

Possible Next Steps for Cohorts D and Beyond

This document includes a sampling of possible next steps districts could take as they explore, plan to implement, and apply for the Teacher Incentive Allotment (TIA). This document could serve as a starting point for districts and by no means is it a comprehensive list. As districts consider next steps, the sequence below might be helpful.

1. Reference the [TIA Readiness Checklist](#) for the district's cohort.
2. Determine the district's readiness level for each key practice (row).
 - a. Full implementation = practice fully in place
 - b. Partial implementation = minor tweaks needed
 - c. Limited/no implementation = major upgrades needed
3. For each readiness level, consider short- and long-term next steps and any supports needed.
4. Consult the sample next steps on the following pages to determine if there are additional next steps your district may want to take. Please note this document provides just a small sample of possible next steps.
5. Gather context about other [national teacher evaluation systems](#) and [Texas systems](#)

Districts are also encouraged to consider the following next steps related to National Board Certification.

1. Identify any National Board Certified Teachers (NBCTs) currently working in your district. Consult the [National Board Directory](#) and remind teachers to keep their information up-to-date in the directory.
2. Check TEA's TIA website in late March for more information related to National Board Certification, including resources for teacher candidates.
3. Share National Board's website (<https://www.nbpts.org/>) with interested teachers.

Please reach out to TIA@tea.texas.gov with questions along the way.

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.
10. Review teacher observation and the student growth data in the context of state accountability ratings, particularly campus ratings and Domain IIA (academic growth).
11. Visit student growth guidance on the [T-TESS website](#) and learn more about [student learning objectives](#).

PLANNING PHASE

Possible Next Steps for Districts Beginning to Plan for TIA **(all of the above and...)**

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

1. Form a TIA planning committee and work to attain clarity of understanding and agreed upon messaging, particularly around: (a) rationale for participating in TIA and (b) the mechanics of TIA. Use the materials and webinars on the [TIA website](#).
2. Share your planning committee's understanding of TIA, as well as your rationale for participating with district-wide audiences. Gather input and feedback.
3. Develop a list of initial decisions your district will need to make regarding TIA. Share the list with the TIA planning committee. Gather input from additional teachers, principals, and other stakeholders.

Possible next steps: district self-assessment using the readiness checklist

4. Complete a district self-assessment using the TIA Readiness Checklist for success factors 3-6. Consider key practices that are fully implemented, partially implemented, or have yet to be implemented. Develop any next steps based on the self-assessment.
5. Determine the areas where your district would need some work in order to match the practices outlined in the readiness checklist.

Possible next steps: developing next steps after self-assessment

6. Assign people/teams of people to work on specific areas of need based on your self-assessment.
7. Develop a schedule to draft your district's plan for one success factor and share it with teachers and other stakeholders throughout the stages of planning/development for input and feedback.
8. Develop a schedule to complete your draft for all 6 success factors.

APPLICATION PHASE

For Districts Very Familiar with TIA and Planning to Apply **(all of the above and...)**

Possible next steps: preparing to apply for TIA

1. Use the “Questions to Consider” document as a guide for drafting answers that likely will be used on the TIA System application.
2. Highlight areas of strong readiness in your answers to these questions and areas where you do not yet have strong readiness.
3. Develop concrete next steps to address the areas where you do not have strong readiness.
4. Share your assessment of areas of strong readiness/areas where you need work/proposed next steps with teachers and other stakeholder groups (campus and district leaders) and seek feedback.
5. Assign people/teams of people to address areas where you do not yet have strong readiness.