



Overview of TIA

Building a Local Teacher Designation System

Objectives



- Understand the goals and impact of TIA
- Build knowledge around TIA processes and timelines
- Understand how to develop a strong TIA local designation system
- Learn about available resources to support system planning
- Identify next steps for system development

Agenda



Welcome

Introduction to TIA

Best Practices for System Development

Promoting Strong Local Teacher Designation System Development

Resources

Next Steps

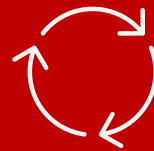
To support School Systems in building, expanding, and sustaining strategic compensation systems that are able to differentiate teacher effectiveness in all content and grade areas. These systems will **incentivize teachers to stay, support more robust recruitment, and make the profession more desirable.**



Prioritize Teacher
Development and
Student Outcomes



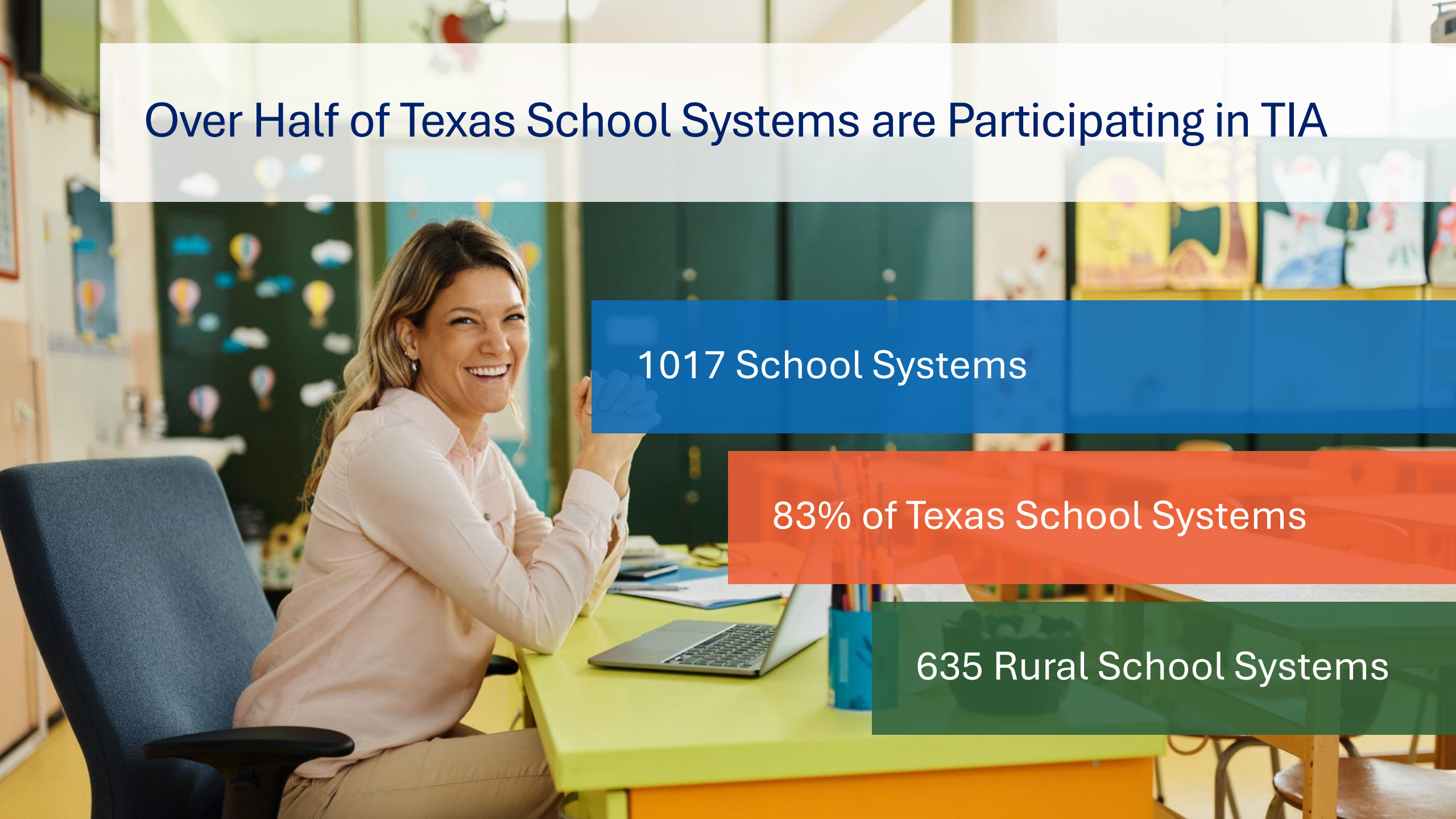
Connect to Campus
and School Systems
Best Practices



Incentivize Effective
Teachers
to Stay



Make the Educator
Profession More
Desirable

A woman with long brown hair, wearing a light pink button-down shirt and tan pants, is sitting in a blue office chair at a bright yellow desk. She is smiling and looking towards the camera. On the desk is a laptop and some papers. The background is a classroom with a chalkboard decorated with colorful hot air balloon cutouts and shelves with children's artwork.

Over Half of Texas School Systems are Participating in TIA

1017 School Systems

83% of Texas School Systems

635 Rural School Systems

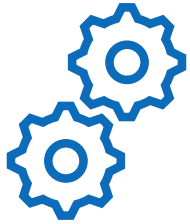
TIA Impact in 2025-26

Over \$ 750 Million in Allotments

65,000 Designated Teachers

800 School System Received Funds

TIA Journey & Approval Process



Pre-Application 2025-2026

- System Development
- Stakeholder Engagement



Year 1 2026-2027

- System Application (posts in January)
- Application due date: April 15, 2027



Year 2 2027-2028

- TIA Teacher Buy-In Survey (via TTU, in August)
- Capture Data based on accepted system for all teachers in eligible teaching assignments



Year 3 2028-2029

- Data Submission
- Full System Approval
- Designate & Compensate
- Expansion & Modifications
- TIA Annual Evaluation Survey
- Annual Program Submission



Post-Approval 2029-2030

- New or Higher Designations
- Expansion and Modifications
- Annual Program Submission
- TIA Annual Evaluation Survey
- Renewal in Year 4

TIA System Components



Teacher Observation

Observation based on T-TESS or aligned rubric. School System application must show evidence of calibration (reliability and validity) and data analysis.



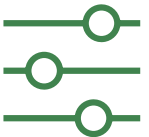
Student Growth

Student growth measures determined by school system. School System application must show evidence of validity & reliability of development, administration, and scoring.



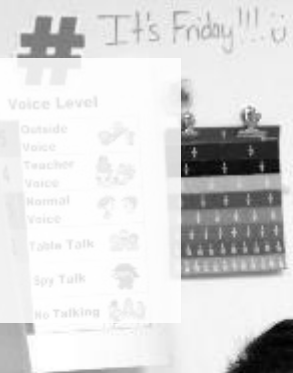
Spending Plan

School System must spend at least 90% on teacher compensation for student-facing instructional roles and may reserve up to 10% for supporting the TIA system or supporting teachers in earning a designation.



Optional Components

School System may consider additional factors in making designations (e.g., mentoring other teachers, teacher leadership, family surveys, student surveys, etc.).



Best Practices for Building a Teacher Local Designation System

Best Practices for Building a System

Plan to attend
TIA Technical
Assistance
Sessions



Use Readiness
Guide



Engage
Stakeholders



Use
TIA Application
Workbook



Readiness Guide

Teacher Incentive Allotment Readiness Guide: Building a Local Designation System



The Teacher Incentive Allotment (TIA) is a statewide program that aims to recruit, reward, and retain effective teachers through the building and implementing of local designation systems designed to connect teacher compensation with multiple measures of effectiveness. Because this approach is a departure from compensating teachers solely on years of creditable service and instead rewarding teachers, in part, based on effectiveness, a successful system design requires change management as a core principle of the School System's planning process.

Pre-work: Learn About the TIA Program Requirements & Opportunities

The School System's initial step is to learn about the current Teacher Incentive Allotment and clarify what it is, and what it is not. For example, it is *not* a grant bound by time or funding caps. Instead, it is a statutory allotment created in 2019 with the passing of House Bill 3. This is a key distinction and talking point to share with stakeholders as you begin to align on messaging. In addition, specific allotment amounts are publicly available for every campus within every School System in the state of Texas on the [TIA Funding Map](#). It is strongly recommended that School Systems review the [TIA Guidebook](#) and other resources on the [TIA Website](#), and attend the TIA's informational sessions *prior to* building a local designation system.

Use this Readiness Guide to Assess the School System's Readiness Across Multiple Success Factors

A School System is ready to assess local readiness to apply to TIA once stakeholders have built a shared understanding of the program and its requirements. This readiness resource provides detailed guidance on each of the required parts of a local designation system organized by Success Factors. The tool is designed to support School Systems in self-assessing readiness using local data available in key program requirements, and to support the School System in determining next steps.

Build a Local Designation System and Submit an Application to TIA

When the School System has determined readiness to apply to TIA, the next step is to define specifically what the local designation system will entail, including creating detailed plans around the following key questions: (1) *Who can earn a [designation](#)?*; (2) *How will we [designate](#)?*; and (3) *How will we compensate?*

Best practice includes drafting application components, gathering feedback, leveraging TIA resources, and then finalizing aspects of the system before submitting the application. There are multiple resources to assist School Systems with completing the application including: Exemplar Answers, recorded webinars, office hours sessions, and a Scoring Rubric. School Systems that meet *Full Readiness* in all success factors are set up to have a successful System Application.

[Readiness Guide Document](#)

[Readiness Guide Excel Tracker](#)

Why does Stakeholder Engagement Matter?

School Systems with strong, strategic stakeholder engagement:

- Develop stronger, more sustainable local designation systems
- Build teacher buy-in which supports retention and recruitment goals

Build a representative planning committee

- Include multiple teachers, campus leaders, and school system leaders
- Represent different grades, content areas, campuses, and perspectives
- Use a transparent selection approach appropriate to the school systems size and context

Engage stakeholders throughout system development

- Build understanding of TIA and proposed system components
- Gather input from teachers and other stakeholder groups
- Communicate how stakeholder input influenced the final system



The Big Three Critical Decisions to Build a Local Designation System

The Big Three Critical Decisions

Who can earn a designation?

Eligible campuses and teaching assignments



How will we designate?

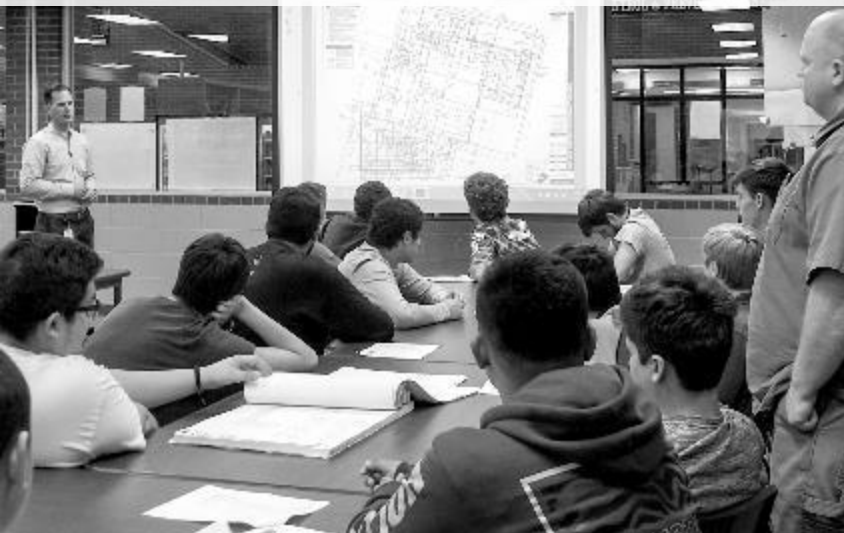
Observations, student growth measures, and possibly optional components



How and when will we compensate?

Distribution of funds, timing of compensation





Decision 1: Who Can Earn a Designation?

Eligible Campuses



- **Campus Readiness**
 - Ability to implement TIA requirements consistently, including staffing, training, and local processes.
- **Availability of Required Growth Measures**
 - Access to approved teacher appraisal and student growth measures.
- **Implementation Capacity**
 - Resources and support structures needed to sustain implementation and data collection.
- **Consistency Across Campuses**
 - Clear criteria for determining which campuses are included in the local designation system.
- **Future Expansion Strategy**
 - A plan for adding campuses as readiness, capacity, and implementation.



Eligible Teaching Assignments



For TIA, School Systems may choose which specific teaching assignments are eligible in the system.

- Each eligible teaching assignment must be appraised using an approved teacher appraisal rubric and have a valid and reliable student growth measure.
- Start with assignments that already have known valid and reliable student growth measures.
- Consider eligible teaching assignments in tandem with the possible performance data. This requires careful analysis of student growth measure options available for each teaching assignment and historical appraisal data to determine if the existing performance data is valid and reliable.

Eligible Teaching Assignments for “Maple ISD, a K-8 School System



Eligible Teaching Assignment	Has a valid and reliable SGM (To be included in Year One)	Valid and reliable SGM is under development (To be included in Year Two)	Does not yet have a valid/reliable SGM; need a plan to develop (To be included beyond Year Two)
K-3 rd Reading	Kinder is using Circle-K 1 st and 2 nd are using mClass-Dibels	3 rd grade STAAR is valid but a beginning of the year pre-test is not currently used. School System can consider using released STAAR as Pre-test.	
4 th -8 th Reading and Math, Gen. Ed.	Using STAAR (STAAR Progress Measure/Transition Tables)		
4 th -8 th Reading and Math Intervention/Special Education	Using STAAR Alt for Lifeskills Using STAAR for Intervention and Push-in supports (STAAR Progress Measure/Transition Tables)		
6 th -8 th Social Studies, 6 th -8 th World Languages, 6 th -8 th Science, and K-8 th PE		Training on Texas SLOs this year, will pilot next year, and add to system the following year	
K-8 th Music, Art and Technology			In the beginning stages of exploring portfolios. Need more time to decide, train, and pilot. Possible implementation in Year Three

Eligible Teaching Assignments

Best Practices and Common Mistakes

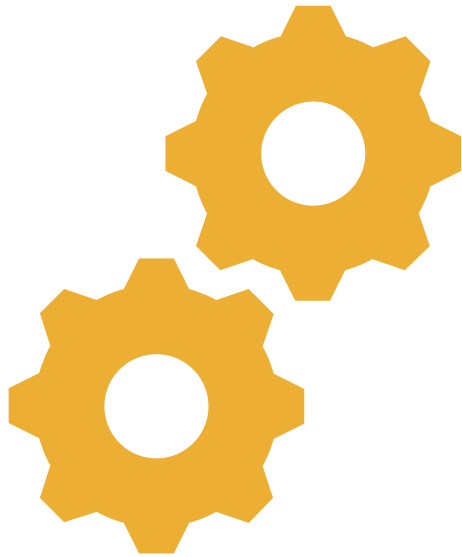


Best Practices

- Establish clear criteria for selecting the teaching assignments included initially
- Begin with a manageable group of teaching assignments aligned with system requirements
- Identify and provide rationale for including or not including certain teaching assignments
- Develop a plan to expand and include other teaching assignments

Common Mistakes

- Including teaching assignments without considering the available growth measures for each assignment
- Not involving stakeholders in selecting which teaching assignment should initially be included
- Treating initial eligibility decisions as permanent rather than creating a plan to expand access for all eligible teachers by the end of Year 3.



- Identify the people and departments responsible for each part of system development and implementation.
- Determine the knowledge, training, and ongoing support needed by teachers, appraisers, campus leaders, and School Systems staff.
- Confirm who owns teacher observation, student growth, data review, communication, and payment processes.
- Confirm that technology and data systems can support accurate, secure, and consistent implementation.

Implementation Capacity: Best Practices and Common Mistakes

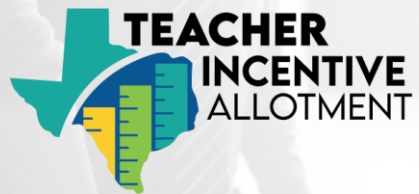


Bests Practices

- Establish clear roles, responsibilities, and decision- making processes
- Engage leaders and cross-functional teams throughout implementation
- Align staffing, timelines, technology, and resources with the system's design
- Provide on going communication for all stakeholders
- Monitor implementation and adjust processes as needs come up

Common Mistakes

- Treating TIA implementation as the responsibility of one person or department
- Underestimating the time, staffing, technology, or resources required
- Moving forward without clear ownership of responsibilities
- Providing limited communication to stakeholders
- Expanding the system before foundational processes are established



Decision 2: How will Teachers be Designated?

Teacher Performance Data



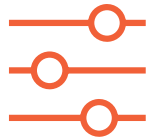
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Student Growth

Student growth measures determined by School System. School System application must show evidence of validity & reliability of development, administration, and scoring.



Optional Components

School System may consider additional valid and reliable measures of effectiveness (e.g., mentoring other teachers, teacher leadership, family/student surveys, etc.).

Statewide Performance Standards



The Teacher Incentive Allotment performance standards were established by looking at student growth performance data and teacher observation data on T-TESS.

- Acknowledged represents the top 50%
- Recognized represents the top 33%
- Exemplary represents the top 20%
- Master represents the top 5%

School System may find that they have more or less than the numbers represented above. Any teacher that meets a local designation system's eligibility requirements may be submitted for designation.

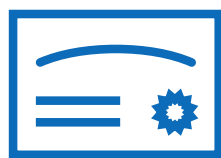


Teacher Observation Requirements



Teacher Observation Rubric

Implementation of an approved teacher observation rubric



Appraiser Certification

Appraisers certify every 3 years



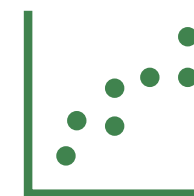
Reliability of Teacher Appraisers

Appraisers calibrate at least once a year



Review of Teacher Observation Trends

Review trends quarterly by subject, grade, and appraiser



Correlation of Teacher Observation and Student Growth Data

Review trends annually to measure alignment between teacher observation and student growth



Observation and Feedback Schedule

At least 45 minutes of observation data per teacher

! TIA Requirements for Teacher Observation

One or more observations of a teacher instructing students for a minimum of 45 minutes or multiple observations that aggregate to at least 45 minutes.

Teacher Observation

Best Practices and Common Mistakes



Best Practices

- Select a rubric that clearly defines effective teaching and fits the school system's instructional priorities
- Design an observation process that can be implemented fairly and consistently across campuses and teaching assignments
- Build shared understanding among teachers and appraisers before the system is implemented
- Use observation and feedback to support teacher growth by conducting multiple observations per teacher. Multiple observations allow for a holistic view on teacher performance
- Plan how the school system will learn from observation results and improve the system overtime

Common Mistakes

- Designing a process that is too complex or time-intensive to implement consistently
- Building the observation system without meaningful teacher, appraiser, and campus-leader input
- Focusing on ratings while overlooking feedback, coaching, and professional growth

Student Growth Measures for TIA



Pre-test/Post-test

- Vendor or locally created
- Vendor or locally set expected growth targets



Value Added Measure (VAM)

- Compares predicted to actual scores based on multiple years of past testing history
- Based on statistical modeling and often conducted by independent researchers



Student Learning Objectives (SLO)

- Aligned with TexasSLO.org
- Built around a foundational skill and assessed with a body of evidence



Portfolio

- Ideal for Performance-Based Courses
- Must include a skill proficiency rubric with at least 4 proficiency levels and varied artifacts

Student Growth

Best Practices and Common Mistakes



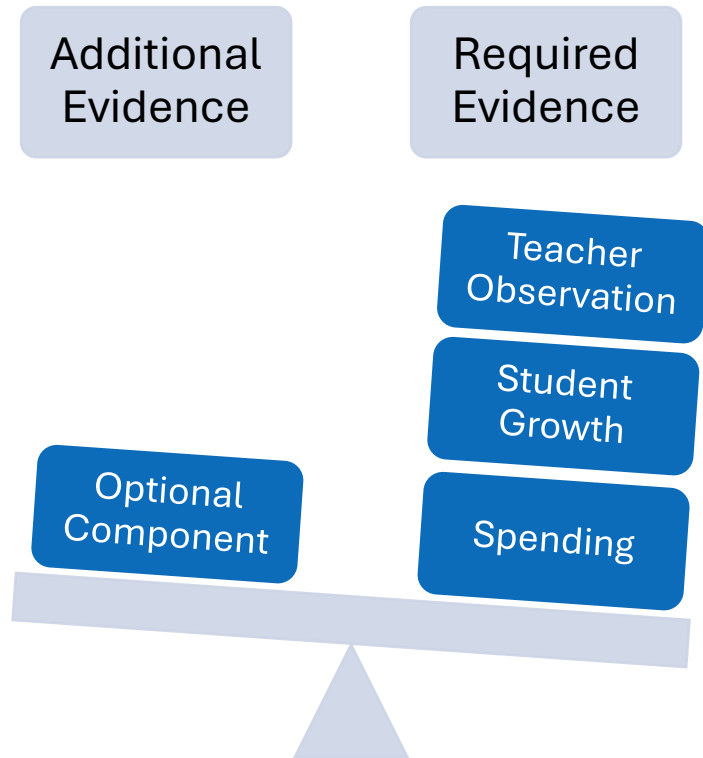
Best Practices

- Select a valid and reliable student growth measure (SGM)
- Ensure each SGM is aligned with and accurately assesses the course content
- Ensure the SGM allows for growth to be measured at the individual-student level
- Define how expected growth targets are set individual-student level
- Define how the percentage of students meeting/exceeding growth targets is calculated and applied the eligible teacher(s)
- Align student growth data with Statewide Performance Standards
- Create a plan for administration, security, scoring, training, and annual support

Common Mistakes

- Using achievement or proficiency as though it were growth
- Using a measure that covers only a small portion of the course content or doesn't align with the depth of knowledge required of the course
- Leaving expected-growth targets or calculations unclear
- Selecting an assessment without evidence of validity/ reliability or secure administration
- Treating one measure as appropriate for all assignments without analysis

Optional Components



For TIA, school systems may choose to include additional sources of performance data in their local designation system to reflect local priorities and strengthen measures of teacher effectiveness.

When selecting optional components, school systems should:

- Choose measures that provide meaningful information about teacher effectiveness and help differentiate levels of performance.
- Include components that add value beyond teacher observation and student growth.
- Ensure the measure can reliably distinguish differences in effectiveness, not just participation or completion.
- Align components with local priorities, instructional goals, and the purpose of the designation system.
- Clearly define expectations, implementation procedures, and how results will inform local designation decisions.

Optional Components

Best Practices and Common Mistakes



Best Practices

- Start early with a clearly stated purpose and theory for what the component adds
- Use measures that are fair, reliable, and consistently available to eligible teachers
- Pilot the component and review stakeholder feedback before attaching consequences
- Communicate scoring, safeguards, and how the evidence affects designation decisions

Common Mistakes

- Adding a component because it is available, not because it adds meaningful evidence
- Including subjective requirements without scoring rules or quality controls
- Adding too many components and creating an overly complex system



Decision 3: How and When Will Teachers Be Compensated

Start with the Local Need

TIA spending strategy needs to be intentionally connected to what the school system is trying to accomplish.

- Alignment to local school system priorities
- Focus on targeted teachers, campuses, or assignments
- Connection to desired outcomes and designation goals
- Sustainability of funding and implementation
- Clear communication with educators and stakeholders



School System Goals and Spending Options



Retention

- Retention clause or bonus
- Targeted compensation for hard-to-staff positions/high-needs schools
- Multi-monthly stipends
- Salary Add-Ons

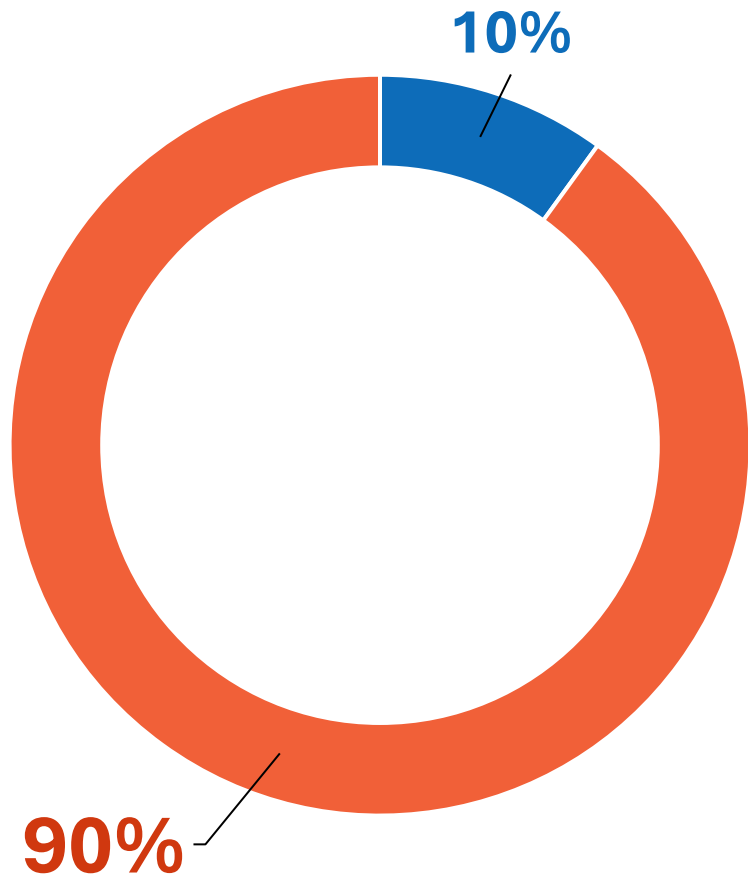
Development

- Incentivizing and rewarding quality instruction
- Additional pay, recognition, and professional development to develop skills
- Stipends for sponsoring student teacher residents
- Bonuses based on performance for other teachers and/or instructional staff

Recruitment

- New hire signing bonuses
- Targeted compensation for hard-to-staff positions/high-needs schools
- Options for quickly earning pay increases early in career through higher salaries

Allotment Funding Distribution



90% *must* go to teacher pay on the campus the designated teacher works.

10% *may* be used to implement a local designation system or to support teachers in earning a designation.

- Explain when payments occur, explain expected payout timeline, how amounts are calculated, and what conditions may affect payment, including deductions and taxes.
- Be sure to include in your school system's TIA guidebook.
- Communicate the spending plan to current staff, new hires, designated teachers who move from campuses, and National Board Certified teachers.
- Establish a timeline for regular updates and a process for communicating changes.

Key Points for Communicating Payouts with Teachers



When developing TIA Designation System

- Stakeholder input in the TIA Spending plan before submitting final application.

Communication on a rolling basis

- Clear communication around **retention contingencies**, if applicable.
- Communicate any **spend plan changes** ahead of payouts.

When submitting for a designation

- **A teacher must remain in an 087 role the following school year after data capture to be proposed for designation** by the School System while data validation occurs.
- If the School System does not receive full approval based on data validation in the year the designation was submitted, then no funding is made available, and no teacher payouts can occur.

When approved to issue designations

- Teachers receive email communication from TEA in May **outlining designation status and total allotment amount generated for the School System.**
- **The final amount the teacher receives will vary from the allotment they generated** because payouts are subject to the 10% School System-retained portion, if applicable, as well as payroll taxes, and other TRS contributions.

Note: Many School System employ teachers who were previously designated. Even if the School System does not pass data validation, it would still receive funds for those teachers with prior designations that are employed by the School System.

Spending Common Mistakes



Purpose

- Starting with a preferred percentage or payment model and adding a rationale later
- Using broad language that does not guide actual decisions
- Allowing the purpose and distribution rules to conflict
- Failing to explain how compensation supports the overall TIA strategy

Distribution

- Providing percentages without explaining who receives funds and how calculations work.
- Waiting until payments are due to address staff movement or timing
- Creating rules that are financially or operationally difficult to administer
- Using inconsistent language across the spending plan, application, and communications

Payment Communication

- Announcing a payment amount without explaining the formula or timing
- Implying that an amount is guaranteed before the actual allotment is known
- Providing inconsistent messages across human resources, payroll, and campus leadership
- Failing to update new hires, transferred teachers, and other affected groups

Building Your Plan
One Piece at a
Time



Key Points

Learn about
TIA



Use the
*Readiness
Guide* to
determine
readiness



Engage
Stakeholders to
inform and
support system
decisions



Document next
steps, assign
responsibilities,
and establish
timelines



Use
TIA Application
Workbook for
planning





Resources for Building a Local Designation System



[TIA Website](#)



[TIA Guidebook](#)



[Technical Assistance Calendar](#)



[Readiness Guide](#)



[TIA New System Application Workbook](#)

Next Steps



Plan to attend TIA
[Technical Assistance Sessions for 2026-27](#)



Reach out to your
local [Education Service Center for TIA support](#), they
can help!



Start forming your TIA
Planning Committee
and reaching out to
stakeholders.

Reach out to the
[Stakeholder Engagement Hub](#) for
support.



Email
TIA@TEA.Texas.gov
to request a Letter of
Intent



Thank You