

Afternoon Session: Cohorts A-C

Time	Topic
1:00-1:05	Objectives and Agenda
1:05-1:15	Overview of System Application Components
1:15-1:30	Local Designation Plan, Communication Plan, Spending Plan, and Long-Term District Support Plan
1:30-1:45	Group Soak Time/Questions
1:45-1:55	Break
1:55-2:10	Teacher Observation, Student Growth Measures
2:10-2:20	Individual Soak Time
2:20-2:50	Group Activity/ Chart Time
2:50-3:10	Gallery Walk
3:10-3:20	Whole Group Discussion



Questions to Consider: Local Designation Plan

- ✓ What group of people/committee/task force were the **primary architects** of the local designation system?
How did your district **engage with stakeholders** groups?
- ✓ How did your district **incorporate stakeholder feedback** into the designation system design?
- ✓ How did you take into consideration **addressing retention and recruitment** issues on your highest needs campuses?
- ✓ How did you **communicate/publish information** on the designation system district-wide?

1



Questions to Consider: Communication

- ✓ How often do you plan to provide **updates to stakeholders**?
- ✓ How will your district **share the final version** of your local teacher designation system, once approved?
- ✓ Do **teachers in your district support** participation in TIA? How do you know?
- ✓ How will your district **communicate results** from the teacher survey?
- ✓ How will your district **use the results** from the teacher survey?



Questions to Consider: Spending

- ✓ How will **allotment funds work in conjunction** with (or replace) current district salary schedule and/or current strategic compensation plan?
- ✓ What was the process for determining how **funds would be distributed at each specific campus** and how were stakeholders involved?
- ✓ What is your district's plan for **intra-district transfers** of designated teachers?

2



Questions to Consider: Long Term District Support

- ✓ What kind of support do you have in place across your district's systems to **ensure smooth rollout** and **implementation**?
- ✓ What **roles have been defined** for Human Resources, Budgeting and Finance, Assessment and Evaluation, Payroll, Legal, etc.
- ✓ What **onboarding plan** does your district have for designated teachers new to a campus?
- ✓ What plans do you have to **retain designated teachers** in your district?
- ✓ How are you using data on your most highly effective teachers to **improve equity of access to effective teachers** across your district?

System Review Application

Cohorts A-D

Questions to Consider

Part I: Overview

Rationale

Questions to consider:

- Why did your district choose to participate?
- What goals do you hope to achieve?
- What areas of your district's annual strategic plan/ Board goals does TIA help to address?
- Are teachers at your highest need campuses eligible to earn designations in your local teacher designation system?
- Are your hardest to recruit/retain teachers eligible to earn designations in your local teacher designation system?
- How will TIA help increase the number of highly effective teachers at your high needs and/or rural campuses?

Part II: Strongly Calibrated Teacher Observation System

a. Validity of Teacher Appraisal System

- Is there an initial certification process required to be a teacher appraiser?
- Is there a calibration component required to become certified as a teacher appraiser?
- How often are teacher appraisers required to be recertified/recalibrated to the scoring rubric to ensure the rubric is being used with fidelity?
- How do you know that your rubric accurately measures and differentiates teacher effectiveness levels?

b. Reliability of Teacher Appraisal System Within and Across Campuses

Questions to Consider:

- How do you review teacher observation data in order to ensure reliability?
 - With what frequency are teacher observation trends reviewed and by whom?
 - How are teachers/teacher leaders involved in reviewing campus level teacher observation trends?
 - Who reviews district level teacher observation trends and how often?
 - How are any skew or irregularity issues in the teacher observation trends addressed at the campus and district level?
- What kind of calibration processes does your district require teacher appraisers to complete annually?

- Are teacher appraisers required to norm on scoring, using the district's teacher observation rubric annually, either by in person observation or video scoring?
 - What training does the district provide to teacher appraisers in order to improve inter-rater reliability and congruence on a particular campus, as well as across various campuses, and how often?
- c. District Procedures to review congruence of teacher observation and student growth data (The following questions will be part of the data review process to be conducted by Texas Tech.)**

Questions to Consider:

- What procedures and protocols does your district use to review the congruence of teacher observation data with student growth data at the campus level?
- What procedures and protocols does your district use to review the congruence of teacher observation data with student growth data at the district level?
- What steps does your district take when data shows that is it not congruent and how is this monitored?
- If using a multi-year appraisal system, how do you ensure that student growth data and teacher appraisal data are from the same year and teaching assignment?

d. Observation/Feedback Schedule

Questions to consider:

- Does your system comply with Section 21.351 and 21.352? (Note: teachers must have a minimum of one 45-minute scored observation during the data capture year in order to be eligible to earn a designation).
- What additional observation/feedback components does your district require, beyond the minimum stated in statute?

Part III: Accurate and Reliable Measures of a Teacher's Effect on Student Growth

a. District's rules and policies to ensure validity and reliability of selection or development of student growth measures

Questions to Consider:

- What process does your district use in order to ensure valid and reliable student growth measures are adopted?
 - How is student growth data for each type of student growth measure used reviewed at the campus and district level and by whom?
 - What policies and procedures do you use to ensure the validity and reliability of each student growth measure used?
 - When using an SLO as the student growth measure:
 - what are required elements?
 - who reviews/approves the SLO?
 - what rules are in place for the body of evidence tied to the SLO?

- what additional measures are used along with the SLO to be able determine student growth more accurately?

When using pre and post-tests as the student growth measure:

- what are the required elements of the tests and are tests aligned to the state or national standards for the course?
- how is the content and quality of the tests approved and by whom?
- what additional measures are used along with the pre and post-tests to be able determine student growth more accurately?

When using portfolios as the student growth measure:

- what are the required elements of the portfolio?
- who approves the rubric used to assess the portfolios?
- who ensures that portfolios are scored with fidelity to the rubric?
- what additional measures are used along with the portfolios to determine student growth more accurately?

b. District's rules and policies to ensure validity and reliability of administration of the student growth measure

Questions to Consider:

- What protocols does your district use to ensure valid administration of each student growth measure used for each eligible teacher group?
- How does your district ensure security of each student growth measure used?
- What kind of training on each student growth measure does your district provide to teachers as well as to administrators annually to ensure protocols are followed with fidelity?
- What method do you use to review teachers' student growth data annually?

c. District's rules and policies to ensure validity and reliability of the scoring of the student growth measure used?

Questions to Consider: **Note: if using SLO, pre- and post-tests, or portfolios as the student growth measure for an eligible teacher group, please answer the following:**

- What protocols does your district use to ensure valid and reliable scoring of the student growth measure used for each eligible teacher group?
- What are the qualifications to be able to score each student growth measure used?
- What checks are in place to ensure that each student growth measure used is scored in a way that is standard across your district?
- How are the scores for each student growth measure reviewed and by whom?

d. Calculation of a teacher's student growth data

Questions to consider:

- How is a teacher's student growth data calculated? (By district data office, by external partner, by ESC, etc.?)
- How are the results of student growth data shared with and communicated to the teacher?

Cohorts A-B Only

Part IV: Crosswalk Between Current Teacher Compensation System and TIA

Briefly describe or upload documents to demonstrate your district's plan to align your current teacher compensation system with TIA.

a. District Design Team: how TIA will fit within your current teacher compensation system

Questions to consider

- What group of people/committee/task force were the primary architects of designing how TIA would work within your current system and what was the selection process?
- What changes (if any) did you have to make to your current system in order to be in alignment with TIA and how do each of the three TIA designation levels correspond to your district's current system?
- How have you communicated a clear explanation of specifically how TIA works within your current system?
- How did this group take into consideration teacher recruitment and retention on the highest needs campuses?

b. District Plan for Stakeholder Feedback and Input on the System Design

Questions to Consider:

- What stakeholder groups did you include in gathering input and feedback on how TIA would work within the context of your current system?
- How were members of stakeholder groups selected?
- What specific outreach was made to teachers?
- How will you communicate your local designation system to teachers, including which teacher groups and/or which campuses are eligible?
- How was feedback from stakeholder groups used/implemented?

c. Staff Accessible Resources

Questions to Consider

- How did you publish the crosswalk between your current system and TIA designations?
- How did you use the statewide performance standards in order to inform designations in your district? *
- How did you publish the process teachers must go through/what they must demonstrate in order to earn designations, as well as the timeline for doing so?
- What kind of resource manuals/guides did your district publish for teachers, campus leaders and district leaders and are these available online?

*TTU will review the accuracy of how district systems align their designations to statewide performance standards as well as how the distribution of designations across a district compare to the overall statewide distribution of designations.

Cohorts C-D Only

Part IV: Development of the Local Teacher Designation System

d. District Plan Develop Local Teacher Designation System

Questions to Consider:

- What group of people/committee/task force were the primary architects of your local teacher designation system and what was the selection process?
- What was the selection process to be on the design team for the local teacher designation system?
- How often did this group meet, and how did you communicate regular progress updates?
- How did this group take into consideration district data on teacher recruitment and retention on the highest needs campuses?

e. District Plan for Stakeholder Feedback and Input on the System

Questions to Consider:

- What stakeholder groups did you include in gathering input and feedback on your local teacher designation system?
- How were members of stakeholder groups selected?
- What specific outreach was made to teachers?
- How will you communicate your local designation system to teachers, including which teacher groups and/or which campuses are eligible?
- How was feedback from stakeholder groups used/implemented in the development of the system?

f. Staff Accessible Resources

Questions to Consider:

- How did you publish your list of teacher groups eligible to earn designations under TIA?
- How will you use the statewide performance standards in order to inform designations in your district?*
- How did you publish the process teachers must go through/what they must demonstrate in order to earn designations, as well as the timeline for doing so?
- What kind of resource manuals/guides did your district publish for teachers, campus leaders, and district leaders, and are these available online?

***TTU will review the accuracy of how district systems align their designations to statewide performance standards as well as how the distribution of designations across a district compare to the overall statewide distribution of designations.**

Part V Ongoing Communication Plan

a. District and school board and teacher buy-in

Questions to Consider:

- How do district leaders articulate a clear understanding of TIA?
- How do school board member articulate a clear understanding of TIA?
- How well do teachers articulate a clear understanding of TIA and how do you know?
- What did your district do to help ensure a high response rate to the teacher survey?
- Is there a plan in place to provide specific outreach to teachers regarding updates to TIA?
- Is there a plan in place to support teachers to earn designations and is this plan clearly communicated?

b. Regular stakeholder communication updates

Questions to Consider:

- Which stakeholders do you plan to include in regular updates?
- How often do you plan to provide updates to all stakeholder groups regarding the rollout and development of TIA in your district?
- How will your district share the final version of the local teacher designation system, once the System Review is complete?
- Will there be a teacher expert on TIA on all applicable campuses to provide direct teacher to teacher support/communication/information?
- How and when will you communicate to teachers that they are being put forth for a specific level of designation?

c. Use of teacher survey feedback

Questions to Consider:

- Do teachers in your district support participation in TIA? How do you know?
- How will your district support and encourage participation in the TIA Teacher Buy-In Survey, developed by Texas Tech?
- How does your district plan to use the data gathered from the teacher survey in order to improve your local teacher designation system/tailor professional development/improve district systems/etc.?
- How will your district communicate the results of the teacher survey to stakeholders?

Part VI: Spending Plan for Allotment Funds

a. Effect of Designation on Teacher Compensation

Questions to Consider:

- How will allotment funds work in conjunction with or replace the current district salary schedule?
- How will the district prioritize the highest needs campuses using TIA funds?
- Will your district count TIA funds that flow to teachers as TRS creditable service?

- How will your district ensure that you are meeting the requirement of spending at least 90% of allocated funds on teacher compensation on the campuses where designated teachers work?
- How will your district ensure that you are meeting the requirement of not spending more than 10% of allotment funds received on district support of TIA rollout and implementation? In what ways will your district use the up to 10% of the funds, if any?

b. Distribution of TIA funds at the campus level

Questions to Consider:

- What was the process for determining how funds will be distributed at each specific campus and how did you involve stakeholders in that process? How will you clearly communicate it to staff?
- What is your district's plan to ensure that National Board teachers who automatically earn a designation of Recognized are compensated?
- How are the TIA funds distributed at each specific campus where designated teachers work? (Include for each campus where designated teachers work, what percent of the allocated funds goes directly to the designated teachers and what percent goes to other teachers on the campus.)
 - What is the rationale for distributing part of TIA funds generated by designated teachers to non-designated teachers on the same campus?
 - How does your plan for distributing allotment funds align with your district's overall goals?
 - How do you communicate your district's plan for allocation of TIA funds on every campus where funds are generated?

c. School Board Approval of Spending Plan

Questions to Consider:

- Does your school board approve your plan to spend TIA funds?
- Have your district compensation handbook and any related board policies been updated?

d. Movement of Teachers

Questions to Consider:

- What is your district's plan for adjusting/changing the distribution of TIA funds on campuses where there is teacher movement of designated teachers to/from a campus during the school year?

d. Teachers who earn automatic designations through the National Board

Question to Consider:

- How do you track your National Board teachers in order to ensure that they are compensated for the Recognized designation that they will earn automatically?

Part VII: Long-Term District Support for TIA

a. Central Office system support for TIA rollout and implementation

Questions to Consider

- What kind of support do you have in place across your districts central office systems to ensure smooth rollout and implementation of TIA?
- What kind of district level infrastructure exists to support successful implementation of TIA? Consider impact on human resources, finance, budgeting, payroll, technology support, professional development, legal, etc.
- Does your district have at least one assigned staff member who serves at the point person/expert for TIA in your district?

b. Support for Designated Teachers New to a Campus/District

Questions to Consider:

- What onboarding plan does your district have for designated teachers who move to a new campus in your district or are new to your district?
- Does your district assign mentors to designated teachers new to a campus?
- How will campus leaders support designated teachers new to their campuses in order to ensure the designated teachers' success on the new campus?

c. Plan to retain designated teachers

Questions to Consider:

- What plans does your district have to support and retain designated teachers in your district?
- How will you gather input from designated teachers regarding their job satisfaction and how will you use that feedback?
- What do campus and district leaders do to retain designated teachers?

d. Use of data on highly effective teachers to improve/rethink district systems

Questions to Consider

- How will you use data on your most highly effective teachers to adjust your staffing plans, professional development, etc.?
- How are you using data on your most highly effective teachers to improve equity of access to effective teachers across your district?
- How does your district plan to use the data gathered on teacher observation and student growth in order to improve your local teacher designation system/tailor professional development/improve district systems/etc.?

e. Internal program evaluation

Questions to Consider:

- What kind of internal program evaluation process do you plan to use to monitor the impact of your local teacher designation system?
- How will your district encourage participation in future annual program evaluation surveys?
- What kind of data do you track and collect in order to complete a robust program evaluation?
- How do you communicate the results of your program evaluation annually?