2023-24 Scoring Rubric: TIA System Application (Cohort G) and Expansion and Modification Application

SCORING RUBRIC

This rubric lists the requirements for the district to earn *Full Readiness* on each of the tabs of the TIA System Application (Cohort G) and the Expansion and Modification Application. There is a separate table for each tab that lists the required elements *Full Readiness* is required in all statutory components, however *Full Readiness* on all tabs is best practice to support strong system implementation after application acceptance. The tabs that require *Full Readiness* to achieve System Application approval are noted at the top of each table.

Weighting Tab (*Full Readiness* required for application acceptance)

Component	Full Readiness
Includes a teacher observation component and a percent weight is assigned	• Includes a teacher observation component as part of the local teacher designation system and assigns a clear percent weight for it • For teachers who teach more than one content area and/or grade level, it is clear which content area and/or grade level will be used for purposes of TIA for all of the teachers in each respective eligible teacher category
Includes a student growth component and a percent weight is assigned	• Uses approved *student growth* measures as part of the local teacher designation system for all eligible teaching assignments, and clearly identifies which student growth measures apply to which eligible teaching assignments • Eligible teaching assignments are grouped into Teacher Categories appropriately, applying the definition of "Teacher Category" (See *Directions tab* of the application) • A clear percent weight of the student growth component is assigned

If used, optional components have a percent weight assigned	If using additional optional components that are not directly tied to a teacher's specific individual performance: - They are listed as "Additional System Components" and are not listed as part of the student growth component - A clear percent weight is assigned for each additional system component included

Teacher Observation Tab (*Full Readiness* required for application acceptance)

Component	Full Readiness
Part A **Teacher Observation Rubric and Appraiser Certification**	District uses an approved teacher observation rubric that accurately measures teacher effectiveness and aligns to TAC 149.1001
Part B **General Questions**	- Recertification of appraisers is required at minimum of every three years - Initial training and/or certification is required for all appraisers - Calibration component required during certification - For district-created rubrics, the rubric must contain levels of teacher effectiveness and a proficiency marker. The district must have uploaded both their rubric and the Crosswalk Document
Part C **Reliability of Teacher Observations Within and Among Campuses**	- Appraisers required to norm on scoring either via an in-person observation or via a video lesson at least annually - District has reviewed the TIA statewide performance standards with teachers *For districts with 3 or more appraisers*: District explains how they will ensure appraisers remain calibrated across appraisers, content areas, grade levels, and campuses throughout the year *For districts with 1-2 appraisers*: calibration component includes partnering with additional trained appraisers, such as teacher leaders, ESC partners, etc.
Part D **Teacher Observation Trends**	District *and* campus leaders review campus-based teacher observation trends at least three times a year by grade, subject, and appraiser

	• For districts with more than one campus: District leaders review districtwide teacher observation trends at least three times a year by grade, subject, campus, and appraiser • District explains how they address lack of appraiser calibration and/or skew in both **a) ratings** and **b) aligned evidence for ratings**
Part E **Correlation of Student Growth Data to Teacher Observation Data**	• District has clear procedures and protocols to review correlation data at the campus level and at the district level (for districts with more than one campus) • Campus leaders review the correlation of teacher observation data to student growth data at the campus level at least once a year • District explains how they **a) identify** and **b) address** lack of correlation between teacher observation data and student growth data
Part F **Observation and/or Feedback Schedule**	• District complies with TECs §21.351 and §21.352 • All teachers in eligible teaching assignments 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 • If using multi-year appraisal system, both teacher observation data and student growth data are from the same school year. If using multiple scored observations, it is clear which scores will be used for data submission and to determine designations • Full teacher observation is required for **all teachers in eligible teaching assignments** during the Data Capture Year

Student Growth Measure Tabs (*Full Readiness* on all student growth measure tabs that are a part of the district's local designation system required for application acceptance)

Portfolios Tab

Component	Full Readiness
1. **Rationale**	• District has a clear rationale for using portfolios as a student growth measure in their local teacher designation system

2. Validity, Reliability, and Security of Portfolio System	• District has protocols in place to ensure a valid and reliable portfolio system including training for teachers on the portfolio process overall and locally required steps in the process • District has procedures in place to ensure the security of all portfolio documents and provides training to teachers regarding portfolio security	
3. Requirements for Included Artifacts	• District has clear guidelines for what is required for a student task, assignment, and/or project to be included as part of the student portfolio	
4. Number of Artifacts Required	• Student portfolios consist of at least three artifacts	
5. **Portfolio Scoring Rubric Proficiency Levels**	• Portfolio rubric is required to specify what students need to know and be able to do across at least four different proficiency levels	
6. Creating & Developing the Portfolio Scoring Rubric	• District identifies which role(s) will be responsible for creating and approving portfolio scoring rubrics	
7. Selection and Training Process for Scorers	• District has a clear plan for who will use the scoring rubric to assess student portfolios, including a selection and training process for all scorers • District requires training annually on the scoring of rubrics	
8. Setting Expected Growth Targets at the Beginning of the Year Using Portfolios	• There are clear procedures and guidelines for how to set student expected growth targets at the beginning of the year using a portfolio system	
9. Calculation of a Teacher's End of Year Student Growth Using Portfolios	• Clear procedures exist for how student growth data based on the portfolio is calculated for each individual student *and* how this data is used to determine the teachers' end of year student growth rating for all teachers in all applicable teaching assignments	

Pre-test and Post-test Tab

Option One: third party pre-test, third party growth targets, third party post-test

Component	Full Readiness

1. Content Validity and Reliability of Each Assessment Used	• District explains how each assessment used aligns to the standards and content covered in each respective course. • Answers for *all* assessments used in this category are provided
2. Validity of Test Administration	• District identifies the protocols and training they give annually on the valid and reliable administration and security of each specific pre-test and post-test used
3. Calculating End of Year Student Growth	• Clear procedures exist for how student growth data is calculated for each individual student based on the pre-test and post-test being used
4. Calculating End of Year Student Growth Using Multiple Assessments (*Only needs to be answered if the district is using multiple assessments for the same Teacher Category*)	• Clear procedures exist for how individual student growth is calculated if using multiple third party pre-test and post-tests

Pre-test/Post-test Tab

Option Two: Third party pre-test, district-created growth targets, third party post-test

Component	Full Readiness
1. Validity and Reliability of Content of Third Party Pre-tests and Post-tests	• All the third party pre-tests and post-tests used by the district are valid and reliable third party assessments, aligned to the standards of the course for each eligible teaching category • Answers for *all* assessments used in this category are provided
2. Valid Administration of Third Party Pre-tests and Post-tests	• District identifies the protocols and/or training used annually for the valid and reliable administration and security of each specific pre-test and post-test used
3. Setting Expected Growth Targets	• District identifies the protocol and/or procedure in place for how to **set valid expected growth targets** at the local level using a third party pre-test
4. Calculating End of Year Student Growth	• District has clear procedures for how to **determine end of year growth** for students based on the third party post-test

Component	Full Readiness
5. Calculating End of Year Student Growth Using Multiple Assessments (*Only needs to be answered if the district is using multiple assessments for the same Teacher Category*)	• Clear procedures exist for how individual student growth is calculated if using multiple third party pre-test and post-tests

Pre-test/Post-test Tab

Option Three: district-created pre-test, district-created growth targets, district-created post-test

Component	Full Readiness
1. Valid Administration of District-Created Pre-tests and Post-tests	• District identifies the protocols and/or training used annually for the valid and reliable administration and security each specific pre-test and post-test used
2. Qualifications for Writing District-Created Pre-tests and Post-tests	• District has rigorous protocols in place for writing district-created assessments that align to the standards of the course and that follow best practices in assessment design • District requires qualifications to be able to design district-created tests that include, at minimum, in depth content knowledge of the subject matter and/or grade level being assessed, district includes the positions authorized to write district-created tests
3. Process to Approve District-Created Pre-tests and Post-tests	All district-created pre-tests and post-tests require a rigorous approval process including: • multiple levels of review • checks for alignment to standards of the course • the ability of the tests to measure student growth across a wide variety of student ability levels (stretch of the test)
4. Setting Expected Growth Targets	• District identifies the protocol and/or procedure in place for how to **set valid expected growth targets** at the local level using a district-created pre-test
5. Calculating End of Year Student Growth	• District has clear procedures for how to **determine end of year growth** for students based on the district-created post-test

Pre-test and Post-test Tab

Option Four: District-created pre-test, district created growth targets, third party post-test

Component	Full Readiness
1. Valid Administration of District-Created Pre-tests	• District identifies the protocols and/or training used annually for the valid and reliable administration and security each specific pre-test and post-test used
2. Qualifications for Writing District-Created Pre-tests	• District has rigorous protocols in place for writing district-created pre-tests that align to the standards of the course and that follow best practices in assessment design • District requires qualifications to be able to design district-created pre-tests that include, at minimum, in depth content knowledge of the subject matter and/or grade level being assessed • District includes the positions authorized to write district-created pre-tests
3. Process to Approve District-Created Pre-tests	All district-created pre-tests require a rigorous approval process including: • multiple levels of review • checks for alignment to standards of the course • the ability of the tests to measure student growth across a wide variety of student ability levels
4. Content Validity and Reliability of Each Assessment Used	• District explains how each assessment used aligns to the standards and content covered in each respective course. • Answers for ALL assessments used in this category are provided
5. Setting Expected Growth Targets	• District identifies the protocols and/or procedures in place for how to **set valid expected growth targets** at the local level using a district-created pre-test.
6. Calculating End of Year Student Growth	• District has clear procedures for how to **determine end of year growth** for students based on the third party post-test
7. Calculating End of Year Student Growth Using Multiple Assessments (*Only needs to be answered if the district is using multiple assessments for the same Teacher Category*)	• Clear procedures exist for how individual student growth is calculated if using multiple third party pre-test and post-tests

Student Learning Objectives (SLOs) Tab

Component	Full Readiness
1. Rationale	• District has a clear rationale for using SLOs as a student growth measure in their local teacher designation system
2. Alignment to Texas SLO Process	• District's SLO system aligns to TexasSLO.org
3. Protocols and Training for Administration of SLOs	• District provides protocols and training annually for the administration of assignments, projects, tasks, and/or assessments to be used as part of the SLO
4. Updated SLO Training	• District received SLO training or plans to have SLO training prior to the beginning of the data capture year
5. Requirements for Writing an SLO	• District ensures that all SLOs used are aligned to the standards for the course and focus on a foundational skill that is addressed throughout the school year
6. Requirements for Approving an SLO	• All SLOs are approved by teacher appraisers who follow guidance for approving SLOs as listed on the Texas SLO website
7. Security of the Body of Evidence	• District has protocols in place to ensure the security of student assessment and assignment documents used in the SLO
8. Required Student Work for the Body of Evidence	• Five or more pieces of student work comprise the body of evidence
9. Setting Expected Growth Targets	• District uses the Initial Skill profile and the Targeted Skill Profile (TSP), based on multiple data points to set individual expected growth targets for each student at the beginning of the year
10. Determining End of Year Student Growth	• District uses the body of evidence of student work as it aligns to student's expected growth targets on the TSP to determine whether students met their targeted growth at the end of the year

Value-Added Measures (VAM) Tab

Component	Full Readiness
1. Rationale	• District has a clear rationale for using VAM as a student growth measure in their local teacher designation system
2. Assessment Used to Calculate VAM	• District uses state approved or nationally normed, standards-aligned assessments to calculate VAM for all teacher groups using this measure
3. Multiple Years of Student Data	• VAM calculation based on multi-year data and aligned to the statewide VAM model is encouraged but not required
4. Calculation of Teacher's Student Growth Rating Based on VAM	• Clear procedures exist for how student growth data based on VAM is calculated for each individual student and for how this data is used to determine the teachers' end of year student growth results for teachers in all teachers in applicable eligible teaching assignments
5. Who Calculates VAM	• District uses third party statisticians to run VAM calculations, or the local statistical modeling used aligns to VAM models run by third party statisticians
6. **Process to Calculate VAM (only if VAM is calculated at the district level)**	• District has clear and specific policies and procedures for how they calculate VAM locally that are informed by the standards used for calculating statewide value-added measures

Spending Plan Tab (*Full Readiness* required for Part A for application acceptance)

Component	Full Readiness

Part A: Distribution of Allotment Funds	• District spends at least 90% of TIA funds on teacher compensation on the campuses where the designated teachers work • District spends no more than 10% of TIA funds at the district level to support rollout and implementation of TIA and/or to support teachers in earning a TIA designation • District has clear plans for how to spend any funds reserved at the district level to support the local designation system and is compliant with TEC §48.112 is required for *Full Readiness* • District has plans to expend all allotment funds by August 31 annually • The date by which the district stated they will expend all funds for the first year and subsequent years is on or before August 31
Part B: General Spending and Board Approval	• There is a clear rationale, aligned to district goals for the distribution of allotment funds • District has a clear, written plan for how and when TIA funds will be distributed to teachers • There is a clear plan including month and year for when the school board will approve a budget that includes expenditure of TIA funds
Part C: Movement of Teachers	• District understands that designated teachers who leave the district prior to Class Winter Roster Submission will not generate an allotment • District understands that the designated teacher's campus location at the time of Class Winter Roster Submission determines the allotment amount generated • District has a detailed plan for how to adjust the distribution of funds when a designated teacher leaves the eligible campus or district after Class Roster Winter Submission • For districts that plan to retain funds for designated teachers who leave the district: District has a detailed plan for how to spend the funds they plan to retain that were generated by a designated teacher who left the district after Class Roster Winter Submission
Part D: National Board and Designated Teacher New Hires	• The district has a compensation plan for Recognized teachers who earned their designation through the NBCT process if it is different than the compensation plan for Recognized teachers who earned their designation through the local designation system • The district has a compensation plan for Recognized teachers who earned their designation in another district if it is different than the compensation plan for Recognized teachers who earned their designation locally

Stakeholder Engagement Tab (System Application [Cohort G] ONLY)

Component	Full Readiness
Part A: TIA Planning Committee	• A clear and transparent process was used to form the TIA Planning Committee charged with creating the local teacher designation system in alignment with statewide performance standards and the group includes district and campus-based leaders, as well as teachers
Part B: Stakeholder Engagement	• The district gathered input and feedback from three or more different groups, including teachers • The district gives a clear example of how stakeholder feedback was implemented to improve the local teacher designation system • It is clear how teachers were involved in a) the development of the spending plan and b) informed about the final version of the spending plan
Part C: Staff Accessible Resources	• It is clear how the district will ensure that teachers understand the requirements to be eligible to earn a designation • Both teachers and school leaders have access to training materials
Part D: Support to Earn a Designation	• There is data to support that district leaders, school board members, and teachers can articulate a clear understanding of the local teacher designation system and support the district's plans to move forward with the application process • There is a clear plan for how the district will support teachers in eligible teaching assignments to earn designations
Part E: Regular Communication Updates	• The district will provide regular updates to stakeholder groups, including teachers • There is a clear plan to communicate to teachers a) when they are being put forth for designation, and b) when they are approved for a designation • The district plans to share the final version of the local teacher designation system once the System Review process is complete • There is a clear plan to facilitate teachers completing the Texas Tech Teacher Buy-in Survey, once the System Application is accepted

District Support Tab (System Application <mark>[Cohort G] ONLY</mark>)

Component	Full Readiness
Part A: Central Office Systems Support	- District system support for TIA includes most of the following supports: - Human resources support for recruitment, retention and equitable distribution of designated teachers - Finance, budget, and/or payroll 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 and a clear system of payment to teachers - Technology support tied to managing student growth and teacher observation data - Curriculum and instruction support tied to valid and reliable student growth measures and teacher observation practices - Assessment support tied to developing and implementing valid and reliable student growth measures - Professional development support for existing and aspiring designated teachers - Legal support tied to meeting all requirements in statute - At least one district level leadership position (specific role) is responsible for coordinating the collaboration of all the district departments supporting the execution of the local teacher designation system and spending plan
Part B: Program Evaluation and Use of Data to Improve Systems	- District has a plan for how to adjust and improve professional development and/or staffing plans based on a review of teacher observation data and student growth data - District tracks and collects data on teacher retention, recruitment, and compensation
Part C: Data Analysis and Submission	- District has specific personnel who are responsible for compiling student growth and teacher observation data, as well as running correlation data between the two - District has a data management system - The district has clear procedures to ensure that all teachers in eligible teaching assignments have both teacher observation data and student growth data during the Data Capture Year following system application acceptance - District has specific department and/or staff positions that will decide teacher designations - District tracks designated teacher placement and movement and there is a clear understanding of how designated teacher movement and placement affects the generation of allotment funds