

# Lantana ISD's TIA Implementation Calendar for 2023-2024

This calendar represents Lantana ISD's local designation system implementation plan and incorporates the use of SLOs, pre-test/post-tests, VAM, portfolios, and T-TESS.

This calendar includes key steps for each month and serves as an "at a glance" overview of required actions and best practices throughout the school year to prepare districts for a successful data submission and validation process in the fall of 2023.

To customize for your district context, add in any specific details that are a part of your system (such as the names of the assessments you are using or optional components that your district utilizes) and delete any steps tied to growth measures that you are not using.

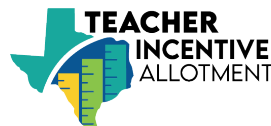
## August

Teacher Observation Component	Student Growth Component
Review your weighting tab and eligible teachers tab and identify all teachers in eligible teaching assignments. Determine policies and procedures for teachers who are in multiple assignments	Ensure all teachers in eligible teaching assignments are aware of the student growth measure that will be used for all teachers in their Teacher Category, based on the Weighting Tab of your accepted TIA System Application.
Conduct initial appraisal related training. <ul style="list-style-type: none"> <li>Initial appraiser certification</li> <li>Recertification of appraisers at least every three years</li> <li>Annual appraisal training for teachers.</li> </ul>	Conduct initial training for teachers and appraisers on all student growth measures being used
Identify dates to: <ul style="list-style-type: none"> <li>Facilitate calibration sessions within and among appraisers at least annually</li> <li>Review teacher observation trends at least quarterly</li> <li>Review teacher observation and student growth correlation at least annually</li> <li>Monitor the data management system to ensure it is up to date</li> </ul>	For teaching assignments using pre-test/post-tests <ul style="list-style-type: none"> <li>Share with teachers the dates for administration of the pre-test and the dates by when they will have results, including the expected growth targets for each student, based on the test</li> <li>Communicate to school leaders the process for sharing expected growth targets, and guidance on how to share with teachers and parents</li> <li>Review assessments to be used for validity and reliability</li> </ul>
Create year-long observation schedule to ensure each teacher receives: <ul style="list-style-type: none"> <li>One full observation per semester</li> <li>4 walkthroughs per semester</li> </ul>	For teaching assignments using SLOs <ul style="list-style-type: none"> <li>Share deadlines for completion of SLO Skill Statement, Initial Skill Profile and Targeted Skill Profile with teachers</li> </ul>

<ul style="list-style-type: none"> <li>At least 4 ratings on every rubric dimension</li> <li>Feedback from at least two appraisers</li> </ul>	<ul style="list-style-type: none"> <li>Determine which class/classes of students will be included in the SLO (can be all students or a representative subset of students)</li> <li>Share deadlines for approval of SLO Skill Statement, Initial Skill Profile and Targeted Skill Profile with appraisers</li> </ul>
<p>Identify a variety of calibration activities for the year:</p> <ul style="list-style-type: none"> <li>Co-Observations</li> <li>Single Dimension Walkthroughs</li> <li>Student Actions vs Teacher Actions Co-Observation</li> <li>Campus Walkthroughs</li> <li>Professional Learning for hard-to-rate classes and quality evidence collection</li> </ul>	<p>For teaching assignments using portfolios</p> <ul style="list-style-type: none"> <li>Share with teachers the dates for completion of the portfolio skill progression rubric</li> <li>Determine which class/classes of students will be included in the portfolio (can be all students or a representative subset of students)</li> <li>Review with teachers the process for teachers to use student work from the beginning of the year to assess where each student's entering skill level falls on the skill progression rubric</li> <li>Review with teachers the process to determine expected growth targets for students based on their beginning of year skill level on the skill progression rubric</li> <li>Conduct Portfolio Scorer calibration session</li> </ul>
<p>Conduct calibration #1.</p> <ul style="list-style-type: none"> <li>All appraisers and district leadership complete video calibration focused on quality evidence collection and scoring</li> </ul>	<p>For teaching assignments using VAM</p> <ul style="list-style-type: none"> <li>Determine which method will be used to calculate VAM</li> </ul>
<p>Communicate with all eligible teachers how their effectiveness will be measured including:</p> <ul style="list-style-type: none"> <li>That all teachers in eligible teaching assignments must have an appraisal during the data capture year</li> <li>How the district will determine the observation scores and student growth percentages that will be used to determine proposed designations</li> </ul>	<p>Communicate with teachers if your district will use additional optional components, (in addition to teacher observation and student growth,) to determine proposed designations.</p>

## September

Teacher Observation Component	Student Growth Component
<p>Initial Observations</p> <ul style="list-style-type: none"> <li>Complete one short observation per teacher to gather "point in time" data for district initiatives and record in DMAC.</li> </ul>	<p>For teaching assignments using pre-test/post-tests</p> <ul style="list-style-type: none"> <li>Administer pre-test in the first 9 weeks</li> </ul>
<p>Execute Observation Schedule</p> <ul style="list-style-type: none"> <li>Appraisers conduct teacher observations according to the year-long schedule and record in DMAC.</li> </ul>	<p>For teaching assignments using SLOs</p> <ul style="list-style-type: none"> <li>Approve SLO Forms (including the Skill Statement, Initial Skill Profile and Targeted Skill Profile)</li> <li>Communicate expected growth targets</li> </ul>
<p>Conduct calibration #2.</p>	<p>For teaching assignments using portfolios</p>



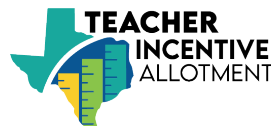
<ul style="list-style-type: none"> <li>All appraisers and district leadership complete inter-campus calibration at selected campus.</li> </ul>	<ul style="list-style-type: none"> <li>Approve Portfolio Skill Progression Rubrics</li> <li>Determine expected growth targets</li> <li>Communicate expected growth targets</li> </ul>
<p>Data collection milestone #1</p> <ul style="list-style-type: none"> <li>Principal supervisors ensure DMAC contains two observations per teacher</li> <li>Identify and support appraisers in completing scheduled observations</li> </ul>	<p>For teaching assignments using VAM</p> <ul style="list-style-type: none"> <li>Administer pre-test to be used for VAM, if not using the previous year's EOY test</li> </ul>

## October/November

Teacher Observation Component	Student Growth Component
<p>Execute Observation Schedule</p> <ul style="list-style-type: none"> <li>Appraisers conduct teacher observations according to the year-long schedule and record in DMAC.</li> </ul>	<p>For teaching assignments using pre-test/post-tests</p> <ul style="list-style-type: none"> <li>Communicate to parents and students (when age appropriate) the expected growth targets based on the pre-test</li> </ul>
<p>Beginning of Year Conference</p> <ul style="list-style-type: none"> <li>Appraisers conduct at least one conference with each teacher</li> </ul>	<p>For teaching assignments using SLOs</p> <ul style="list-style-type: none"> <li>Ensure teachers are collecting student work for the SLO body of evidence</li> <li>Spot check some teachers' SLO body of evidence for a few or their students to ensure the student work is being collected and is aligned to the SLO Skill Statement</li> </ul>
<p>Data Analysis #1- Campus and district leaders:</p> <ul style="list-style-type: none"> <li>Review observation data by campus, subject, grade and appraiser</li> <li>Identify skew in observation data</li> <li>Determine root cause and develop a plan to address skew</li> </ul>	<p>For teaching assignments using portfolios</p> <ul style="list-style-type: none"> <li>Ensure teachers are collecting student artifacts for portfolios</li> <li>Spot check some teachers' artifact collection for student portfolios to ensure the artifacts being collected align to the skill focus of the portfolio and to the skill progression rubric</li> </ul>
<p>Conduct calibration #3.</p> <ul style="list-style-type: none"> <li>Campus appraiser teams complete calibration of special education and fine arts classes</li> </ul>	
<p>Data collection milestone #2</p> <ul style="list-style-type: none"> <li>Principal supervisors ensure DMAC contains four observations per teacher</li> <li>Identify and support appraisers in completing scheduled observations</li> </ul>	

## December

Teacher Observation Component	Student Growth Component
<p>Execute Observation Schedule</p> <ul style="list-style-type: none"> <li>Appraisers conduct teacher observations according to the year-long schedule and record in DMAC.</li> </ul>	<p>For teaching assignments using pre-test/post-tests</p> <ul style="list-style-type: none"> <li>Administer end of semester tests within the last 6 weeks</li> </ul>
<p>Middle of Year Campus Walkthroughs</p>	<p>For teaching assignments using SLOs</p>



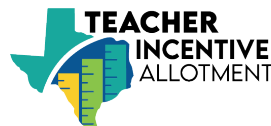
<ul style="list-style-type: none"> <li>Complete one short observation per teachers to gather “point in time” data for district initiatives and record in DMAC.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor any end of semester work products/project that need to be included in the SLO body of evidence</li> </ul>
<p>Data collection milestone #3. Principal supervisors ensure:</p> <ul style="list-style-type: none"> <li>DMAC contains five observations per teacher</li> <li>All appraisers have conducted <b>at least one full scored observation</b> per teacher</li> </ul>	<p>For teaching assignments using portfolios</p> <ul style="list-style-type: none"> <li>Monitor any end of semester work products/projects that need to be included in the student portfolios</li> </ul>

## January

Teacher Observation Component	Student Growth Component
<p>Execute Observation Schedule</p> <ul style="list-style-type: none"> <li>Appraisers conduct teacher observations according to the year-long schedule and record in DMAC.</li> </ul>	<p>For teaching assignments using pre-test/post-tests</p> <ul style="list-style-type: none"> <li>Administer mid-year assessments for 3<sup>rd</sup> party assessments that have a mid-year test.</li> <li>Administer pre-test for semester long courses within the first 6 weeks</li> </ul>
<p>Data Analysis #2 - Campus and district leaders:</p> <ul style="list-style-type: none"> <li>Review <b>observation data</b> by campus, subject, grade and appraiser</li> <li>Review teacher observation and student growth <b>correlation data</b></li> <li>Identify skew in data</li> <li>Determine root cause and develop a plan to address skew</li> </ul>	<p>For teaching assignments using SLOs</p> <ul style="list-style-type: none"> <li>Conduct mid-year conferences for SLOs</li> </ul>
<p>Conduct calibration #4.</p> <ul style="list-style-type: none"> <li>Campus appraiser teams conduct a single-dimension calibration</li> </ul>	<p>For teaching assignments using portfolios</p> <ul style="list-style-type: none"> <li>Teachers review student progress towards meeting expected growth targets by the end of the year</li> <li>Portfolio Rater(s)/Appraiser conducts a security review of Portfolios</li> </ul>
<p>Middle of Year Conference</p> <ul style="list-style-type: none"> <li>Appraisers meet with individual teachers and discuss observation scores, general strengths, areas for growth, student growth goals and other professional goals.</li> </ul>	<p>Middle of Year Conference</p> <ul style="list-style-type: none"> <li>Appraisers meet with individual teachers to discuss collection of student growth data, general strengths, areas for growth, and adjustments as needed.</li> </ul>

## February/March

Teacher Observation Component	Student Growth Component
<p>Execute Observation Schedule</p> <ul style="list-style-type: none"> <li>Appraisers conduct teacher observations according to the year-long schedule and record in DMAC.</li> </ul>	<p>For teaching assignments using pre-test/post-tests</p> <ul style="list-style-type: none"> <li>Progress monitoring in preparation for end of year post-test</li> </ul>
<p>Data collection milestone #4.</p> <ul style="list-style-type: none"> <li>Principal supervisors ensure DMAC contains seven observations per teacher</li> </ul>	<p>For teaching assignments using SLOs</p>



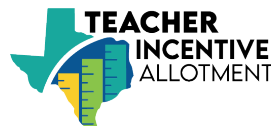
<ul style="list-style-type: none"> <li>Identify and support appraisers in completing scheduled observations</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all teachers have a body of evidence for their respective group of students included in the SLO and on track to have 5 by EOY</li> </ul>
<p>Data Analysis #3- Campus and district leaders:</p> <ul style="list-style-type: none"> <li>Review observation data by campus, subject, grade and appraiser</li> <li>Identify skew in observation data</li> </ul> <p>Determine root cause and develop a plan to address skew</p>	<p>For teaching assignments using portfolios</p> <ul style="list-style-type: none"> <li>Ensure all teachers have a body of evidence for their respective group of students included in the portfolio and on track to meet the required number set by the district by EOY</li> </ul>
<p>Conduct calibration #5.</p> <ul style="list-style-type: none"> <li>Campus appraisers conduct co-observation with their supervisor</li> </ul>	

## April

Teacher Observation Component	Student Growth Component
<p>Execute Observation Schedule</p> <ul style="list-style-type: none"> <li>Appraisers conduct teacher observations according to the year-long schedule and record in DMAC.</li> </ul>	<p>For teaching assignments using pre-test/post-tests and VAM</p> <ul style="list-style-type: none"> <li>Begin EOY testing, as applicable</li> </ul>
<p>Data collection milestone #5.</p> <ul style="list-style-type: none"> <li>Principal supervisors ensure DMAC contains nine observations per teacher</li> <li>Identify and support appraisers in completing scheduled observations</li> </ul>	<p>For teaching assignments using SLOs and portfolios</p> <ul style="list-style-type: none"> <li>Ensure there are the required pieces of evidence</li> </ul>

## May

Teacher Observation Component	Student Growth Component
<p>Execute Observation Schedule</p> <ul style="list-style-type: none"> <li>Appraisers conduct final teacher observations according to the year-long schedule and record in DMAC.</li> </ul>	<p>For teaching assignments using pre-test/post-tests</p> <ul style="list-style-type: none"> <li>Complete all end of year testing within the last 12 weeks</li> <li>For tests with scores available by end of this month, determine the percent of a teacher's students who met or exceeded their expected growth target based on the post-test</li> </ul>
<p>Data collection milestone #6. Principal supervisors ensure:</p> <ul style="list-style-type: none"> <li>DMAC contains ten observations per teacher</li> <li>All appraisers have conducted <b>at least two full observations</b> per teacher</li> </ul>	<p>For teaching assignments using SLOs</p> <ul style="list-style-type: none"> <li>Finalize body of evidence for all students included in the SLO</li> <li>Determine the percent of a teacher's students who met or exceeded their expected growth based on the Targeted Skill Profile</li> </ul>
<p>End of Year Conference</p> <ul style="list-style-type: none"> <li>Appraisers meet with individual teachers and discuss observation scores, general strengths, areas for growth, student growth goals and other professional goals.</li> </ul>	<p>For teaching assignments using portfolios</p> <ul style="list-style-type: none"> <li>Finalize all student artifacts included in the portfolio</li> <li>Train portfolio scoring team and norm on ratings</li> <li>Evaluate all student portfolios using the Skill Progression Rubric to determine the EOY skill level for each student</li> </ul>



	<ul style="list-style-type: none"> <li>Determine the percent of a teacher's students who met or exceeded their expected growth based on the Targeted Skill Profile</li> </ul>
Schedule Appraisal Related Training for Fall <ul style="list-style-type: none"> <li>Initial Appraisal Training</li> <li>Recertification Training</li> <li>Annual Appraisal Training for Teachers</li> </ul>	For teaching assignments using VAM <ul style="list-style-type: none"> <li>Complete all end of year testing within the last 12 weeks</li> <li>Collect all data needed to calculate VAM and send to the team who will be doing the calculations</li> </ul>

## Summer/Early Fall

Teacher Observation and Student Growth Data Review and Analysis	
Data Analysis #4 - Campus and district leaders: <ul style="list-style-type: none"> <li>Review yearlong <b>observation data</b> by campus, subject, grade and appraiser</li> <li>Review end of year teacher observation and student growth <b>correlation data</b></li> <li>Identify skew in data</li> <li>Determine root cause of any skew in teacher observation data and/or any lack of correlation in the comparison of teacher observation data to student growth data</li> </ul> Develop a plan to address any areas of skew/ lack of correlation in the upcoming school year	
Finalize teacher effectiveness data for all teachers in eligible teaching assignments: <ul style="list-style-type: none"> <li>Final observation score used for data submission (only include observable dimensions)</li> <li>Final percent of students who met or exceeded their expected growth</li> </ul>	
Utilize finalized teacher effectiveness data to determine which teachers to put forth for designations and complete the eligible teacher designation information	

