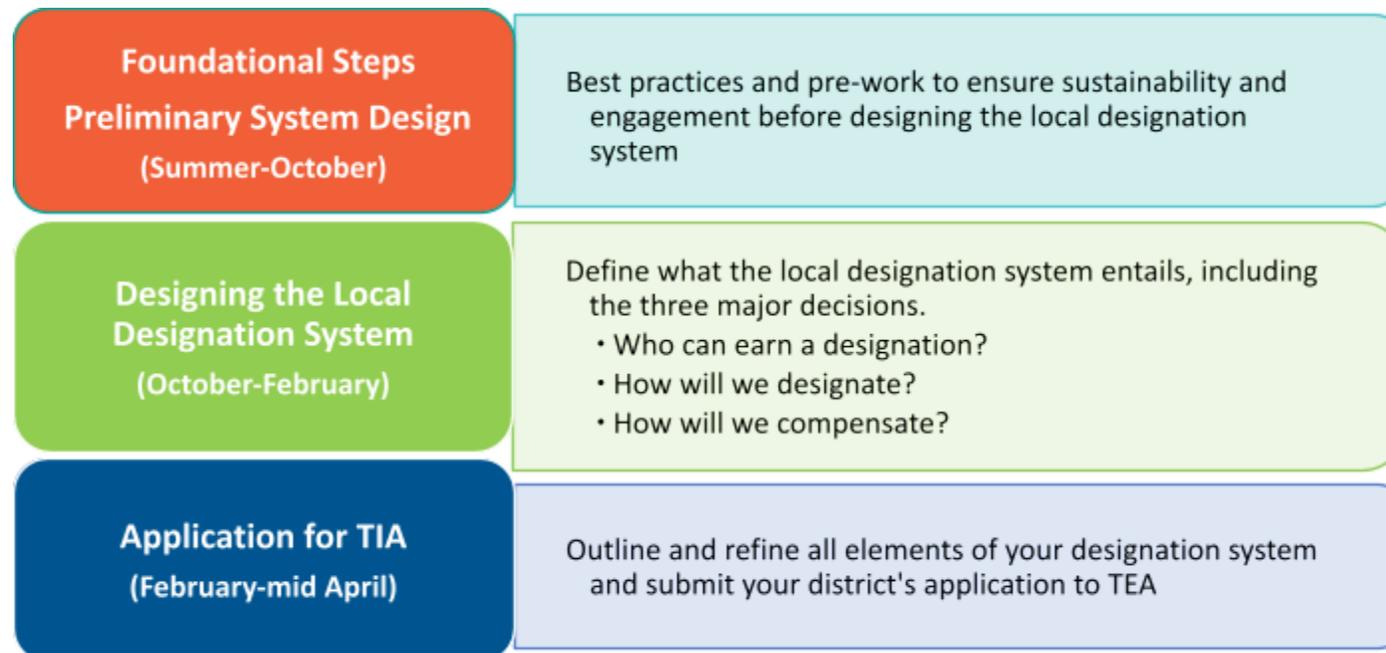# TIA Planning Guide

Planning to create a local teacher designation system that is valid and reliable and has the support of stakeholders, especially teachers, requires careful planning. This TIA Planning Guide is a general overview of the full process and is designed to provide a) an "At a Glance" summary of the process overall and b) some essential key first steps districts need to take in order to build a strong foundation and plan for more detailed decision making as the local designation system development evolves over time.

There are three main stages of building a local designation system

Foundational Steps Preliminary System Design (Summer-October)	Best practices and pre-work to ensure sustainability and engagement before designing the local designation system
Designing the Local Designation System (October-February)	Define what the local designation system entails, including the three major decisions. • Who can earn a designation? • How will we designate? • How will we compensate?
Application for TIA (February-mid April)	Outline and refine all elements of your designation system and submit your district's application to TEA

Stage One: Foundational Steps and Preliminary System Design

Key Component	Summary of first steps
TIA District Lead	• Determine TIA Lead for the district who will own the process, champion the work, and attend available TEA-provided technical assistance sessions
TIA Planning Committee	• Ensure Superintendent support • Establish TIA Planning Committee, and identify key district and campus level members, especially teachers • Train TIA Planning Committee using resources on the TIA website • Develop the rationale and goals for creating a local designation system
Student Growth Measure Planning and Data Review	• Review current year student growth data for trends • Determine how current student growth data and percent of students meeting expected growth compares with the statewide performance standards for student growth • Determine which teaching assignments have valid and reliable student growth measures in place already and which may not • Decide which teaching assignments could develop valid and reliable growth measures and the time frame needed to do so
Teacher Observation Planning and Data Review	• Review current teacher observation data for trends and review protocols for determining the root cause of any skew in the data trends • Evaluate the district's current appraisal practices including current appraiser calibration practices/activities • Determine if observation data is valid and reliable • Determine how current teacher observation data compares with the statewide performance standards for student growth
Stakeholder Engagement Planning	• Identify key stakeholder groups and create a plan for how to engage them (town hall meetings, surveys, virtual calls, etc.) • Decide who will be final decision makers and how input from stakeholders will be used/implemented • Ensure that stakeholder engagement plan has opportunities both for sharing information and gathering input • Work through foundational steps before making decisions

Key Component	Summary of First Steps
Determine Eligible Teaching Assignments	• Based on the validity and reliability of the student growth measures being used currently, decide which teaching assignments have the most reliable growth measures and might be included in the initial data capture year • Determine which eligible teaching assignments to include in the first year and which ones the district might consider adding later via the Expansions/Modifications process
Select Student Growth Measures	• Determine which student growth measure will be used for each eligible teaching assignment for the first year • Determine which growth measures come with expected growth targets as part of the assessment and which ones will need the district to set expected growth targets locally • Determine how the district will set expected growth targets for students for each eligible teaching assignment • Ensure that each student growth measure that will be used aligns to the content of the course • Determine what data management system will be used to house student growth data • Review what is required for full readiness on the TIA application using the Scoring Rubric and assess if current district practices would meet full readiness for student growth or not
Formalize Teacher Observation Protocols	• Establish clear calibration protocols for appraisers • Create a teacher observation calendar for observations/walkthroughs and specify the number of required observations • Review what is required for full readiness on the TIA application using the Scoring Rubric and assess if current district practices would meet full readiness for teacher observation or not • Determine which teacher observation rubric will be used • Determine which data management system will be used to house teacher observation data
Determine Designation Criteria	• Determine the weight for the teacher observation component and the student growth component • Determine if the district wants to include additional optional components or not • Determine how the district will consider/align with statewide performance standards in determining which teachers they will put forth for designations
Develop a Compensation Plan	• Ensure that the plan to spend funds aligns with statute (at least 90% on student-facing compensation on the campus where the designated teacher works, and up to 10% on supporting the TIA system or supporting teachers in earning a designation) • Determine what percent of funds will go to other student-facing instructional staff on the campus where designated teachers work, if any • Consider how TIA funds can complement existing compensation plans • Decide how district will spend funds if the designated teachers leave/retire prior to payout date, or if teachers move into or out of a particular campus or into or out of the district

Stakeholder Engagement	● Design and schedule general TIA Information Session for a public launch ● Gather input from stakeholders, especially teachers, to gauge general level of interest in TIA, feedback on the proposed spending plan and input on what systems currently are in place that align to TIA and what might have to be created ● Ensure school board support of the spending plan

Stage Three: Application for TIA

Key Component	Summary of first steps
Preview system application	● Review full application and assess district's ability to answer all questions fully ● Determine any areas where the district still needs further planning and/or stakeholder input
Preview Scoring Rubric and Exemplars	● Review the Scoring Rubric and Exemplar answers to determine what is required for full readiness ● Review district's current planning against the scoring rubric to determine any areas where further planning/clarification is necessary
Draft System Application	● Determine who will be responsible for the entire application, overall including submitting it ● Determine which key people will be responsible for writing which sections/tabs of the application ● Compose draft answers to all questions on all tabs of the application ● Determine who will review draft answers for alignment to rubric, especially external partners if possible
Finalize and submit application and send teacher email addresses to TTU	● Send list of all teacher emails to Texas Tech on or prior to the application deadline ● Finalize all application answers and ensure there are no blank or incomplete answers ● Submit application via the Qualtrics link on or prior to Cohort F application deadline, April 17, 2023
Stakeholder Engagement for finalized application	● Communicate any planned changes to observation practices to teachers prior to start of data capture year ● Communicate plan for determining designations and seek feedback/implement feedback
Administer Teacher Buy-In Survey	● Develop plan to share the purpose of the Teacher Buy-In Survey with teachers and encourage teacher participation ● Consider the best timing to administer the survey within the allowable window ● Administer the Teacher Buy-In Survey from TTU, prior to the end of the school year