

System Approval Rubric

Part One: Statutory Elements

Strongly Calibrated Teacher Observation System

Component	Limited or No Readiness	Partial Readiness	Full Readiness
Research-based teacher observation rubric that complies with TEC 21.3521	Does not have an approved rubric	Uses an approved rubric, but with some fidelity issues	Uses an approved teacher observation rubric with fidelity
Validity of teacher appraisal system	Very few or no procedures in place to ensure validity of system	Some moderate procedures are in place to ensure system validity, such as an initial certification process for appraisers, but no renewal	Thorough training/certification required for all appraisers. Recertification of appraisers required at minimum every 3 years
Reliability of teacher appraisers within and across campuses	No annual calibration of appraisers is required	Calibration of appraisers required only within the campus and/or not required annually	Calibration among appraisers both within and among campuses, including district leadership, is required at least once a year
District review of teacher observation trends	Principals do not review campus-based trends in teacher observation	Principals review campus-based teacher observation trends infrequently and/or do not require a campus-based plan to address trend issues	Principals and principal supervisors review campus-based teacher observation trends at least quarterly by grade/subject and by appraiser. Results shared with campus based instructional leadership team, who address any issues of skew
District reviews congruence of teacher observation and student growth data and develops plan to address any issues	District does not review congruence data	District leaders review congruence data, but do not require school leaders to review campus-based data and/or there is no actionable plan to address issues with skew	District and campus leaders review congruence data at the campus and district level at least once a year and develop actionable plan to address any issues with skew
Observation/feedback schedule	Teachers are not appraised annually, and/or teachers do not receive written feedback	Some teachers receive at least one 45 min. observation including scores on all observable domains, with no other scored observations or feedback annually	All eligible teachers receive at least one 45 min. observation or multiple observations that aggregate to 45 min. during their data capture year, including scores on all observable domains **Encouraged best practice: Teachers receive multiple partial observations/spot observations with written feedback and a verbal conference for all scored observations

Full Readiness required for all indicators of this component

Valid and Reliable Measures of Student Growth

Component	Limited or no Readiness	Partial Readiness	Full Readiness
Student growth measure used for each eligible teacher group	District does not use state approved or nationally normed student growth measures and/or student growth measures are not standards aligned for any eligible teacher groups	District uses state approved or nationally normed student growth measures for some eligible teacher groups, but not all	District uses state approved or nationally normed, standards-aligned student growth measures for all eligible teacher groups
Validity and reliability in selection/development of student growth measures used for each eligible teacher group	District does not ensure reliability or validity of student growth measures used for eligible teacher groups	District ensures validity and reliability of only some of the student growth measures used and/or for only some groups of eligible teachers	District has rigorous protocols in place to ensure the validity and reliability of each student growth measure used. District uses state and national best practices to ensure the quality of each measure used, including established rubrics used to approve each student growth measure used
Validity and reliability in administration and scoring of student growth measure used for each eligible teacher group	District has few or no standard procedures in place for the reliable and valid administration of student growth measures. District provides no guidance on the scoring of district-created student growth measures	District has procedures in place for the valid and reliable administration and scoring of some student growth measures used, but not all. District provides minimal guidance on the scoring of district-created student growth measures	District requires training annually on the administration of all student growth measures used. District has protocols in place to ensure the security of student growth measure documents. District provides guidance, protocols, and rubrics for the administration and scoring of each district-created student growth measure used. District ensures that all student growth measures used are aligned to the standards for the course
Calculation of a teacher's student growth data	Student growth data is not calculated at the individual teacher level	Student growth data is calculated at the level of individual teacher, but the process by which it is calculated is unclear or unknown	Clear and published procedures exist for how student growth data is calculated at the level of each individual teacher for all eligible teacher groups and the district shares individual teacher's student growth results with teachers in a clearly communicated and timely manner

Full readiness required for all indicators of this component

Spending Plan Complies with Statute 48.112

Component	Limited or no Readiness	Partial Readiness	Full Readiness
TIA funds spent on teacher compensation	District cannot verify that it spends at least 90% of TIA funds received on teacher compensation on the campuses where the designated teachers work	N/A	District spends at least 90% of TIA funds on teacher compensation on the campuses where the designated teachers work
TIA funds spent on district support for TIA (if applicable)	District cannot verify that it spends no more than 10% of TIA funds received on district support for TIA	N/A	District spends no more than 10% of TIA funds at the district level to support rollout and implementation of TIA

Full readiness required for all indicators of this component

Part Two: Non-Statutory Requirements

Development of Local Teacher Designation System

Component	Limited or no Readiness	Partial Readiness	Full Readiness
District plan to develop local teacher designation system	Isolated group of district leaders created local designation system. No teachers or campus leaders were involved	District leaders created the designation system, with occasional input from a few teachers or campus leaders.	A clear and transparent process was used to form the task force charged with creating the local teacher designation system in alignment with statewide performance standards. The group includes district and campus-based leaders, as well as teachers.
District plan for stakeholder feedback and input on the teacher designation system	Throughout the development of the teacher designation system, there was no process for gathering stakeholder feedback	Information sessions were held to share the plans for the teacher designation system, but there were no opportunities for input or feedback	Robust stakeholder engagement process was implemented including both information sharing, as well as input gathering from both a representative teacher group and a representative principal group. The task force implemented feedback from stakeholder groups into the development of the local designation system
Staff accessible resources	Most teachers are not aware of how designations will be earned in the district. Very limited or no information/resources are available to district staff	Some teachers on some campuses understand how designations can be earned. Limited information is available with few to no resource tools published for teachers.	Clear information and resources are available to district and campus staff electronically. Teachers understand the requirements to be eligible to earn a designation. Both teachers and principals have access to training manuals.

Best practices for all "Full Readiness" descriptors highly encouraged

Communication Plan

Component	Limited or no Readiness	Partial Readiness	Full Readiness
District leadership and school board and teacher buy-in	District leaders and school board members are not able to articulate a clear understanding of the local designation system. Teachers are not able to articulate a clear understanding of the local designation system. School board does not support moving forward.	Some district leaders, some school board members, and some teachers can articulate a clear understanding of the local teacher designation system. School board has not voted on support for the system	District leaders, school board members, and teachers are able to articulate a clear understanding of the local teacher designation system, and support the district’s plans to move forward
Regular stakeholder communication updates	No plans exist for regular stakeholder updates	District leaders receive some updates, but campus leaders and teachers rarely receive updates	Updates are communicated broadly district-wide. Teachers receive regular communication regarding support for teachers to earn designations. District provides opportunities for stakeholder feedback based on communication updates
Use of teacher survey feedback (Cohort C only)	Very few or no teachers completed the teacher buy-in survey, or more than half of the teachers surveyed do not support moving forward	Some teachers completed the teacher buy-in survey, but the district does not have plans to use the feedback as part of a continuous improvement cycle	A majority of teachers completed the teacher buy-in survey. A majority of teachers support moving forward with the teacher designation system. The district has clear plans to use feedback gathered from the teacher survey as part of a continuous improvement cycle

Best practices for all “Full Readiness” descriptors highly encouraged

Spending Plan

Component	Limited or no Readiness	Partial Readiness	Full Readiness
Effect of designation on teacher compensation	There is no clear plan explaining how TIA funds will work in conjunction with the district's current strategic compensation plan. The majority of teachers do not understand how TIA will affect their compensation.	District leadership has begun to create a plan for how TIA funds will work in conjunction with their current strategic compensation plan, but details have not been finalized. District has not received stakeholder input on the plan nor has the plan been communicated	District has a clear, written plan for how TIA funds will work in conjunction with the district's current strategic compensation plan. Plan was developed with stakeholder input, including teachers, and is readily accessible to teachers. Clear resources, including visual aids, are made available that explain the crosswalk between district current system and how it will change with the addition of TIA funds.
Distribution of funds at the campus level	District does not specify how TIA funds will be distributed on all applicable campuses and/or plan to spend funds was made in isolation with no stakeholder input	District has a general framework for how to distribute funds, but has not determined the specific breakdown for each applicable campus and has not created resources to communicate the plan district-wide	District publishes clear explanation of how TIA funds will be allocated for all applicable campuses, including specifying what percent of the funds go to designated teachers and what percent goes to other teachers on that campus. Development of the spending plan had significant stakeholder input, including from teachers. Teachers are trained on how the calculations are made.
Movement of teachers	District has no plan to address the financial impact of designated teachers moving to/from a campus/district during the school year	District has a general plan either for teachers moving to/from campuses within their district or to/from another district, but not both. Plan has not been communicated	District has a detailed plan for how to address the financial impact of designated teachers moving to/from a campus/district during the school year and has communicated the plan widely
School Board approval of TIA spending	School board does not approve the TIA spending plan	School board raised concerns but approves spending plan provisionally for one year only	School board fully approves the expenditure of TIA funds as part of the district budget and supports the district moving forward
Plan to track payout to NBCT	District does not have a plan to disseminate TIA funds to NBCT who earn a Recognized designation automatically		District has a clear system to ensure that all NBCT receive the corresponding allotment funds when they earn a Recognized designation automatically

Best practices for all "Full Readiness" descriptors highly encouraged

District Systems Support

Component	Limited or no Readiness	Partial Readiness	Full Readiness
Central office system support	District systems are not in place to support the mechanics of TIA rollout and implementation	Some district structural supports are in place, but many aspects for the smooth rollout and implementation of TIA are missing	District system support for TIA includes: <ul style="list-style-type: none"> • human resources support for recruitment and retention • budget and finance support tied to managing the allotment funds the district receives each year, including planning for potential changes to the allotment funds the district might receive from year to year • curriculum and instruction support tied to valid and reliable student growth measures • assessment support tied to valid and reliable student growth measures • professional development support tied to earning TIA designations, reviewing and using student growth data, etc. • payroll system support tied to a clear system of payment to teachers and clear communication of the system • technology support tied to tracking student growth measures and teacher observation data • legal support tied to meeting all requirements in statute
Support for teachers new to a campus	District has no specific plans to support designated teachers new to a campus	District provides some support to designated teachers new to a campus, but does not provide a teacher mentor and/or support is limited to initial contact at the beginning of the year only and no ongoing support is evident	District has a detailed plan to support designated teachers who are new to a campus in order to ensure that they are as highly effective at the new campus as they were at the campus where they earned their designation. The support plan includes being assigned a mentor teacher at the new campus who is a highly effective teacher, and paid time for both the mentor teacher and the designated teacher new to the campus to meet at least monthly. All designated teachers new to the same campus receive support as group, in addition to individual support
Use of data on highly effective teachers to improve/rethink district systems	District leaders do not review data on highly effective teachers	District leaders review data on highly effective teachers, but do not use the data to inform staffing, professional development or equity of access to effective teachers	District leaders use data on highly effective teachers to inform staffing plans, professional development, and improve equity of access to effective teachers. District encourages participation in TIA program evaluation surveys, and local program evaluation surveys and uses the feedback for continuous improvement
Internal program evaluation	District does not have an internal program evaluation for TIA	District conducts a limited internal program evaluation with few data sources, less than annually	District conducts a thorough internal program evaluation to determine the effectiveness of their TIA local teacher designation system, using multiple data sources, annually

Best practices for all "Full Readiness" descriptors highly encouraged