**Teacher Incentive Allotment Cohort E Readiness Checklist Self-Assessment Guide**

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| **Success Factor 1: Rationale** | | | | | |
| **Key Practices** | **Success Criteria** | **Self-Assess**  **G-Y-R** | **District Context** | **Questions** | **Next Steps** |
| 1. Input from Stakeholders & Alignment to District Goals | * District prepared a short narrative detailing the reasons for participating in the Teacher Incentive Allotment * District identified a key district leader with influence to support the development of the local optional teacher designation system * District created a plan detailing how TIA helps to address the district’s annual strategic plan |  |  |  |  |
| 1. Alignment to Goals of TIA | * District created a plan detailing how TIA impacts recruitment, retention, and equitable distribution of effective teachers * District clearly identified how TIA aligns to the district’s Core Values and Beliefs |  |  |  |  |

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| **Success Factor 2: System Development & Stakeholder Engagement** | | | | | |
| **Key Practices** | **Success Criteria** | **Self-Assess**  **G-Y-R** | **District Context** | **Questions** | **Next Steps** |
| 1. TIA Planning Committee | * TIA Planning Committee has: * a well-publicized application process (for small districts, an application process may not be necessary, if the TIA Planning Committee is representative of the teaching staff) * criteria of eligibility for stakeholders to apply * TIA Planning Committee included multiple teachers, campus leaders, and district leaders, at a minimum, and is representative of diverse grade levels, content areas and staff demographics |  |  |  |  |
| 1. Stakeholder Engagement | * District gathered input and feedback from stakeholder groups to develop a local teacher designation system including teachers, campus leaders, district leaders, families of students, students (when appropriate), and other stakeholders * District provided various methods to gather input and feedback for the local teacher designation system including focus groups, surveys, professional development, or other methods * District has a clear plan detailing how feedback from stakeholders was implemented * Throughout the system design process, changes/edits were made to the proposed local teacher designation system based on stakeholder input, ending in the final version that will be submitted in the application * The TIA Planning Committee made and communicated changes based on input collected from stakeholders |  |  |  |  |
| 1. Staff Accessible Resources | * District provided informational resources to stakeholders about the district’s local teacher designation system * District has a clear plan to ensure that teachers understand the requirements to earn a designation * District provided training materials to implement the district’s local teacher designation system to teachers, school leaders, and district leaders |  |  |  |  |
| 1. Designation System Buy-In | * District has data to support that stakeholders can articulate a clear understanding of the local teacher designation system that the district will submit in their TIA application and support the district’s plans to move forward with it * District collected evidence that the district’s local teacher designation system has investment from teachers * District communicated the support available to teachers who want to earn designations |  |  |  |  |
| 1. Regular Communication Updates | * District has a clear plan to include teachers, campus leaders, district leaders, community members, families of students, students (when appropriate), and others in * District has a clear plan detailing the frequency of updates provided to all stakeholders * District has a clear plan to provide specific outreach to teachers regarding updates to the district’s local optional teacher designation system * District has a plan detailing how they will share the final version of the local teacher designation system * District has a clear plan detailing how they will communicate to teachers that: * they are being put forth for designation * their designation is approved * they earned a designation * District has a plan detailing how they will share the final version of their local teacher designation system, including any revisions made during the application resubmission process, if applicable |  |  |  |  |
| 1. Texas Tech Teacher Buy-In Survey | * District has planned to provide teacher email addresses to Texas Tech on or before the application deadline in order to facilitate the Teacher Buy-In Survey * District has a clear plan for how to administer the Texas Tech Teacher Buy-In Survey and encourage participation * District has a plan detailing how they will use the data gathered from the Texas Tech Teacher Buy-In Survey to improve the district’s local teacher designation system, improve district systems, tailor professional development, and communicate the results of the survey to all stakeholders |  |  |  |  |

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| **Success Factor 3: Weighting** | | | | | |
| **Key Practices** | **Success Criteria** | **Self-Assess**  **G-Y-R** | **District Context** | **Questions** | **Next Steps** |
| 1. Eligible Teaching Assignments (and eligible campuses if applicable) | * District determined which specific teaching assignments (using service ID numbers) will be eligible to earn designations on all of the campuses the district is including * District defined each eligible teaching assignment by grade and content for Pre-K-8th grade and by course specific content for 9th-12th grade * If the decision was made to include only some campuses instead of all campuses, the district determined which campuses will be part of their local teacher designation system and clearly communicated this |  |  |  |  |
| B. Categories of Teaching Assignments | * 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 |  |  |  |  |
| C. Teacher Observation Component | * District determined the weight that teacher observation ratings will have on teacher designations, for each eligible teaching assignment based on significant stakeholder engagement, including teachers |  |  |  |  |
| D. Student Growth Measure Component | * District determined student growth measure(s) to be used for each eligible teaching assignment, based on significant stakeholder engagement, including teachers * The weight of each student growth measure for each eligible teaching assignment was clearly defined as a percentage and based on robust stakeholder engagement * 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 |  |  |  |  |
| E. Additional Optional Components | * District decided whether to include additional optional components such as parent surveys, student surveys, teacher mentorship, teacher leadership, and other * District understood and communicated that these additional optional components are district level decisions that will not have a direct effect on system approval or data review, but which will carry weight in terms of which teachers the district puts forth for designation |  |  |  |  |

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| **Success Factor 4: Strongly Calibrated Teacher Observation System** | | | | | |
| **Key Practices** | **Success Criteria** | **Self-Assess**  **G-Y-R** | **District Context** | **Questions** | **Next Steps** |
| 1. Teacher Observation Rubric and Appraiser Certification | * 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 link [here](https://tiatexas.org/wp-content/uploads/2021/01/District-Created-Rubric-Crosswalk_102820-REMEDIATED-1.pdf) for the rubric crosswalk document. * 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 * District has a clear plan to train appraisers on the rubric every year * District has a clear plan to certify appraisers at least every three years * District has a clear plan to recalibrate appraisers to the rubric and to each other every year * District teacher appraisal system complies with §21.351 or §21.352 |  |  |  |  |
| 1. Reliability of Teacher Observations Within and Across Campuses | * District implemented a well-publicized schedule for calibration activities within each campus throughout the year * District implemented a well-publicized schedule for calibration activities across campuses throughout the year (for districts with more than one campus) * During calibration activities, appraisers observe instruction, collect evidence, come to an agreement on observation ratings, and determine how evidence is collected during evaluations * District has a clear plan detailing how they utilize other trained observers to increase calibration including district personnel, campus personnel, neighboring districts, and Education Service Centers * Districts with 1 or 2 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/rubric dimension, including utilizing other trained appraisers such as partnering with neighboring small districts and with Education Service Centers * Districts with 3 or more appraisers have clear procedures in place to ensure appraisers remain calibrated throughout the year and prevent skew in observation data by grade level/content area/rubric dimension/appraiser/etc. |  |  |  |  |
| 1. Review of Teacher Observation Trends | * District has a clear plan detailing 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 has a clear plan detailing how to identify and address root causes of skew * District has a clear plan to share results with campus based instructional leadership team * District uses an observation data management system to store and analyze teacher observation data * If the district does not have an observation data management system readily available, they plan to use one during the data capture year or will use the T-TESS Management System ([www.teachfortexas.org](http://www.teachfortexas.org)) to store and analyze teacher observation data * District has a clear plan to determine the root cause of any skew in teacher observation data taking into consideration multiple possible causes such as teacher instructional practice, lack of appraiser calibration, campus or district causes (such as high student mobility rates or high teacher turnover rates), etc. * District has a clear plan detailing how to address skew in teacher observation once a root cause is determined |  |  |  |  |
| 1. District Procedures to Review Correlation of Teacher Observation and Student Growth Data | * District leadership analyzes the correlation between teacher observation and student growth data * District successfully implemented correlation analysis plan procedures and/or protocols for how district reviews correlation of teacher observation and student growth data at the campus and district levels * District has a clear plan to determine the root cause 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 reasons * District has a clear system to address potential root causes of the lack of correlation such as strategies to increase appraiser skill, strategies to support teacher instructional practice, strategies to improve the validity and reliability of student growth measures, etc. |  |  |  |  |
| 1. Observation/Feedback Schedule | * Teachers received annual extended scored observations, shorter scored observations, and additional unscored observations as needed (all with feedback) * Each year, district publishes requirements for number and type of observations used to rate teachers * District has clearly communicated that there will be no appraisal waivers during the data capture year for teachers in any eligible teaching assignment * All teachers in eligible teaching assignments even if not eligible to earn a designation, must have a minimum of one 45-minute observation during the data capture year, including scores on all observable domains |  |  |  |  |
| 1. Alignment to Statewide Performance Standards | * District has a plan to align their designations to the statewide performance standards for teacher observation ([Teacher Observation Performance Standards](https://tiatexas.org/wp-content/uploads/2020/06/Teacher-Observation-Performance-Standards.pdf)) |  |  |  |  |

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| **Success Factor 5: Student Growth Measure** | | | | | |
| **Key Practices** | **Success Criteria** | **Self-Assess**  **G-Y-R** | **District Context** | **Questions** | **Next Steps** |
| 1. Student Growth Measure as a Factor to Determine Teacher Effectiveness | * At least one valid and reliable student growth measure is included as part of a teacher’s annual effectiveness rating * 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/grade * Teacher input was considered in the selection of the student growth measure for each eligible teaching assignment * District used a valid and reliable student growth measure for each eligible teaching assignment, and included more than one student growth measure for each eligible teaching assignment when possible * District used a valid and reliable method for how they will use each student growth measure to set expected growth targets |  |  |  |  |
| 1. Alignment to Statewide Performance Standards | * Districts aligned their plan for how to designate teachers to the statewide performance standards for student growth ([Student Growth Performance Standards](https://tiatexas.org/wp-content/uploads/2020/06/Student-Growth-Performance-Standards.pdf)) |  |  |  |  |
| 1. Quality of Student Growth Measures | * Student growth measure used accurately determines student growth at the individual student level. * District has selected one or more of the following student growth measures for each eligible teaching assignment: SLOs, pre-tests/post-tests (Options 1-4), value-added measures, and portfolios * District clearly communicated the process used to set expected growth targets at the beginning of the year and to determine the percent of a teacher’s students who meet or exceed expected growth targets at the end of the year * If using SLOs as a student growth measure, district SLO processes aligns to [www.texasslo.org](http://www.texasslo.org) * If using VAM, the district worked 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 statistical methods that align with industry standards * If using pre-tests/post-tests, the district is using one of the following options:   Option 1: 3rd party assessments, with 3rd party growth targets  Option 2: 3rd party assessment with locally created growth targets  Option 3: valid and reliable district-created pre-test/post-test with district created growth targets   * Option 4: valid and reliable district created pre-test, 3rd party created post-test with district created growth targets * 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 |  |  |  |  |
| 1. Validity of Administration of Student Growth Measure Used | * District implemented protocols and staff trainings to ensure the valid administration of each student growth measure * District implemented protocols and staff trainings to ensure the test security of each student growth measure * District offers differentiated student growth measure guidance, training, and support (including scoring) annually |  |  |  |  |

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| **Success Factor 6: Spending Plan** | | | | | |
| **Key Practices** | **Success Criteria** | **Self-Assess**  **G-Y-R** | **District Context** | **Questions** | **Next Steps** |
| 1. Development of Spending Plan | * Prior to TIA implementation, district gathers input on how to spend allotment funds from district leadership, principals, teachers, community members, and other interested parties * District involved payroll, finance, and other stakeholders in the development of the spending plan |  |  |  |  |
| 1. Compliance with Statute | * District has a clear, written plan to abide by the spending requirements in [TEC 48.112](https://texas.public.law/statutes/tex._educ._code_section_48.112) including:   + **At least 90%** is spent on student-facing instructional staff on the campus where the designated teacher works. Student-facing instructional staff includes instructional paraprofessionals, but does not include administrative or clerical roles   + **Up to 10%** can be used to support the designation system or to support teachers in getting designated Note: Funds can be spent on supporting the roll out of TIA, such as TRS fees, assessment costs, observation/calibration trainings, or compensation for staff providing professional development. Funds cannot be spent on broad administrative expenses, operational expenses or on compensation for non-instructional staff, unless the non-instructional staff is serving in a role that directly supports the implementation of TIA, such as a district -level TIA coordinator * All funds spent **by August 31st** of each year |  |  |  |  |
| 1. Communication of Spending Plan | * District has a clear, written plan detailing how TIA funds will be allocated that is readily accessible to teachers * Clear resources, including visual aids, are made available that explain the district spending plan including when and how teachers will receive TIA funds * District has a clear, written plan detailing how they will communicate the local teacher designation system and 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 * District prepared a detailed explanation or crosswalk outlining how allotment funds will work in conjunction with or replace current salary schedule |  |  |  |  |
| 1. School Board Approval of Spending Plan | * District has a clear plan for engaging school board around the spending plan and a date set for school board to approve TIA compensation plan and budget after the district receives approval of TIA application and prior to any TIA funds being expended |  |  |  |  |
| 1. Movement of Teachers | * District has a clear plan detailing how they will address the financial impact of generated TIA allotments if: * designated teachers or other eligible teachers move to/from a campus during the school year * designated teachers or other eligible teachers move to/from a district during the school year * teachers move to/from a campus or the district both before and after Class Roster Winter Submission |  |  |  |  |

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| **Success Factor 7: District Support** | | | | | |
| **Key Practices** | **Success Criteria** | **Self-Assess**  **G-Y-R** | **District Context** | **Questions** | **Next Steps** |
| 1. Central Office Systems of Support | * The following departments/personnel are aware of our district’s participation in TIA and the associated timeline if approved, understand what will be required from their department, and are prepared to provide support in their respective areas. * human resources support * budget/payroll support * technology support * curriculum and instruction support * assessment support * professional development support * legal support * at least one district leadership position responsible for coordinating the collaboration of all district departments supporting TIA * at least one district leadership position responsible for coordinating the collaboration of all district departments supporting TIA |  |  |  |  |
| 1. Support for Designated Teachers New to a Campus | * District has a clear plan detailing supports for designated teachers who are new to a campus to ensure they are as highly effective on the new campus as they were on the campus where they received a designation * The support plan includes: * assigning a mentor teacher who is highly effective * paid time for the mentor teacher to support the designated teacher new to campus at least monthly * paid time for the designated teacher to be supported by the mentor teacher at least monthly * District ensures that designated teachers new to a campus receive support both individually and as a group throughout the year |  |  |  |  |
| 1. Plan to Recruit Effective Teachers | * District has a clear plan detailing how they will use their approved local teacher designation system to recruit highly effective teachers * District has a clear plan detailing how they will support highly effective teachers to earn a designation |  |  |  |  |
| 1. Plan to Retain Designated Teachers | * District has a clear plan detailing how they will retain designated teachers including leadership opportunities and development of teacher career pathways |  |  |  |  |
| 1. Plan for Equitable Distribution of Designated Teachers | * District has a clear plan detailing how TIA funds will be used to ensure an equitable distribution of teachers across the district, highest-needs content and grade levels * District has a clear plan detailing how to identify: * National Board Certified teachers (NBCTs) currently working in the district * National Board Certified candidates currently working in the district * When and if NBCTs working in the district will earn an automatic Recognized designation * District has a clear plan for tracking designated NBCTs designation expiration date, campus placement, and annual allotment eligibility |  |  |  |  |
| 1. Use of Data to Improve Systems | * District has a clear plan detailing the use of data on highly effective teachers to inform staffing plans and professional development |  |  |  |  |
| 1. Program Evaluation | * District has a clear plan detailing implementation of a thorough internal program evaluation at least annually * District has a clear plan detailing how they will encourage completion of the TIA annual survey, including how they will encourage honest feedback |  |  |  |  |
| 1. Data Analysis & Submission | District prepared a detailed outline of personnel responsible for compiling student growth data, teacher observation data, and correlation data between the two  District identified the systems that will be used to capture and store data such as DMAC, Eduphoria, T-TESS Data Management System, etc.  District tracks designated teacher placement/movement and eligibility to earn a designation. There is a clear understanding of how each of these affects how the annual allotment is generated   * District has considered the *optional* opportunity to submit a proportion of designated teacher observation videos to provide additional context to the holistic review of the local teacher designation system, as well as gain valuable feedback from Texas Tech on ratings. The decision whether to do so involved stakeholder input, particularly from teachers   District has a clear plan detailing procedures in place to ensure a successful data capture year, including:  A clear list of specific data elements to be submitted after the data capture year  A clear timeline for when each data element needs to be submitted  Clear procedures for quality control to ensure the proper data is collected  Clear procedures for when and how teacher observation data will be analyzed and submitted |  |  |  |  |