

Integrating CTE Teachers into a Local Designation System

Across Texas, many districts have created Teacher Incentive Allotment (TIA) Local Designation Systems that include [Career and Technical Education](#) (CTE) teachers. The [Teacher Incentive Allotment Guidebook](#) describes how districts may include all teachers in the local designation system or limit designation eligibility to specific teaching assignments and/or campuses.

The following guidance is designed to complement existing TIA guidance to support districts in developing, expanding, and implementing a local designation system for CTE teachers. Districts should direct specific questions related to Career and Technical Education to CTE@tea.texas.gov.

Considerations for Including CTE Teachers in Local Designation Systems

Best practices for new and existing TIA systems seeking to expand eligibility for CTE teaching assignments include:

- Conduct focus groups and/or listening sessions in the design—and implementation of—the local designation system to ensure all stakeholders understand the scope and purpose of student growth measures and teacher appraisal.
- Include CTE teachers as well as principals, assistant principals and department heads in stakeholder engagement sessions as part of the local TIA Steering Committee.
- Carefully consider how your district will calculate growth for this teacher category.
- Decide which teachers the district will include in its local designation system based on district priorities. (*Figure 1*)
- Consider different student growth measures to effectively measure growth for individual courses.
- Align College Career and Military Prep (CCMP) requirements to TIA and teacher compensation best practices.
- Progress monitor implementation of the local designation system throughout the year and include training on appraisal and measuring student growth specific to the CTE setting.

TIA Student Growth Measures for CTE

Districts have wide latitude in adopting [student growth measures](#) for the Teacher Incentive Allotment (TIA). Additionally, districts should determine what they are currently using to assess students in CTE. Conducting an inventory of current assessment methods—such as self-created assessments, projects, and [industry based certification exams](#)—can be a good starting point, as all of these can be used as student growth data for TIA. We encourage districts to first understand what they are currently using to assess students and then determine how to measure growth with those tools. All of this should be done in collaboration with CTE stakeholders.

Student Growth Measures Options for CTE

Assessments: CTE teachers can use [industry-based certifications](#), [3rd party vendor assessment](#) vendors, and district-created exams to measure student growth from BOY to EOY.

Portfolios: CTE teachers can utilize Portfolios to measure student growth from BOY to EOY using artifacts scored against a skills progression rubric.

SLOs: CTE teachers can use SLOs to set specific, measurable objectives tailored to competencies students should achieve for the course. For example, mastery of a skill set, determined by a rubric, required for certification or employment.

CTE Course/Teacher	Description
3rd and 4th Year Students	Use Student Growth Measures (SGMs) such as Industry-Based Certifications (IBCs) and 3rd party assessments to gather student growth data. Portfolios and SLOs can be an excellent choice as well.
1st and 2nd Year Students	Use SGMs such as 3rd party vendor exams, district-created pre-test/post-test, Student Learning Objectives (SLOs), and Portfolios to gather student growth data.

Note: The decision on which courses to gather data from is ultimately a local one. Districts should consider their specific goals, resources, and priorities when making these decisions.

Choosing Student Growth Measures and Setting Expected Growth

TIA has created a list of [Third Party Assessment Options](#) and [Other Assessment Resources](#) that could be utilized in some CTE environments to measure student growth. Additionally, [TIA Portfolio Planning Worksheet Exemplars](#) are available for select courses. The following chart provides a list of select Programs of Study and associated courses with possible student growth measures to consider in addition to the following reminders:

- This is not an exhaustive list of student growth measures, but it does outline the types of student growth measures that districts may consider for each setting.
- Districts must choose at least one of the four student growth measure options for TIA system approval.

The charts below provides an example of measuring student growth in the Manufacturing-Welding Career Cluster and These principles for measuring student growth can be applied to all statewide and regional programs of study.

Career Cluster/ Program of Study/Course	Possible Student Growth Measure	Best Practices or Considerations
Manufacturing/Welding/Introduction to Welding	<ul style="list-style-type: none"> • District Created Pre-and Post-test • Student Learning Objectives (SLOs) • Portfolio 	<ul style="list-style-type: none"> • Ensure growth targets are attainable by examining historical student data. • Growth targets may need to be adjusted based on evidence collected throughout the year.
Manufacturing/Welding/Welding I	<ul style="list-style-type: none"> • District Created Pre-and Post-test • Student Learning Objectives (SLOs) • Portfolio 	<ul style="list-style-type: none"> • Assess students using artifacts scored against a rubric using Portfolio or SLO • Develop a BOY Pre-test based on the IBC exam standards and administer the IBC exam as the Post-test.
Manufacturing/Welding/Welding II	<ul style="list-style-type: none"> • Industry Based Certification (IBC) Assessment • District Created Pre-and Post-test • Student Learning Objectives (SLOs) • Portfolio 	<ul style="list-style-type: none"> • Develop a BOY Pre-test based on the IBC exam standards and administer the IBC exam as the Post-test. • Assess students using artifacts scored against a rubric using Portfolio or SLO
Manufacturing/Welding/Practicum in Manufacturing	<ul style="list-style-type: none"> • Industry Based Certification (IBC) Assessment • District Created Pre-and Post-test • Student Learning Objectives (SLOs) • Portfolio 	<ul style="list-style-type: none"> • Develop a BOY Pre-test based on the IBC exam standards and administer the IBC exam as the Post-test. • Assess students using artifacts scored against a rubric using Portfolio or SLO

Career Cluster/ Program of Study/Course	Possible Student Growth Measure	Best Practices or Considerations
Human Services/ Cosmetology/ Introduction to Cosmetology	<ul style="list-style-type: none"> District Created Pre-and Post-test Student Learning Objectives (SLOs) Portfolio 	<ul style="list-style-type: none"> Ensure growth targets are attainable by examining historical student data. Growth targets may need to be adjusted based on evidence collected throughout the year.
Human Services/ Cosmetology/ Cosmetology I	<ul style="list-style-type: none"> District Created Pre-and Post-test Student Learning Objectives (SLOs) Portfolio 	<ul style="list-style-type: none"> Assess students using artifacts scored against a rubric using Portfolio or SLO Develop a BOY Pre-test based on the IBC exam standards and administer the IBC exam as the Post-test.
Human Services/ Cosmetology/ Cosmetology I	<ul style="list-style-type: none"> Industry Based Certification (IBC) Assessment District Created Pre-and Post-test Student Learning Objectives (SLOs) Portfolio 	<ul style="list-style-type: none"> Develop a BOY Pre-test based on the IBC exam standards and administer the IBC exam as the Post-test. Assess students using artifacts scored against a rubric using Portfolio or SLO
Human Services/ Cosmetology/ Cosmetology II	<ul style="list-style-type: none"> Industry Based Certification (IBC) Assessment District Created Pre-and Post-test Student Learning Objectives (SLOs) Portfolio 	<ul style="list-style-type: none"> Develop a BOY Pre-test based on the IBC exam standards and administer the IBC exam as the Post-test. Assess students using artifacts scored against a rubric using Portfolio or SLO
Human Services/ Cosmetology/ Practicum in Cosmetology	<ul style="list-style-type: none"> District Created Pre-and Post-test Student Learning Objectives (SLOs) Portfolio 	<ul style="list-style-type: none"> Ensure growth targets are attainable by examining historical student data. Growth targets may need to be adjusted based on evidence collected throughout the year.

Setting Expected Growth Targets

TIA guidance includes technical assistance for [Setting Expected Growth Targets](#). Additionally, TIA has guidance on [Individualized Growth Targets](#) which can be useful in small settings such as level 3 and 4 courses in each program of study.

CTE Programs of Study for TIA:

Resources and Program of Study:

Texas schools implement various Career and Technical Education (CTE) programs to prepare students for high-wage, in-demand, and high-skill occupations. Districts have some flexibility in implementing these CTE programs. The following section illustrates Texas CTE programs. Based on the program(s) used, districts should consider varying approaches to measuring student growth and strongly consider integrating CTE teachers into their local designation systems.

[CTE Programs of Study](#) areas include:





Agriculture, Food,
and Natural
Resources



Architecture and
Construction



Arts, Audio Visual
Technology and
Communications



Business,
Marketing, and
Finance



Education and
Training



Energy



Health Science



Hospitality and
Tourism



Human Services



Information
Technology



Law and Public
Service



Manufacturing



Engineering



Transportation,
Distribution, and
Logistics

Frequently Asked Questions

1. How does CCMR relate to TIA?

TIA focuses on student growth rather than just achievement, and CCMR metrics can integrate into this framework by measuring growth in classes that prepare students for college, career, and military readiness. For, TIA, the growth of both the highest and lowest achieving students is assessed. This means that teachers are incentivized based on how much they help students progress from their starting points, regardless of their initial achievement level. By emphasizing growth in [CCMR indicators](#), TIA recognizes teachers who significantly contribute to preparing all students for entry into college, a career, and the military. What guidance is available regarding teacher observations for teachers in specialized settings?

All school districts have two choices in selecting a method to appraise teachers: (1) a teacher appraisal system recommended by the commissioner of education or (2) a local teacher appraisal system. The Texas Teacher Evaluation and Support System (T-TESS) is the commissioner's recommended teacher appraisal system. The T-TESS website offers additional [resources](#) to support teachers and appraisers in specialized settings. A few resources districts may find helpful include a module addressing [T-TESS in Specialized Settings](#) and the [T-TESS Instructional Leadership Tool](#) developed as a collaborative project of the TEA and the Inclusion in Texas Network.

2. How can appraisers assess student growth in CTE courses using SLOs and portfolios if they are not content experts?

Appraisers can assess student growth in CTE (Career and Technical Education) courses using SLOs (Student Learning Objectives) and portfolios, even if they are not content experts, by focusing on several key strategies. Establishing clear, objective criteria for evaluating student work, such as rubrics that outline specific skills and competencies, is essential. These success criteria rubrics provide clear guidance and ensure consistent evaluation, supporting administrators in assessing progress effectively while aligning with the goals of the program. Collaboration with teachers and content experts helps appraisers understand course expectations and standards, enabling informed judgments about student progress. Professional development opportunities can enhance appraisers' understanding of the content and assessment tools, boosting their confidence in evaluations. Providing consistent and constructive feedback based on established criteria ensures fair assessments focused on student growth. Utilizing student portfolios to track progress over time offers a comprehensive view of a student's development and achievements, making it easier to assess growth. By employing these strategies, appraisers can effectively evaluate student growth in CTE courses, even without being content experts.

3. How should we handle teachers in split assignments?

This would be a local decision. Teachers with multiple courses can have their student growth measured using just one course or all courses. One practice is to identify the course that is most representative of the teacher and gather student growth data from that course.

4. Does the statute have a minimum required number of students on a class roster for a teacher to be considered eligible to participate in TIA?

No. Statute does not set a minimum requirement for class rosters to participate in TIA. However, districts may set this as part of their approved local designation system.



5. Where can districts get comprehensive support for Texas SLOs or Portfolios?

Districts are encouraged to reach out to the Texas SLO Portfolio Hub, at TIA@ESC1.net for comprehensive support with planning, development, and implementation for CTE courses.