

# TIA Application Exemplar Answers: Teacher Observation 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 THE TEACHER OBSERVATION TAB

---

### Part B: Appraiser Certification

Question	Sample Exemplar Answer
2. What initial certification process is required for teacher appraisers?	All appraisers must complete initial certification to be an official appraiser. The certification process includes a 3-day in-depth exploration of each of the required domains.

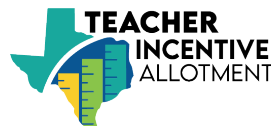
## Part C: Reliability of Teacher Observations Within and Among Campuses

### For districts with 3 or appraisers

Question	Sample Exemplar Answer
1. How will the district ensure that appraisers remain calibrated on both scoring and evidence, across appraisers, content areas, grade levels, and campuses throughout the year?	<ul style="list-style-type: none"><li>a) Appraisers and district leadership meet at least twice annually to calibrate, once prior to the beginning of the school year, and once at the midpoint. During this process, teams of appraisers view video footage of a lesson, collect evidence for ratings, and score all observable domains. Discussions are focused on aligning evidence and scores to the rubric, so that all appraisers and district leaders can calibrate on scoring and evidence.</li><li>b) All certified appraisers, along with the Assistant Superintendent, undergo a rigorous calibration process, including all the following at least annually:<ul style="list-style-type: none"><li>a. Participating an in-depth review of the T-TESS rubric with particular emphasis on “look-fors” for each dimension.</li><li>b. Conducting calibration walkthroughs on at least 2 different campuses.</li><li>c. Requiring certified appraisers to complete teachfortexas.org training modules for Domains 2 and 3.</li><li>d. Annually participate in one video calibration activity in which appraisers, our ESC partner, teacher leaders and the Assistant Superintendent score and document evidence individually and then review and discuss scores as a team.</li></ul></li></ul>

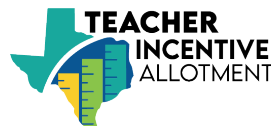
### For districts with 1-2 appraisers

Question	Sample Exemplar Answer
1. How will the district utilize other trained observers to increase accuracy of ratings?	We will partner with our local ESC to do joint walkthroughs. Evidence will be collected for the observed lessons; participants will independently score the observation and then compare notes to see if they are calibrated on scores and on the evidence collected. Note: this “scoring and evidence” process with our local ESC is used solely for calibration purposes and does not count as part of the teacher’s official scores.



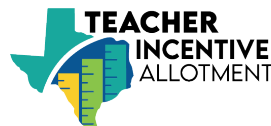
## Part D: Teacher Observation Trends

Question	Sample Exemplar Answer
2. How is skew in teacher observation trends identified at the <b>campus</b> level?	Campus administrators review reports from their campus data management system (examples include Eduphoria, DMAC TEEMS, T-TESS Evaluation Management System, etc.) to analyze content, subject, and appraiser data by dimension. The team analyzes teacher observation data and reflects on the observation protocol to identify and discuss possible skew in teacher observation trends during quarterly learning walks and data meetings.
3. How is skew in teacher observation trends identified at the <b>district</b> level? (if there is more than one campus in the district)	The Director of HR and Student Services, along with campus leaders will review district-wide trend reports from our T-TESS data management system every 9 weeks during administrative meetings.
5. When review of trends at the campus and/ or district levels identifies that appraisers are not calibrated locally, describe how the district will address both of the following issues: a) when appraisers ratings are not calibrated and b) when evidence gathered for those ratings is not calibrated.	<p>When review of teacher observation data reveals that appraisers are not calibrated, the district implements the following process to ensure that appraisers are calibrated both on ratings and evidence.</p> <p><b>Not calibrated on ratings</b> Appraisers review a NIET video, score independently and then review the official scores posted by NIET. They reflect and analyze any areas where their scores did not align with the NIET scores and discuss as a team the reasons why they scored higher or lower than the officially posted scores. They repeat this process as a team with the aim of aligning their scores the second time around with the official scores.</p> <p><b>Not calibrated on evidence (or not enough evidence)</b> Appraisers review the evidence included with the NIET videos to note the level of detail and alignment to the rubric of the presented evidence for the video lesson reviewed. Appraisers then view a second video with the aim of aligning the quality of evidence to the level of quality of the officially posted evidence.</p>



## Part E: Correlation of Student Growth Data to Teacher Observation Data

Question	Sample Exemplar Answer
<p>1. Describe the district's procedures/ protocols to review for correlation between teacher observation and student growth data at the campus and district levels (if more than one campus in the district).</p>	<p>After each set of formal observations, the principal uses Eduphoria Strive to analyze the congruence between teacher observation data and available student growth data. For example, they will look at individual student growth measures for NWEA MAP at BOY and compare them to the teacher observation data. They will follow the same procedure in the spring, using the MOY and EOY for student growth measures and analyzing the congruence between teacher observation data. At the district level, district instructional and data team leaders review the correlation data for all 8 campuses in our district at least twice a year to look for trends across campuses and/or district wide trends. Note: if a single campus district, there is no need to answer the "district level" question separately from the campus level question.</p>
<p>3. How does the district a) identify and b) address lack of correlation when comparing teacher observation data to student growth data?</p>	<p><b>Identify lack of correlation</b> in teacher observation and student growth data:</p> <ul style="list-style-type: none"> <li>• In January, after the first set of formal observation and student middle-of-year assessment data is available, an analysis to look for the correlation between teacher observation data and student growth data will be conducted. (This process will be repeated at the end of the year when student post test data is available.)</li> <li>• The data will be compiled into campus scatter plot graphs and a district scatter plot graph, showing the correlation between teacher observation data and student growth data.</li> </ul> <p><b>Address lack of correlation</b> in teacher observation and student growth data:</p> <ul style="list-style-type: none"> <li>• Once the team has identified trends they will determine if the lack of correlation is due to appraiser practice, teacher practice, issues with student growth measure (such as lack of alignment to what is being taught, administration or security issues, etc.) or some other cause.</li> <li>• If the lack of correlation lies with the student growth data, the district will review alignment of the student growth measure to the curriculum being taught, the rigor and relevance of any district-created assessments, and the protocols for security and administration of the student growth measures being used.</li> <li>• If the lack of correlation lies with teacher instructional practice, teachers will be provided with additional coaching and mentoring.</li> <li>• If the lack of correlation lies with appraisers not being calibrated, appraisers will be given additional coaching and support with calibration as well as be partnered with a highly calibrated appraiser.</li> </ul>



## Part F: Observation/ Feedback Schedule

Question	Sample Exemplar Answer
4. If the district is using multiple scored observations, how will the district determine the observation scores that will be used for data submission and for determining designations?	The score for the Teacher Observation Component will be calculated at the end of the year by taking the average of all scored dimensions in Domains 2 and 3 taken over the course of the year including scores on all the scored walkthrough observations as well as scores on the formal observation.

