TIA Application Exemplar Answers: Stakeholder Engagement Tab

The TIA Exemplar Answer Documents, complementary to the Scoring Rubric, support districts as they develop their local designation system and prepare to submit a TIA System Application. While the Scoring Rubric is designed to show the required criteria for an answer to be scored at 'Full Readiness', the TIA Exemplar Answer Documents are designed to show exemplary answers that go beyond the 'Full Readiness' criteria. The purpose of this design is to embed best practices that districts may reference in the design and implementation of their own local designation systems based on local context.

The sample exemplar answers, organized by each respective tab in the application, provide 1-2 sample answers for narrative question types. This is not an exhaustive list of ways in which a district could respond to the TIA System Application questions nor are the sample answers indicative of any one's district's plan. Each exemplar answer provided is a stand-alone example of how each corresponding question could be answered. Note: there are no exemplar answers for multiple-choice, drop-down menu or Yes/No question types.
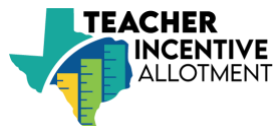
SAMPLE EXEMPLAR ANSWERS FOR STAKEHOLDER ENGAGEMENT TAB (FOR NEW SYSTEM APPLICATIONS ONLY)

Part A

Question	Sample Exemplar Answer #1	Sample Exemplar Answer #2
1. How were the members of the TIA Planning Committee selected in order to ensure that perspectives from a representative group of stakeholders were considered?	An equal number from each campus were chosen to be members of the committee. Teachers from different subjects were chosen as well as teachers/admins of varying years of experience to ensure all perspectives would be brought to the table. District staff such as the assistant superintendent and program directors were involved in each stakeholder meeting. A survey went out to the district asking if anyone wanted to be involved in the Committee. Those individuals were added as members as a result.	The district was committed to establishing a TIA Planning Committee that was made up of diverse representation from stakeholders at all levels and serving in a variety of roles within the district. To ensure representation on the committee was equitably distributed, a portion of the committee were invited through a formal vetting process, and others were invited given their role and expertise related to instructional leadership, curriculum and instruction, as well as ensuring that the committee was equitably represented by campus, content-areas, grade-levels, years of experience, role, and race/ethnicity.

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Part B

Question	Sample Exemplar Answer #1	Sample Exemplar Answer #2
2. Provide an example of how feedback from stakeholder groups was implemented in order to strengthen, adjust or refine the local teacher designation system.	During an open school board meeting, teachers shared that they thought it would be a good idea if they received a scored observation from an additional appraiser. Specifically, they asked if the principals at different levels appraised across the district. They felt it was important for teachers to experience different appraisers and could benefit appraisers to view different subjects and grade levels. We updated the district's Observation Calendar to reflect that two of the three scored observations will be from their assigned principal, and one will be from their unassigned principal.	One change which our district implemented due to feedback from teachers was around scored versus non-scored observations. Previously, only 1 of 3 observations was scored. Teachers prefer numerical scoring as it helps to show the impact of their effectiveness in each dimension. The district walk-through form was changed, and now all 3 observations are completed and scored using the same form for consistency. We had extensive input from teachers regarding which teaching assignments would be included in year one of our system. The decision was made to provide extensive training on SLOs to our world language, CTE and Fine Arts teachers, to be included in year two, and include all grades/subjects using standardized test (mClass, Renaissance STAR, STAAR) in year one.
3. How were teachers and other stakeholders both a) involved in the development of the plan to distribute TIA funds and b) informed about the final version of the spending plan?	Ongoing feedback was gathered, and specific feedback related to the distribution of TIA funds, inclusion of support staff, and pre-/post-tests assisted in strengthening our local designation system. Representatives from the TIA Planning Committee followed up with individuals to ensure that feedback was understood. One example of the stakeholder feedback that was shared and assisted in strengthening our implementation was the desire for awardees to receive the incentive compensation in one lump sum versus being paid out over the school year.	Teachers inquired about the distribution of TIA funds, and whether the TIA compensation would count towards TRS. This concern was taken to the TIA Planning Committee and discussed with the Leadership team. The Superintendent then consulted with the Finance team to determine allowable compensation for TRS purposes. It was clarified that all TIA compensation is TRS eligible. The superintendent made a recommendation to the Board to make both TIA compensation and the District Performance Pay compensation TRS eligible. The Board approved the recommendation unanimously.

Part C

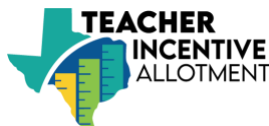| Question	Sample Exemplar Answer #1	Sample Exemplar Answer #2
1. How will the district ensure that all teachers understand the requirements for teachers in eligible teaching assignments to earn a designation?	The district will ensure that teachers understand the requirements to earn a designation by hosting ongoing informational sessions throughout the next year. These informational sessions will serve dual purposes. The first will be to provide critical TIA information and updates to teachers and school leaders. The second will be to ensure that each teacher can provide feedback about what is working well in the new teacher designation system and where there are additional opportunities for clarity or adjustments to the system design.	In addition to information sessions, all current teachers will attend a virtual training on our proposed new teacher designation system in April. If approved, all new and returning teachers will receive additional training to ensure that they understand the components of TIA, the process by which the district designates teachers, district requirements for earning a designation, and they know where to find additional support, professional development, and other relevant resources.
2. What training materials will be provided for both teachers and school leaders to assist in a smooth roll out of the district's local teacher designation system?	The district has created a Google site that will go live on the district webpage following system application approval. From this resource, teachers and school leaders will be able to easily navigate to pages that explain each component thoroughly (teacher evaluation, teacher student growth, campus student growth, TIA score calculations, spending plan, stakeholder engagement, and committee members).	The TIA Toolkit, which reviews the entire local designation system, will be provided to all teachers in August at the beginning of the new school year. This toolkit also will include the spending plan and links to other resources. In addition, administrators and teachers will continue to receive training updates through the Regional Education Service Center. Surveys will be distributed at least once per semester to determine what, if any, additional training, or support teachers might need. The district chose to implement our proposed TIA local designation system and train our staff this current school year even though our application has not been submitted yet. This gave us the opportunity to follow the process for observations and student growth outlined in the district Observation Calendar and adjust so that when we submit our actual application, our system will be as strong as possible.

Part D

Question	Sample Exemplar Answer #1	Sample Exemplar Answer #2
1. Provide evidence that demonstrates that teachers, district leaders, and school board members have a clear understanding of the district's proposed local teacher designation system and support it.	In the January school board meeting, the TIA team provided the school board members with an overview of the district's local teacher designation system, allowing the members to ask questions and make suggestions. Throughout the spring, the committee members have provided multiple overviews, Zoom videos, PowerPoints explaining the components of the system to all staff members. Additionally, surveys were sent out through campus email SERV lists following each stakeholder meeting. Support has grown from 74% in October to 97% in February. We attribute the increase of support to clearer understanding of the TIA process of how to be designated as this was our largest point of clarification. Many people were confused about the NBCT process and thought it was a requirement of the local designation process. Once this was explained more thoroughly, we saw an increase in surveys.	The district has hosted two TIA question/answer sessions with the staff. The district will continue to host question and answer sessions, solicit feedback, and incorporate surveys to ensure the understanding of all stakeholders. Current survey data provided evidence of understanding. In this survey, teachers were asked to indicate on a scale of 1 (strongly disagree) to 5 (strongly agree) if they have a clear understanding of the district Teacher Incentive Allotment Plan. 87% of teachers Agreed or Strongly Agreed that they understand our plan. 90% of teachers indicated they supported incentive pay and felt it would have a positive impact on our campus. The draft of the district Spending Plan was presented to the District Site-Based Committee, the TIA Advisory Committee, and the School Board in February. All were invited to ask questions which were answered to ensure a clear understanding among stakeholders.

| 2. What support will be given to all teachers in eligible teaching assignments to help them qualify to earn a designation and how will the available support be communicated to teachers? | All teachers in eligible teaching assignments will be provided the following supports to assist them in qualifying to earn a designation: (1) Participation in high-quality Professional Learning Communities on each teacher respective campus (2) Beginning, Middle, and End of year goal-setting conferences/check-ins with campus principal and/or the Director of Strategic Initiatives. The Goal-setting conferences and check-ins will be built around the following structure and designed to discuss progress and supports needed to achieve a designation: Area(s) of Growth. To tightly align with the domains measured within TIA, teachers are encouraged to identify areas of growth within Domain 2 & 3. Teachers will have direct access to the Director of Strategic Initiatives who will support and facilitate communication when needed, so all teachers feel heard and supported in a timely manner. The district is committed to providing teachers with release time to participate in professional learning to support earning a designation. | Resources are communicated through staff meetings, email, and district professional development. Teachers will meet with campus leaders at several points from the beginning of the school year throughout the entire school year per the district's Observation Plan. Feedback and coaching are given via multiple modes during throughout the school year: T-TESS rubric training in August, written/scored observation feedback that relates directly back to the T-TESS rubric, coaching sessions to discuss SLO and Observation Scores throughout the school year, professional development as needed on dedicated Teacher Workdays during the school year, and Summative action items focused on improving Observation and Student Growth Scores. Campus leaders communicate this feedback with district leaders, resulting in actions necessary to support teachers and provide those resources. The TIA development team will meet at least once per semester to evaluate teacher progress, understanding and discuss any questions teacher may have. |

Part E

Question	Sample Exemplar Answer #1	Sample Exemplar Answer #2
2. How and when will the district communicate to teachers that they are a) being put forth for a designation and b) that they officially earned a designation?	a. Teachers are notified in-person by the campus administrator that they are being put forth for designation as soon as the data is submitted to Texas Tech. When all data is verified and submitted, campus or district leaders will notify both in-person and in writing the teachers who have been submitted for designation. b. When the district receives confirmation of an earned designation, the district and campus administrators plan to recognize the designated teachers at the end of year employee party. Families, friends, and colleagues are invited, and the reveal is made public immediately following the presentation.	a. The district plans to communicate with eligible teachers through conferences during the year to keep them apprised of how they are progressing towards being put forth for a designation. The teachers who are ultimately selected to be put forth for a designation will be notified by their campus principal at the end of the data-capture year that they are being put forth for a designation pending approval. b. In the late April, following the data submission, and after the district has received final notification of designations, teachers will be informed personally in a face-to-face meeting with their campus principal and Director of Strategic

		Initiatives whether the recommendation has been approved or not. Following these meetings, an update will be posted to the district TIA website informing all stakeholder groups of the outcome of the data submission. This information will also be sent to faculty and staff and announced publicly at the spring school board meeting.
3. How and when will the district share the final version of the local teacher designation system, once the district's system application is approved in early August?	The Director of Strategic Initiatives will convene on each campus to review the final version of the district's system. The final version of the designation system also will appear in the TIA Handbook that will be updated each year. The TIA Handbook and the district'sTIA compensation plan will be updated each year and be public facing on the district's TIA website.	The approved TIA local designation system and its components which include the TIA Toolkit and the district Observation Calendar will be shared with all staff during teacher in-service in August. The district will also share the approval with the School Board and TIA Advisory Committee in August. Once school officially convenes, the district will officially share the approved plan with the Site-Based Committee at their first meeting of the school year in early September.
4. How will the district encourage teacher participation in the required Texas Tech Teacher Buy-In Survey upon acceptance of the district's system application?	Communication related to the Texas Tech teacher buy-in survey will be shared first as an awareness piece at the beginning of the year, and later promoted during the following events: upcoming campus meet-ups, a special edition district-wide TIA video update, Curriculum & Instruction Newsletter (distributed monthly), All communication related to the TIA teacher buy-in survey, designed by Texas Tech University (TTU) will be a normed message related to importance of the survey and the use of the data collected through the survey. This communication will be shared in advance with all district and campus leaders, as well as the School Board. Teachers will be provided a 'heads-up' email prior to the survey reiterating the importance of the survey and requesting their participation. Campus principals will also share one final time in a faculty meeting, and via email. Swift and timely response to the survey will be encouraged through a campus incentive (Cover My AM/PM Duty Pass) for teachers who submit a screenshot demonstrating they completed the survey.	Prior to the survey, an overview of all components will be sent out to each campus to review in PLC or in a staff meeting. During this meeting, principals will explain that a survey will be coming through their email from Texas Tech University and that all teachers are expected to complete.

Teachers will be called to a staff meeting during PLC to complete the survey. Once the survey is complete, the staff may leave. If teachers provide evidence prior to the meeting that the survey has already been completed (a screenshot of the survey), they will not be required to attend the PLC/staff meeting. |