiveness, supportive learning environments, data driven instruction, and teacher professionalism All indicators have detailed and observable descriptors and correlated performance levels 	Green			
B) Schedule of observations	<ul style="list-style-type: none"> Teachers receive annual extended observations with feedback and shorter observations with feedback consistently throughout the year Each year, district publishes requirements for number and type of observations to be used in rating teachers 	Green			
C) Calibration for evaluators	<ul style="list-style-type: none"> Teacher evaluators are trained and/or certified annually on the teacher evaluation rubric District leadership implements a system for calibration within and among campuses 	Yellow	What is the frequency of principal supervisor joint walk-throughs and calibration? Documentation?	See previous slides	See previous slides
D) Congruence of observation scores to student growth	<ul style="list-style-type: none"> District leadership analyzes the correlation between teacher observation scores and student growth 	Red	How could we strengthen data analysis protocols to include this?	See previous slides	See previous slides
E) District review of observation data	<ul style="list-style-type: none"> Principal managers and district leadership regularly analyze teacher observation trends across campuses, teaching assignments, and appraisers to look for and address potential ratings incongruities Principal managers and district leadership provide coaching and other supports in response to the observation data review to ensure accuracy and reliability across the district's system District actively reviews inter-rater reliability measures for all raters and provides calibration support as needed within and across campuses 	Red			

Document 8

Self-Assessment & Next Steps

Success Factor 1: Strongly Calibrated Teacher Observation System				
Key Practices	Criteria	Assess	Options for Others	Determine next steps
A) Strength of teacher evaluation rubric	<ul style="list-style-type: none"> District utilizes a research-based teacher evaluation system/rubric that meets the requirements of TEC 21.3521 Teacher evaluation rubric is a nationally recognized rubric such as T-TESS, Marzano, Danielson, or NIET, or if district-created, is well aligned to nationally recognized rubrics and includes indicators of instructional effectiveness, supportive learning environments, data driven instruction, and teacher professionalism All indicators have detailed and observable descriptors and correlated performance levels 			
B) Schedule of observations	<ul style="list-style-type: none"> Teachers receive annual extended observations with feedback and shorter observations with feedback consistently throughout the year Each year, district publishes requirements for number and type of observations to be used in rating teachers 			
C) Calibration for evaluators	<ul style="list-style-type: none"> Teacher evaluators are trained and/or certified annually on the teacher evaluation rubric District leadership implements a system for calibration within and among campuses 			
D) Congruence <input type="checkbox"/>	<ul style="list-style-type: none"> District leadership analyzes the correlation between teacher 			

LEA Team Worktime: Self-Assessment



1. Start with **Success Factor 1: Teacher Observation**
2. Consider **one key practice at a time**
3. Consider your LEA's **implementation** of the key practice relative to your **target subset** of teaching assignments
4. Determine **implementation level** (G/Y/R) or questions needed to ask
5. Brainstorm potential **short- and long-term next steps**
6. If time allows, **repeat with Success Factor 2: Teachers' Impact on Student Growth**



Time	Topic
10 min	Opening
40 min	Success Factor 1: Teacher Observation <ul style="list-style-type: none">• Example self-assessment & next steps• Worktime to self-assess and plan next steps
40 min	Success Factor 2: Student Growth Measures <ul style="list-style-type: none">• Example self-assessment & next steps• Worktime to self-assess and plan next steps
15 min	Debrief worktime
30 min	Success Factor 3: Local Designation System <ul style="list-style-type: none">• Consider stakeholder engagement
10 min	Close-out for the day

Success Factor 2: Teacher’s Impact on Student Performance

Key Practices	Success Criteria
A. Student growth measures included in annual teacher summative ratings	<ul style="list-style-type: none"> • There is a clearly communicated plan for how student growth measures affect a teacher’s annual summative ratings • Student growth measures are clearly defined and used for all teachers put forth for designation • Multiple demonstrations of student learning are used to measure student growth
B. Quality of student growth measures and their implementation	<ul style="list-style-type: none"> • District utilizes student growth measures such as: <ul style="list-style-type: none"> ○ Value Added Measures based on STAAR or other normed, valid tests ○ Student Learning Objectives ○ Student Portfolios ○ Pre- and Post-Tests • Assessments used to measure student growth are valid and reliable • Assessments used to measure student growth are implemented with fidelity, according to vetted testing protocols
C. District rules and processes ensure high levels of validity and reliability of student growth measures	<ul style="list-style-type: none"> • Campus and district leaders disaggregate and analyze student growth trends in multiple ways, including by student groups, teaching assignments, and schools, as well as historical student growth data, to ensure results are accurate and reliable • District has appropriate internal procedures to evaluate outlier trends in the data in order to detect and prevent irregularities

Self-Assessment Example (Success Factor 2, Key Practice A)

Key Practices	Success Criteria	Central ISD Context
<p>A. Student growth measures included in annual teacher summative ratings</p>	<ul style="list-style-type: none"> • There is a clearly communicated plan for how student growth measures affect a teacher's annual summative ratings • Student growth measures are clearly defined and used for all teachers put forth for designation • Multiple demonstrations of student learning are used to measure student growth 	<ul style="list-style-type: none"> • <i>Annual summative ratings: SGMs count for 20%</i> • <i>TIA designations for Elementary ELAR & Math: Student Learning Objectives (SLOs) will count as 35%</i> • <i>Central ISD has strong district procedures for the creation of the SLO (must be aligned to TEKS), the setting of preparedness levels (must be based on multiple data sources), and the end of year approval of levels of mastery</i> • <i>Teachers use multiple sources of evidence to determine preparedness levels</i> • <i>Teachers administer assessments, including performance tasks, throughout the year</i>

Success Factor 2: Teacher's Impact on Student Performance *(Example)*

Key Practices	Success Criteria	Central ISD Context
<p>B. Quality of student growth measures and their implementation</p>	<ul style="list-style-type: none"> • District utilizes student growth measures such as: <ul style="list-style-type: none"> ○ Value Added Measures based on STAAR or other normed, valid tests ○ Student Learning Objectives ○ Student Portfolios ○ Pre- and Post-Tests • Assessments used to measure student growth are valid and reliable • Assessments used to measure student growth are implemented with fidelity, according to vetted testing protocols 	<ul style="list-style-type: none"> • <i>SLOs used for elementary ELAR and math teachers</i> • <i>Teachers administer assessments, including performance tasks, throughout the school year, depending on their lesson plans, but there are no protocols around administration of assessments that will be used for the SLO body of evidence specifically, and there are no guidelines for what qualifies as a strong SLO body of evidence</i> • <i>Teachers score all student work to be included in the SLO body of evidence. Some teachers use rubrics and some do not.</i> • <i>There are no district guidelines or protocols for scoring student assessments to be used in the body of evidence.</i>

Next Steps Example for 2B

Key Practices	Success Criteria	Central ISD Context	Short-Term Next Steps	Long-Term Next Steps
<p>B. Quality of student growth measures and their implementation</p>	<ul style="list-style-type: none"> • District utilizes student growth measures such as: <ul style="list-style-type: none"> ○ Value Added Measures based on STAAR or other normed, valid tests ○ Student Learning Objectives ○ Student Portfolios ○ Pre- and Post-Tests • Assessments used to measure student growth are valid and reliable • Assessments used to measure student growth are implemented with fidelity, according to vetted testing protocols 	<ul style="list-style-type: none"> • <i>Central ISD uses</i> <ul style="list-style-type: none"> • <i>Value Added Measures for applicable STAAR teaching assignments</i> • <i>Student Learning Objectives for all teachers</i> • <i>Additional assessments used beyond these two student growth measures</i> • <i>Teachers administer assessments, including performance tasks, throughout the school year, depending on their lesson plans, but there are no protocols around administration of assessments that will be used for the SLO body of evidence specifically, and there are no guidelines for what qualifies as a valid and reliable measure for the SLO body of evidence</i> • <i>Teachers score all student work to be included in the SLO body of evidence. Some teachers use rubrics and some do not.</i> • <i>There are no district guidelines or protocols for scoring student assessments to be used in the body of evidence.</i> 	<ul style="list-style-type: none"> • <i>Focus group with teachers: how are SLOs administered/scored?</i> • <i>Focus group with teachers and principals: how to make end of year SLO approval less subjective</i> • <i>Review SLO training and manual to identify areas where expectations could be clarified</i> • <i>Seek out opportunities for SLO training and identify which district leaders can attend training</i> • <i>Identify team to work on SLO revisions, including teacher leaders</i> 	<ul style="list-style-type: none"> • <i>Develop guidelines for what qualifies as a valid BOE measure</i> • <i>Develop guidelines for the administration and scoring of BOE measures</i> • <i>Gather teacher, principal, and other stakeholder input on the guidelines</i> • <i>Finalize guidelines and post to website</i> • <i>Develop and implement SLO training 2.0</i>

Self-Assessment Example (Success Factor 2, Key Practice C)

Key Practices	Success Criteria	Central ISD Context
<p>C. District rules and processes ensure high levels of validity and reliability of student growth measures</p>	<ul style="list-style-type: none"> • Campus and district leaders disaggregate and analyze student growth trends in multiple ways, including by student groups, teaching assignments, and schools, as well as historical student growth data, to ensure results are accurate and reliable • District has appropriate internal procedures to evaluate outlier trends in the data in order to detect and prevent irregularities 	<ul style="list-style-type: none"> • <i>Each year, campus and district leader look at student growth trends in SLO by campus, subject, grade level, student subgroups, etc.</i> • <i>The district has identified skew in some areas (higher scores on two campuses and in kindergarten and 2nd grade), though does not understand the root cause of the skew.</i>

Next Steps Example for 2C

Key Practices	Success Criteria	Central ISD Context	Short-Term Next Steps	Long-Term Next Steps
<p>C. District rules and processes ensure high levels of validity and reliability of student growth measures</p>	<ul style="list-style-type: none"> Campus and district leaders disaggregate and analyze student growth trends in multiple ways, including by student groups, teaching assignments, and schools, as well as historical student growth data, to ensure results are accurate and reliable District has appropriate internal procedures to evaluate outlier trends in the data in order to detect and prevent irregularities 	<ul style="list-style-type: none"> <i>Each year, campus and district leader look at student growth trends in SLO by campus, subject, grade level, student subgroups, etc.</i> <i>The district has identified skew in some areas (higher scores on two campuses and in kindergarten and 2nd grade), though does not understand the root cause of the skew.</i> 	<ul style="list-style-type: none"> <i>Conduct a root cause analysis for what might be leading to skew on the two campuses and in fourth grade</i> 	<ul style="list-style-type: none"> <i>Create next steps to address the root cause of the skew</i> <i>Develop protocol for how to analyze and respond to skew in SLO data in order to detect and prevent irregularities</i> <i>Add protocol to end of year meeting with principals</i>

Success Factor 2: Teacher's Impact on Student Performance *Summary*

Key Practices	Success Criteria	Self-Assess	Questions	Short-Term	Long-Term
A. Student growth measures included in annual teacher summative ratings	<ul style="list-style-type: none"> • There is a clearly communicated plan for how student growth measures affect a teacher's annual summative ratings • Student growth measures are clearly defined and used for all teachers put forth for designation • Multiple demonstrations of student learning are used to measure student growth 	Green			
B. Quality of student growth measures and their implementation	<ul style="list-style-type: none"> • District utilizes student growth measures such as: <ul style="list-style-type: none"> ○ Value Added Measures based on STAAR or other normed, valid tests ○ Student Learning Objectives ○ Student Portfolios ○ Pre- and Post-Tests • Assessments used to measure student growth are valid and reliable • Assessments used to measure student growth are implemented with fidelity, according to vetted testing protocols 	Yellow		See previous slides	See previous slides
C. District rules and processes ensure high levels of validity and reliability of student growth measures	<ul style="list-style-type: none"> • Campus and district leaders disaggregate and analyze student growth trends in multiple ways, including by student groups, teaching assignments, and schools, as well as historical student growth data, to ensure results are accurate and reliable • District has appropriate internal procedures to evaluate outlier trends in the data in order to detect and prevent irregularities 	Red		See previous slides	See previous slides

LEA Worktime: Self-Assessment



1. Consider **one key practice** at a time for Success Factor 2
2. Consider your LEA's **implementation** of the key practice relative to your **target subset** of teaching assignments
3. Determine **implementation level** (G/Y/R) or questions needed to ask
4. Brainstorm potential **short- and long-term next steps**



Time	Topic
10 min	Opening
40 min	Success Factor 1: Teacher Observation <ul style="list-style-type: none">• Example self-assessment & next steps• Worktime to self-assess and plan next steps
40 min	Success Factor 2: Student Growth Measures <ul style="list-style-type: none">• Example self-assessment & next steps• Worktime to self-assess and plan next steps
15 min	Debrief worktime
30 min	Success Factor 3: Local Designation System <ul style="list-style-type: none">• Consider stakeholder engagement
10 min	Close-out for the day

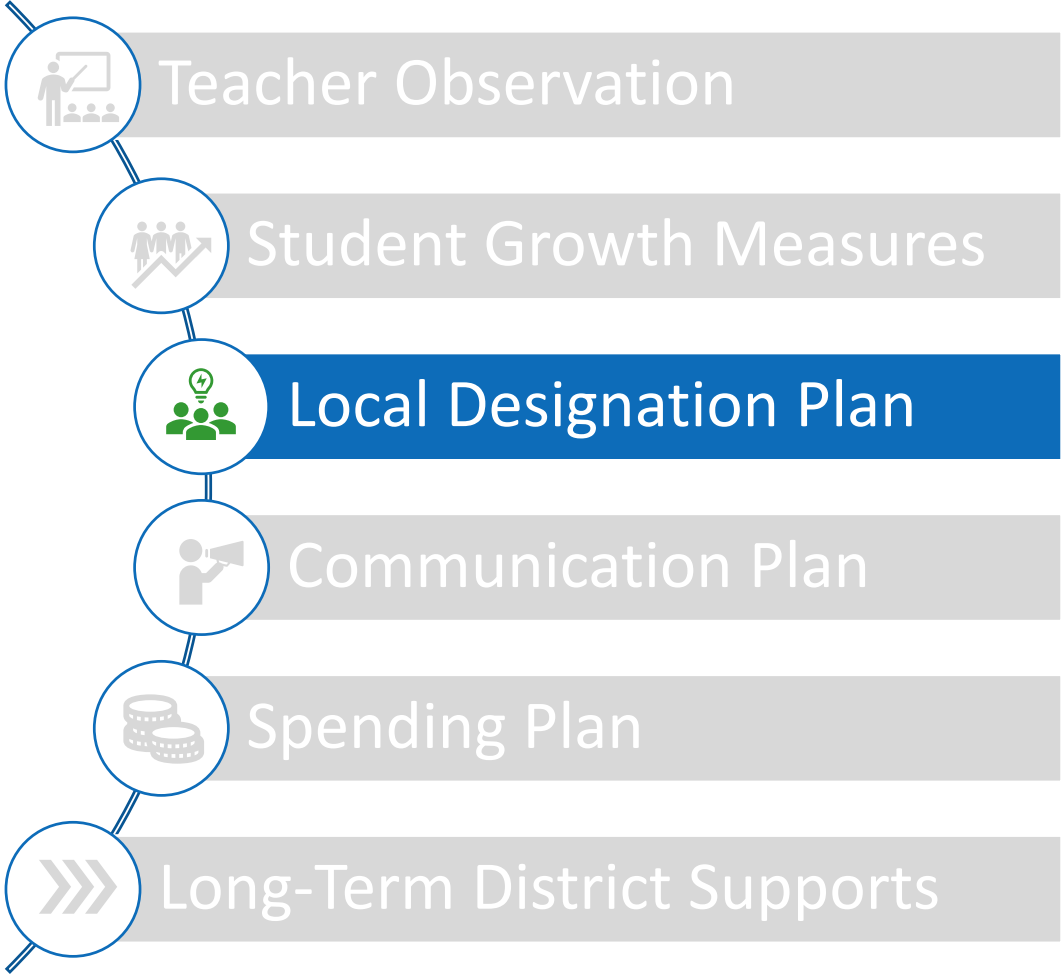
Self-Assessment & Next Steps Discussion



1. What were some of your district's **areas of strength**?
2. What are some **areas of need** and what could be some high-leverage **next steps**?
3. Where might your district **need support**? Who in your district might assist with your next steps? Where might ESC/TEA/technical assistance providers be helpful?
4. What are some **opportunities for collaboration/partnership**?

Time	Topic
10 min	Opening
40 min	Success Factor 1: Teacher Observation <ul style="list-style-type: none">• Example self-assessment & next steps• Worktime to self-assess and plan next steps
40 min	Success Factor 2: Student Growth Measures <ul style="list-style-type: none">• Example self-assessment & next steps• Worktime to self-assess and plan next steps
15 min	Debrief worktime
30 min	Success Factor 3: Local Designation System <ul style="list-style-type: none">• Consider stakeholder engagement
10 min	Close-out for the day

TIA Readiness Checklist Components



Success Factor 3: Local Designation System

Key Practices	Success Criteria
<p>A) Stakeholder engagement in building a local designation plan</p>	<p>District Engagement</p> <ul style="list-style-type: none"> Stakeholder groups include, at minimum, teachers, parents, and community members District conducts extensive outreach to ensure: <ul style="list-style-type: none"> a thoroughly vetted system a clear plan that details the system District leadership members are actively involved in the process District gathers teacher feedback throughout the process <p>Campus engagement</p> <ul style="list-style-type: none"> Annually, all campus principals meet with teachers, with additional meetings as needed Principals are thoroughly involved in the process Principals play a key role in implementing the system <p>Community engagement</p> <ul style="list-style-type: none"> District has a mechanism for gathering community input Prior to the data capture process, district provides opportunities for community members to outline their local designation system Multiple opportunities are available for community input, such as town hall meetings, webinars, PD sessions, website, etc.
<p>A) Teacher engagement</p>	<ul style="list-style-type: none"> District gathers and incorporates teacher input throughout the process of building the local designation plan and continues to gather teacher feedback on the plan once it is in use District employs a method to ensure clear teacher understanding of the local designation system, such as teacher surveys or teacher interviews Information sessions are held annually specifically to inform teachers and gather input as part of a continuous improvement cycle Teacher leaders play a key role in implementing and gathering feedback on the plan
<p>A) Timeline to</p>	<ul style="list-style-type: none"> District engages in extensive planning and preparation over the course of at least one school year prior to implementation of the system

With whom, when, on what topics, and how should you engage with stakeholders as you build out your designation system?

Stakeholder Engagement: Who, When, How, What

- Teachers
- Principals
- School community
- Neighboring districts



- Focus groups
- Surveys
- Interviews
- Webinars, website, PD



- Throughout the development
- Extensive planning over at least one year prior to implementation



- Plan to identify highly effective teachers
- Plan to compensate designated teachers



Tying Success Factor 3 to Next Steps

- ✓ Teachers
- ✓ Principals
- ✓ School community
- Community members



- ✓ Focus groups
- Surveys
- ✓ Interviews
- ✓ Webinars, website, PD



- ✓ Throughout the development
- ✓ Extensive planning over at least one year prior to implementation



- ✓ Plan to identify highly effective teachers
- Plan to compensate designated teachers



Stakeholder Engagement



1. Do your next steps for [success factors 1-2](#) include stakeholder engagement? If not, what opportunities exist?

Possible Next Steps (Document 9)



What next steps will your district take in the coming months? Within the next 6 months?

EXPLORATION PHASE

Sample Next Steps for Districts Beginning to Explore TIA

Possible next steps related to engaging with teachers, principals, and other stakeholders

1. View the Teacher Incentive Allotment [HB 3 in 30 webinar](#).
2. Share the relevant parts of the Teacher Incentive Allotment HB 3 in 30 [webinar](#) with teachers, principals, district leaders, and other relevant stakeholders.
3. Use the FAQ posted on the [TIA website](#) to prepare and address some of the questions that might arise.
4. When meeting with stakeholders, craft a list of any questions that arise that you cannot answer and send them to tia@tea.texas.gov.
5. Develop a process to form a TIA planning committee to include teachers, principals, and district leaders.
6. Develop a timeline of information sessions and opportunities for input among staff and community members regarding TIA. Post this calendar to the district website.

Possible next steps related to teacher observation and student growth measures

7. Complete a district self-assessment using the [TIA Readiness Checklist](#) for success factors 1-2. Consider key practices that are fully implemented, partially implemented, or have yet to be implemented. Develop any next steps based on the self-assessment.
8. Review teacher observation data at the district and campus level. Document noteworthy trends and discuss with appropriate staff. Share the trends with teachers, principals, and district leaders.
9. Compare teacher observation data to student growth data. Analyze trends by campus, subject, and grade levels.

Additional Next Steps



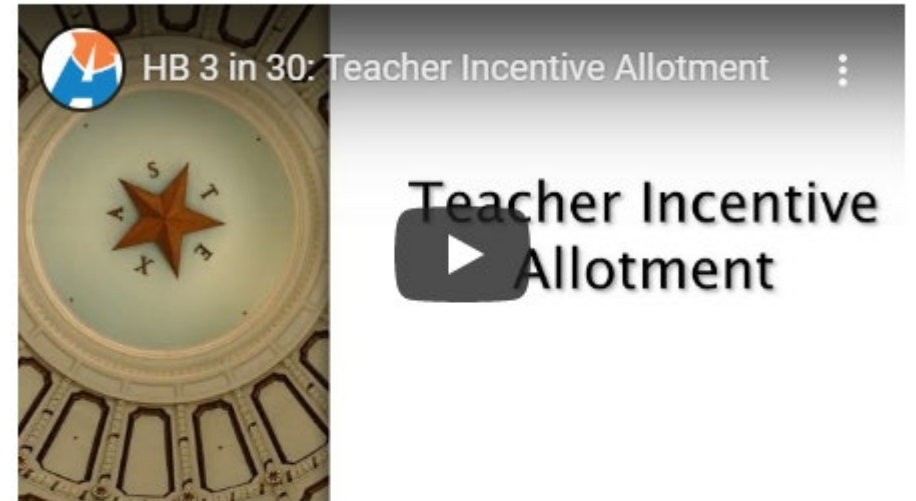
1. Do your next steps for **success factors 1-2** include stakeholder engagement? If not, what opportunities exist?
2. What **next steps** will your district take in the coming months? Within the next 6 months?
3. **How** will your district leadership engage specifically with **teachers** and **principals**? What **topics** are critical to discuss with these groups?
4. What is **mission critical** for your district when it comes to teacher engagement? Principal engagement? Other stakeholders?

tea.texas.gov/TIA

Questions?
TIA@tea.Texas.gov

Teacher Incentive Allotment

October 3rd 2019



- [Presentation on Teacher Incentive Allotment \(PDF\)](#)
- [District Type, 2017-18](#)
- [Cohort A Next Steps and Timelines \(PDF\)](#)
- [Cohort B Next Steps and Timelines \(PDF\)](#)
- [Cohort A - B Readiness Checklist \(PDF\)](#)
- [Cohort C Next Steps and Timelines \(PDF\)](#)
- [Cohort D Next Steps and Timelines \(PDF\)](#)
- [Cohort C - D Readiness Checklist \(PDF\)](#)
- [Teacher Incentive Allotment FAQs \(PDF\)](#)
- [Webinar on Readiness Checklist & LOI \(Video\)](#)