

Teacher Incentive Allotment Readiness Guide: Building a Local Designation System

The Teacher Incentive Allotment (TIA) is a statewide program that aims to recruit, reward, and retain effective teachers through the building and implementing of local designation systems designed to connect teacher compensation with multiple measures of effectiveness. Because this approach is a departure from compensating teachers solely on years of creditable service and instead rewarding teachers, in part, based on effectiveness, a successful system design requires change management as a core principle of the district's planning process.

Pre-work: Learn About the TIA Program Requirements & Opportunities

The district's initial step is to learn about the current Teacher Incentive Allotment and clarify what it is, and what it is not. For example, it is *not* a grant bound by time or funding caps. Instead, it *is* a statutory allotment created in 2019 with the passing of House Bill 3. This is a key distinction and talking point to share with stakeholders as you begin to align on messaging. In addition, specific allotment amounts are publicly available for every campus within every district in the state of Texas on the [TIA Funding Map](#). It is strongly recommended that districts review the [TIA Guidebook](#) and other resources on the [TIA Website](#), and attend the TIA's informational sessions *prior to* building a local designation system.

Use this Readiness Guide to Assess the District's Readiness Across Multiple Success Factors

A district is ready to assess local readiness to apply to TIA once stakeholders have built a shared understanding of the program and its requirements. This readiness resource provides detailed guidance on each of the required parts of a local designation system organized by *Success Factors*. The tool is designed to support districts in self-assessing readiness using local data available in key program requirements, and to support the district in determining next steps.

Build a Local Designation System and Submit an Application to TIA

When the district has determined readiness to apply to TIA, the next step is to define specifically what the local designation system will entail, including creating detailed plans around the following key questions: (1) *Who can earn a designation?*; (2) *How will we designate?*; and (3) *How will we compensate?*

Best practice includes drafting application components, gathering feedback, leveraging TIA resources, and then finalizing aspects of the system before submitting the application. There are multiple resources to assist districts with completing the application including: Exemplar Answers, recorded webinars, office hours sessions, and a Scoring Rubric. Districts that meet *Full Readiness* in all success factors are set up to have a successful System Application.

SUCCESS FACTOR 1: RATIONALE

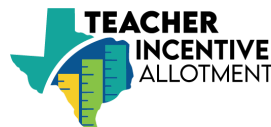
TIA, when successful, aligns a district's goals for a local designation system to the district's strategic goals for teacher recruitment and retention.

Key Practices	Success Criteria	Readiness & Next Steps
A. Input from Stakeholders & Alignment to District Goals	<ul style="list-style-type: none"> District has prepared a short narrative detailing the reasons for participating in the Teacher Incentive Allotment District has identified a key district leader with influence to support the development of the local teacher designation system, and secured the support of the superintendent before starting the process District created a plan detailing how TIA will align to the district's annual strategic plan 	<ul style="list-style-type: none">
B. Alignment to Goals of TIA	<ul style="list-style-type: none"> District has a vision for how TIA impacts recruitment, retention, and equitable distribution of effective teachers across campuses, including high-needs campuses District can clearly identify how TIA aligns to the district's core values and beliefs statements 	<ul style="list-style-type: none">

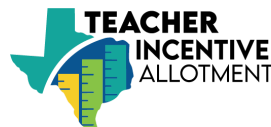
SUCCESS FACTOR 2: STAKEHOLDER ENGAGEMENT

Districts must ensure that stakeholders are actively involved in the local designation system planning process to support the district moving forward with submitting a TIA application. This is critical to the success of the local designation system in the short- and long-term.

Key Practice	Success Criteria	Readiness & Next Steps
A. TIA Planning Committee	<ul style="list-style-type: none"> TIA Planning Committee has: <ul style="list-style-type: none"> a well-publicized application process (e.g. for small districts, an application process may not be necessary, if the TIA Planning Committee is designed to be representative of the teaching staff) criteria of eligibility for stakeholders to apply TIA Planning Committee includes multiple teachers, campus leaders, and district leaders, at a minimum, and is representative of diverse grade levels, content areas and staff demographics 	<ul style="list-style-type: none">



<p>B. Stakeholder Engagement</p>	<ul style="list-style-type: none"> ● District has gathered input and feedback from stakeholder groups, including teachers, campus leaders, district leaders, families of students, students (where appropriate), and other stakeholders, using a variety of methods such as focus groups, surveys, professional development or other methods chosen by the district ● District has a clear plan detailing how feedback from stakeholders will be reviewed and implemented in the design of the local designation system ● TIA Planning Committee will review and accept changes informed by stakeholders, to finalize the system that will be submitted in the TIA application 	<ul style="list-style-type: none"> ●
<p>C. Resources Accessible to Staff</p>	<ul style="list-style-type: none"> ● District has provided/will provide informational resources to stakeholders about the district's local teacher designation system ● District has a clear plan to ensure teachers understand the requirements to earn a designation ● District will provide training materials to teachers, school leaders, and district leaders related to implementation of the district's local teacher designation system 	<ul style="list-style-type: none"> ●
<p>D. Support to Earn a Designation</p>	<ul style="list-style-type: none"> ● Stakeholders can articulate a clear understanding of the local teacher designation system that the district plans to submit in their TIA application ● Stakeholders support the district's plans to move forward with applying for TIA ● District collected evidence of teachers' investment in the local designation system ● District will communicate the support available to teachers who want to earn designations 	<ul style="list-style-type: none"> ●
<p>E. Regular Communication Updates</p>	<ul style="list-style-type: none"> ● District has a clear plan to include teachers, campus leaders, district leaders, community members, families of students, and students (where appropriate) in regular updates ● District has a clear plan detailing the frequency of updates provided to all stakeholders ● District has a clear plan detailing how they will communicate to teachers that: <ul style="list-style-type: none"> ○ they are being put forth for designation ○ their designation is approved ○ they earned a designation ● District will develop a plan detailing how they will share the final version of their local teacher designation system, including any revisions made during the application 	<ul style="list-style-type: none"> ●

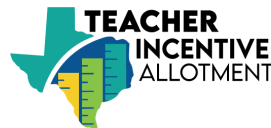


	resubmission process, if applicable, as well as a plan to inform stakeholders of System Application acceptance or denial	
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SUCCESS FACTOR 3: ELIGIBLE TEACHING ASSIGNMENTS AND CORRESPONDING WEIGHTS OF SYSTEM COMPONENTS

A critical first step to develop a local teacher designation system includes deciding which eligible teaching assignments to include, and the corresponding weights of the selected teacher observation rubric and student growth measures that will be used for each respective teaching category. Please note: when done well, the design of all components are informed by the stakeholder engagement process.

Key Practices	Success Criteria	Readiness & Next Steps
A. Eligible Teaching Assignments (and eligible campuses, if applicable)	<ul style="list-style-type: none"> District has determined which eligible teaching assignments will be eligible to earn designations on all included campuses District can clearly define each eligible teaching assignment by: <ul style="list-style-type: none"> grade and content for pre-K-8th, e.g. "K-2nd grade Reading and Math" Course-specific content for 9th-12th e.g. "Algebra II", "World Geography", "Spanish I", etc. Districts that do not plan to include all campuses have a plan to communicate this decision with stakeholders 	<ul style="list-style-type: none">
B. Categories of Teaching Assignments	<ul style="list-style-type: none"> District has combined eligible teaching assignments into one category if the student growth measure being used, the teacher observation rubric being used, and the weights for each are the same for all of the teachers in the category For teachers who teach in multiple eligible teaching assignments, the district has a clear policy for how to determine which teaching assignment(s) will be used for purposes of TIA 	<ul style="list-style-type: none">
C. Teacher Observation Component	<ul style="list-style-type: none"> District has determined the weight of teacher observation ratings on teacher designations for each Teacher Category based on significant stakeholder engagement 	<ul style="list-style-type: none">

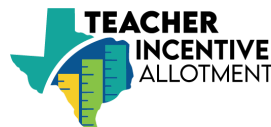


<p>D. Student Growth Measure Component</p>	<ul style="list-style-type: none"> ● District determined the student growth measure(s) to be used for each Teacher Category based on stakeholder engagement that included – but is not limited to – teachers ● District ensured that each student growth measure used for any given eligible teaching assignment measures teacher effectiveness at teaching the respective content/grade level ● District clearly communicated which student growth measures apply to which eligible teaching assignments, and at which weights 	<ul style="list-style-type: none"> ●
<p>E. Additional Optional Components</p>	<ul style="list-style-type: none"> ● District has decided whether to include additional optional components such as parent surveys, student surveys, professional development requirements, etc. ● District understands and has communicated that any additional optional components are district level decisions that will not have a direct effect on system approval or data review, but will affect which teachers the district puts forth for designation 	<ul style="list-style-type: none"> ●

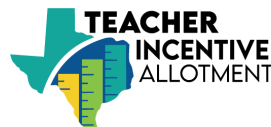
SUCCESS FACTOR 4: STRONGLY CALIBRATED TEACHER OBSERVATION SYSTEM

A valid and reliable teacher observation system, including strong calibration among appraisers, is a required key element in determining a district’s most effective teachers.

Key Practice	Success Criteria	Readiness & Next Steps
<p>A. Teacher Observation Rubric and Appraiser Certification</p>	<ul style="list-style-type: none"> ● District selected a state-approved or nationally recognized rubric such as T-TESS, Marzano, Danielson, NIET, or a district-created rubric that is aligned to T-TESS ● If a district-created rubric is used, district completed a crosswalk between the district-created rubric and T-TESS using the District Created Rubric Crosswalk ● If using a district-created rubric, there are at least three performance levels included, each with detailed and observable descriptors, and there is a clear indicator of what qualifies as proficient in the rubric ● District has a clear plan to train appraisers on the rubric every year 	<ul style="list-style-type: none"> ●



	<ul style="list-style-type: none"> ● District has a clear plan to re-certify appraisers at least every three years ● District has a clear plan to recalibrate appraisers to the rubric and to each other annually ● District teacher appraisal system complies with §21.351 or §21.352 	
<p>B. Reliability of Teacher Observations Within and Across Campuses</p>	<ul style="list-style-type: none"> ● District has planned a schedule for calibration activities within each campus and across campuses (for districts with more than one campus) throughout the year ● Calibration activities include: multiple appraisers observing the same lesson, collecting evidence from the lesson, and coming to an agreement on both a) observation ratings and b) the evidence used ● District has planned for how they can utilize other trained observers to increase calibration, including using any or all of the following as calibration partners: district personnel, campus personnel, neighboring districts, Education Service Centers , technical assistance partners, etc. ● Districts with one or two appraisers or fewer than 15 teachers in the district, have clear procedures in place to ensure appraisers remain calibrated throughout the year and prevent skew in observation data by grade level, content area, and/or rubric dimension, including utilizing other trained appraisers such as partnering with neighboring small districts and with Education Service Centers 	<ul style="list-style-type: none"> ●
<p>C. District Review of Teacher Observation Trends</p>	<ul style="list-style-type: none"> ● District has a clear plan to review teacher observation trends in various ways including by subject, grade, appraiser, campus, department, teacher demographics (years of experience, age, gender, race, etc.), dimensions of T-TESS (or approved local rubric), level category of classes taught, and other ways ● District uses an observation data management system to store and analyze teacher observation data. <ul style="list-style-type: none"> ○ Note: If the district does not have an observation data management system readily available, they plan to use one during their Data Capture Year, or will use the T-TESS Management System (www.teachfortexas.org) to store and analyze teacher observation data ● District has a clear plan to <i>determine</i> the root cause of any skew in teacher observation data and has considered multiple possible causes including, but not limited to, teacher instructional practice, lack of appraiser calibration, campus or district causes such as high student mobility rates or high teacher turnover rates 	<ul style="list-style-type: none"> ●

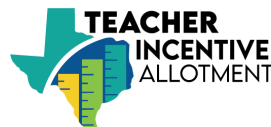


	<ul style="list-style-type: none"> District has a clear plan detailing how to <i>address</i> skew in teacher observation once a root cause is determined 	
D. District Procedures to Review Correlation of Teacher Observation and Student Growth Data	<ul style="list-style-type: none"> District leadership analyzes the correlation between teacher observation and student growth data at determined points throughout the year District currently implements or will implement correlation analysis procedures and/or protocols for how district reviews correlation of teacher observation and student growth data at the campus and district levels The district has a clear plan to <i>determine the root cause</i> when there is a lack of correlation between teacher observation and student growth data such as lack of appraiser calibration, teacher instructional practice, invalid or unreliable student growth measures, and other, etc. District has a clear plan to <i>address root causes</i> of the lack of correlation such as strategies to increase appraiser skill, strategies to support teacher instructional practice, or strategies to improve the validity and reliability of student growth measures 	<ul style="list-style-type: none">
E. Observation/Feedback Schedule	<ul style="list-style-type: none"> Teachers receive both full scored observations, and partial scored observations, annually as well as additional unscored observations as needed (all with feedback) <ul style="list-style-type: none"> Note: this is a best practice, and is not required by statute Each year, district publishes requirements for number and type of observations used to appraise teachers District has clearly communicated that there will be no appraisal waivers during the Data Capture Year for teachers in any eligible teaching assignment <ul style="list-style-type: none"> Statutory requirement: All teachers in eligible teaching assignments must have a minimum of one 45-minute observation during the data capture year, including scores on all domains 	<ul style="list-style-type: none">

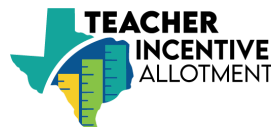
SUCCESS FACTOR 5: STUDENT GROWTH MEASURES

Valid and reliable student growth measures, closely aligned to the content/grade level being taught by the teacher, is a required key element in determining a district's most effective teachers.

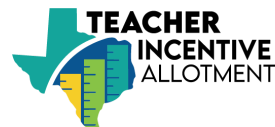
Key Practice	Success Criteria	Readiness & Next Steps
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<p>A. Student growth measures as factor to determine teacher effectiveness</p>	<ul style="list-style-type: none"> ● District has a clear rationale explaining why each student growth measure was selected for each eligible teaching assignment ● The student growth measure(s) selected for each eligible teaching assignment assesses a majority of the content covered in each respective course and/or grade ● Teacher input was considered in the selection of the student growth measure for each eligible teaching assignment ● District uses a valid and reliable student growth measure for each eligible teaching assignment ● District has a valid and reliable method for how to use each student growth measure to set expected growth targets 	<ul style="list-style-type: none"> ●
<p>B. Statewide Performance Standards</p>	<ul style="list-style-type: none"> ● Districts aligns their plan for how they will designate teachers to the statewide performance standards for student growth TIA Performance Standards for Student Growth 	<ul style="list-style-type: none"> ●
<p>C. Quality of Student Growth Measures</p>	<ul style="list-style-type: none"> ● The student growth measures the district plans to use accurately determine student growth at the individual student level. ● District has selected one or more of the following student growth measures for each Teacher Category: portfolios, pre-tests and post-tests (Options 1-4), Student Learning Objectives (SLOs) and/or Value-Added Models (VAM) ● District has or will clearly communicate a) the process used to set expected growth targets at the beginning of the year and b) the process used to determine the percent of a teacher's students who met or exceeded expected growth targets at the end of the year ● If using SLOs as a student growth measure, the district has or will receive formal training on Texas SLOs and district SLO processes align to the processes on www.texasslo.org ● If using VAM, the district worked or will work with a third-party vendor to calculate VAM using multiple years of historical testing data or district has a detailed explanation of how VAM is calculated at the district level using methods that align with industry standards ● If using pre-tests and post-tests, the district is using one of the following options: <ul style="list-style-type: none"> Option 1: third party assessments, with third party growth targets Option 2: third party assessment with district-created growth targets Option 3: valid and reliable district-created pre-test and post-test with district-created growth targets 	<ul style="list-style-type: none"> ●



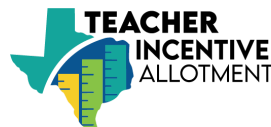
	<p>Option 4: valid and reliable district-created pre-test, third party created post-test with district created-growth targets</p> <ul style="list-style-type: none"> ● If using portfolios, the district demonstrates that student work is aligned to the standards of the course, demonstrates mastery of standards, utilizes a skills proficiency rubric and includes criteria for scoring the varied artifacts 	
<p>D. Validity of Administration of Student Growth Measures Used</p>	<ul style="list-style-type: none"> ● District implements protocols and staff trainings to ensure the valid administration and security of each student growth measure ● District offers differentiated student growth measure guidance, training, and support (including support for scoring, where applicable) annually 	<ul style="list-style-type: none"> ●



SUCCESS FACTOR 6: SPENDING PLAN

Deciding how allotment dollars will be distributed in accordance with statute is an important part of a district's overall local teacher designation system which requires significant stakeholder engagement, particularly from teachers.

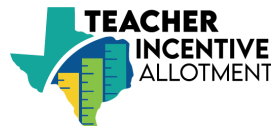
Key Practice	Success Criteria	Readiness & Next Steps
A. Distribution of funds	<ul style="list-style-type: none"> ● District has a clear, written plan detailing how TIA funds will be allocated that is readily accessible to teachers ● District plans to ensure all funds will be spent in accordance with statute <ul style="list-style-type: none"> ○ At least 90% of funds spent on student-facing instructional roles on the campus where the designated teachers work ● Up to 10% of funds spent at the district level to support the rollout and implementation of TIA, and/or to support teachers to earn a designation 	●
B. General Spending Plan and Board Approval	<ul style="list-style-type: none"> ● Clear resources are made available that explain the district spending plan including when and how teachers will receive TIA funds ● District has a clear plan for engaging school board around the spending plan and a date set for school board to approve the TIA compensation plan and budget after the district receives approval of TIA application and prior to any TIA funds being expended 	●
C. Movement of Teachers	<ul style="list-style-type: none"> ● District has a clear plan detailing how they will address the financial impact of generated TIA allotments if: <ul style="list-style-type: none"> ○ designated teachers or other eligible teachers move to or from a campus during the school year ○ designated teachers or other eligible teachers move to or from a district during the school year ○ teachers move to or from a campus or the district before or after Class Roster Winter Submission 	●
D. National Board Certified Teachers and New Hires	<ul style="list-style-type: none"> ● District has a clear, written plan detailing how they will communicate the local teacher designation system spending plan to new hires ● District has a clear, written plan detailing how they will allocate TIA funds to teachers who earned designations in a different district or through National Board certification 	●



SUCCESS FACTOR 7: DISTRICT SUPPORT

Participation in TIA involves planning and input from many facets of a district's instructional and operational staff and/or departments, including advanced planning for successful data submission.

Key Practice	Success Criteria	Readiness & Next Steps
E. Central Office Systems Support	<p>The following departments and/or personnel are aware of the district's participation in TIA, and understand what will be required from their department in their respective areas.</p> <ul style="list-style-type: none"> ● human resources ● budget/payroll ● technology support ● curriculum/ instruction/assessment ● professional development ● legal ● at least one district leadership position is responsible for coordinating the collaboration of all district departments supporting TIA 	●
F. Use of Data to Improve Systems	<ul style="list-style-type: none"> ● District knows how they will use the data on highly effective teachers to inform staffing plans and professional development ● District tracks or will track data on teacher recruitment and retention 	●
G. Data Analysis & Submission	<ul style="list-style-type: none"> ● District has personnel responsible for compiling student growth data, teacher observation data, and correlation data between the two ● District has a clear understanding of PEIMS service IDs and is aware of how each teacher is coded both for roles (087) and specific service IDs tied to the content taught ● District understands how to access teacher Unique ID and TEA ID ● District has identified or will identify the systems that will be used to capture and store data such as DMAC, Eduphoria, T-TESS Data Management System, etc. 	●



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| | <ul style="list-style-type: none">• District tracks designated teacher placement or movement and there is a clear understanding of how each of these affects how the annual allotment is generated | |
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