



## Teacher Incentive Allotment Readiness Checklist

**Purpose:**

For districts planning to create a local teacher designation system in order to be eligible to designate teachers under the Teacher Incentive Allotment (TIA) with a data capture year of 2021-2022 (**Cohort D**) and beyond, the Readiness Checklist includes best practices beyond what is required in statute and what is required in “full readiness” as part of the scoring rubric. Reviewing this document provides districts the insight needed to receive “full readiness” in each component of the TIA application. “Full readiness” is the score a district receives on their TIA system application when all the criteria are met. For exemplars of items listed in this rubric, please visit [www.tiatexas.org](http://www.tiatexas.org).

### Success Factor 1: Rationale

Key Practices	Success Criteria
A. Input from Stakeholders & Alignment to District Goals	<ul style="list-style-type: none"> <li>• District prepared a short narrative detailing the reasons for participating in the Teacher Incentive Allotment</li> <li>• District identified a key district leader with influence to support the development of the local optional teacher designation system</li> <li>• District created a plan detailing how TIA helps to address the district’s annual strategic plan</li> </ul>
B. Alignment to Goals of TIA	<ul style="list-style-type: none"> <li>• District created a plan detailing how TIA impacts recruitment, retention, and equitable distribution of effective teachers</li> </ul>

### Success Factor 2: System Development and Stakeholder Engagement

Key Practice	Success Criteria
A. District System Development Committee	<ul style="list-style-type: none"> <li>• District System Development Committee has:               <ul style="list-style-type: none"> <li>○ a well-publicized application process (for small districts, an application process may not be necessary, if the District System Development Committee is representative of the teaching staff)</li> <li>○ criteria of eligibility for stakeholders to apply</li> </ul> </li> <li>• District System Development Committee included multiple teachers, campus leaders, and district leaders at a minimum</li> </ul>
B. Stakeholder Engagement	<ul style="list-style-type: none"> <li>• District gathered input and feedback from stakeholder groups to develop a local teacher designation system including teachers, campus leaders, district leaders, families of students, students (when appropriate), and other stakeholders</li> </ul>



	<ul style="list-style-type: none"> <li>• District provided various methods to gather input and feedback for the local teacher designation system including focus groups, surveys, professional developments, or other methods</li> <li>• District has a clear plan detailing how feedback from stakeholders was implemented</li> <li>• District System Development Committee made and communicated changes based on input collected from stakeholders</li> </ul>
<p>C. Staff Accessible Resources</p>	<ul style="list-style-type: none"> <li>• District provided informational resources to stakeholders about the district’s local teacher designation system</li> <li>• District has a clear plan to ensure that teachers understand the requirements to earn a designation</li> <li>• District provided training materials to implement the district’s local teacher designation system to teachers, school leaders, and district leaders</li> </ul>
<p>D. Designation System Buy-In</p>	<ul style="list-style-type: none"> <li>• District has data to support that stakeholders can articulate a clear understanding of the local teacher designation system and support the district’s plans to move forward with the application process</li> <li>• District collected evidence that the district’s local teacher designation system has investment from teachers</li> <li>• District supported teachers who wanted to earn a designation</li> <li>• District communicated the support available to teachers who want to earn designations</li> </ul>
<p>E. Regular Communication Updates</p>	<ul style="list-style-type: none"> <li>• District has a clear plan to include teachers, campus leaders, district leaders, community members, families of students, students (when appropriate), and others in</li> <li>• District has a clear plan detailing the frequency of updates provided to all stakeholders</li> <li>• District has a clear plan to provide specific outreach to teachers regarding updates to the district’s local optional teacher designation system</li> <li>• District has a clear plan detailing how they will communicate to teachers that:             <ul style="list-style-type: none"> <li>○ they are being put forth for designation</li> <li>○ their designation is approved</li> <li>○ they earned a designation</li> </ul> </li> <li>• District has a plan detailing how they will share the final version of the local optional teacher designation system</li> </ul>
<p>F. Texas Tech Teacher Buy-In Survey</p>	<ul style="list-style-type: none"> <li>• District has a plan detailing how they will use the data gathered from the Texas Tech Teacher Buy-In Survey to improve the district’s local optional teacher designation system, improve district systems, tailor professional development, and communicate the results of the survey to all stakeholders</li> </ul>



### Success Factor 3: Weighting

Key Practices	Success Criteria
A. Eligible Teaching Assignment/Campus	<ul style="list-style-type: none"> <li>District determined which campuses are eligible</li> <li>District defined each eligible teaching assignment by campus, grade, and subject</li> </ul>
B. Teacher Observation Component	<ul style="list-style-type: none"> <li>District determined the weight that teacher observation ratings will have on teacher designations, for each eligible teaching assignment based on significant stakeholder engagement, including teachers</li> </ul>
C. Student Growth Measure Component	<ul style="list-style-type: none"> <li>District determined student growth measures to be used for each eligible teaching assignment, based on significant stakeholder engagement, including teachers</li> <li>The weight for each student growth measure for each eligible teaching assignment was clearly defined as a percentage and based on robust stakeholder engagement</li> </ul>
D. Additional Optional Components	<ul style="list-style-type: none"> <li>District decided whether to include additional optional components such as parent surveys, student surveys, teacher mentorship, teacher leadership, and other</li> <li>District understood and communicated that these additional optional components are district level decisions that will not have a direct effect on system approval or data review</li> </ul>

### Success Factor 4: Strongly Calibrated Teacher Observation System

Key Practice	Success Criteria
A. Teacher Observation Rubric and Appraiser Certification	<ul style="list-style-type: none"> <li>District selected a state-approved or nationally recognized rubric such as T-TESS, Marzano, Danielson, NIET, or another rubric that is aligned to T-TESS</li> <li>District completed a crosswalk between the district-created rubric and T-TESS if a district-created rubric is used</li> <li>If a district-created rubric is used, district used the link <a href="#">here</a> for the rubric crosswalk document. All indicators have detailed and observable descriptors at each performance level</li> <li>District has a clear plan to train and certify appraisers on rubric every year</li> <li>District has a clear plan to train and certify appraisers to the rubric at least every three years</li> <li>District has a clear plan to recalibrate appraisers to the rubric and to each other every year</li> </ul>
B. Reliability of Teacher Observations Within and Across Campuses	<ul style="list-style-type: none"> <li>District implemented a well-publicized schedule for calibration activities within and amongst campuses throughout the year</li> <li>During calibration activities, appraisers observe instruction, collect evidence, come to an agreement on observation ratings, and determine how evidence is collected during evaluations</li> </ul>



	<ul style="list-style-type: none"> <li>• District has a clear plan detailing how they utilize other trained observers to increase calibration including district personnel, campus personnel, neighboring districts, and Education Service Centers</li> <li>• District with 1 or 2 appraisers or fewer than 15 teachers in the district, have clear procedures in place to ensure appraisers remain calibrated throughout the year and prevent skew in observation data by grade level/content area/rubric dimension</li> <li>• District with 3 or more appraisers have clear procedures in place to remain calibrated to the rubric and across appraisers, contents, grade levels, campuses throughout the school year</li> </ul>
<p>C. District Review of Teacher Observation Trends</p>	<ul style="list-style-type: none"> <li>• District has a clear plan detailing observation trends in various ways including by subject, grade, appraiser, campus, department, teacher demographics (years of experience, age, gender, race, etc.), dimensions of T-TESS (or approved local rubric), level category of classes taught, and other ways</li> <li>• District has a clear plan detailing how to identify and address root causes of skew</li> <li>• District has a clear plan to share results with campus based instructional leadership team</li> <li>• District has a clear plan to increase teacher and appraiser effectiveness</li> <li>• District uses an observation data management system to store and analyze teacher observation data</li> <li>• If the district did not have an observation data management system readily available, they use T-TESS Management System (<a href="http://www.teachfortexas.org">www.teachfortexas.org</a>) to store and analyze teacher observation data</li> <li>• District determined the root cause of any skew in teacher observation data whether the teacher or appraiser needs additional support</li> <li>• District has a clear plan detailing how to address skew in teacher observation once a root cause is determined</li> </ul>
<p>D. District Procedures to Review Correlation of Teacher Observation and Student Growth Data</p>	<ul style="list-style-type: none"> <li>• District leadership analyzes the correlation between teacher observation and student growth data</li> <li>• District successfully implemented correlation analysis plan procedures and/or protocols for how district reviews correlation of teacher observation and student growth data at the campus and district levels</li> <li>• District determined the root cause when there is a lack of correlation between teacher observation and student growth data such as lack of appraiser calibration, teacher instructional practice, invalid or unreliable student growth measures, and other reasons</li> <li>• District has contingency plans that address potential root causes of lack of correlation such as strategies to increase appraiser skill, improve student growth measures, and others</li> </ul>
<p>E. Observation/Feedback Schedule</p>	<ul style="list-style-type: none"> <li>• Teachers received annual extended scored observations, shorter scored observations, and additional unscored observations as needed (all with feedback)</li> <li>• Each year, district publishes requirements for number and type of observations used to rate teachers</li> <li>• District has clearly communicated that there will be no appraisal waivers during the data capture year for teachers in any eligible teaching assignment</li> </ul>



	<ul style="list-style-type: none"> <li>District teacher appraisal system complies with §21.351 and §21.352             <ul style="list-style-type: none"> <li>All teachers in eligible teaching assignments even if not eligible to earn a designation, must have a minimum of one 45-minute observation during the data capture year, including scores on all observable domains</li> </ul> </li> </ul>
F. Alignment to Statewide Performance Standards	<ul style="list-style-type: none"> <li>District has a plan to align their designations to the statewide performance standards for teacher observation (<a href="#">Teacher Observation Performance Standards</a>)</li> </ul>

## Success Factor 5: Student Growth Measures

Key Practice	Success Criteria
A. Student growth measures as factor to determine teacher effectiveness	<ul style="list-style-type: none"> <li>A valid and reliable student growth measure is included as part of a teacher's annual effectiveness rating</li> <li>District has a clear rationale explaining why each student growth measure was selected for each eligible teaching assignment</li> <li>Teacher input was considered in the selection of the student growth measure for each eligible teaching assignment</li> <li>District used a valid and reliable student growth measure for each eligible teaching assignment, and includes more than one student growth measure for each eligible teaching assignment when possible</li> </ul>
B. Alignment to Statewide Performance Standards	<ul style="list-style-type: none"> <li>Districts aligned their plan for how to designate teachers to the statewide performance standards for student growth (<a href="#">Student Growth Performance Standards</a>)</li> </ul>
C. Quality of Student Growth Measures Used	<ul style="list-style-type: none"> <li>Student growth measure used accurately determines student growth at the individual student level.</li> <li>District utilized student growth measures such as SLOs, pre-test/post-tests, value-added measures, portfolios, and other student growth measures</li> <li>District has an accurate and clearly communicated process to determine the percent of a teacher's students who do not meet, and exceed expected growth goals</li> <li>If using SLOs as a student growth measure, district SLO processes aligns to <a href="http://www.texasslo.org">www.texasslo.org</a></li> <li>If using VAM, the district worked with a third-party vendor to calculate VAM using multiple years of historical testing data or district has a detailed explanation of how VAM is calculated at the district level using statistical methods that align with industry standards</li> </ul>
D. Validity of Administration of Student Growth Measures Used	<ul style="list-style-type: none"> <li>District implemented protocols and staff trainings to ensure the valid administration of each student growth measure</li> <li>District implemented protocols and staff trainings to ensure the test security of each student growth measure</li> <li>District offers differentiated student growth measure guidance, training, and support (including scoring)</li> </ul>



## Success Factor 6: Spending Plan

Key Practice	Success Criteria
A. Development of Spending Plan	<ul style="list-style-type: none"> <li>• Prior to TIA implementation, district gathers input on how to spend allotment funds from district leadership, principals, teachers, community members, and other interested parties</li> <li>• District involved payroll, finance, and other stakeholders in the development of the spending plan</li> </ul>
B. Compliance with Statute	<ul style="list-style-type: none"> <li>• District has a clear, written plan to abide by the spending requirements in <a href="#">TEC 48.112</a> including:               <ul style="list-style-type: none"> <li>○ spending <b>at least 90%</b> of TIA funds awarded to the district on teacher compensation on the campus where the designated teacher works</li> <li>○ <b>a maximum of 10%</b> of the district's allotment on implementing TIA and/or supporting teachers in earning designations</li> </ul> </li> </ul>
C. Communication of Spending Plan	<ul style="list-style-type: none"> <li>• District has a clear, written plan detailing how TIA funds will be allocated that is readily accessible to teachers</li> <li>• Clear resources, including visual aids, are made available that explain the district spending plan including when and how teachers will receive TIA funds</li> <li>• District has a clear, written plan detailing how they will communicate the local teacher designation system and spending plan to new hires</li> <li>• District has a clear, written plan detailing how they will allocate TIA funds to teachers who earned designations in a different district</li> <li>• District prepared a detailed explanation or crosswalk outlining how allotment funds will work in conjunction with or replace to current salary schedule</li> </ul>
D. School Board Approval of Spending Plan	<ul style="list-style-type: none"> <li>• District has a clear plan and a date set for school board to approve TIA compensation</li> <li>• If a district has chosen to make TIA compensation TRS-eligible, there is a TRS-verified plan</li> </ul>
E. Movement of Teachers	<ul style="list-style-type: none"> <li>• District has a clear plan detailing how they will address the financial impact of:               <ul style="list-style-type: none"> <li>○ designated teachers moving to/from a campus during the school year</li> <li>○ designated teachers moving to/from a district during the school year</li> <li>○ teachers moving to/from a campus both before and after Class Roster Winter Submission</li> <li>○ teachers moving to/from a district both before and after Class Roster Winter Submission</li> <li>○ teachers moving to/from a campus after Class Roster Winter Submission but prior to scheduled teacher TIA payout</li> <li>○ teachers moving to/from a district after Class Roster Winter Submission but prior to scheduled teacher TIA payout</li> </ul> </li> </ul>



<p>F. National Board</p>	<ul style="list-style-type: none"> <li>• District has a clear plan detailing how to identify:             <ul style="list-style-type: none"> <li>○ National Board Certified teachers (NBCTs) currently working in the district</li> <li>○ National Board Certified candidates currently working in the district</li> <li>○ When and if NBCTs working in the district will earn an automatic Recognized designation</li> </ul> </li> <li>• District has a clear plan for tracking designated NBCTs designation expiration date, campus placement, and annual allotment eligibility</li> <li>• If a district’s compensation plan for NBCTs is different than the compensation plan for teachers who earned a Recognized designation via the local teacher designation system, published resources provide a comparison of the two and rationale for why they are different</li> </ul>
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**Success Factor 7: District Support**

Key Practice	Success Criteria
<p>A. Central Office Systems Support</p>	<ul style="list-style-type: none"> <li>• District infrastructure support exists in the following areas:             <ul style="list-style-type: none"> <li>○ human resources support</li> <li>○ budget/payroll support</li> <li>○ technology support</li> <li>○ curriculum and instruction support</li> <li>○ assessment support</li> <li>○ professional development support</li> <li>○ legal support</li> <li>○ at least one district leadership position responsible for coordinating the collaboration of all district departments supporting TIA</li> <li>○ at least one staff member on every applicable campus who serves as the point person for TIA</li> </ul> </li> </ul>
<p>B. Support for Designated Teachers New to a Campus</p>	<ul style="list-style-type: none"> <li>• District has a clear plan detailing supports for designated teachers who are new to a campus to ensure they are as highly effective on the new campus as they were on the campus where they received a designation</li> <li>• The support plan includes:             <ul style="list-style-type: none"> <li>○ assigning a mentor teacher who is highly effective</li> <li>○ paid time for the mentor teacher to support the designated teacher new to campus at least monthly</li> <li>○ paid time for the designated teacher to be supported by the mentor teacher at least monthly</li> </ul> </li> <li>• District ensures that designated teachers new to a campus receive support individually and as a group</li> </ul>



<p>C. Plan to Recruit Effective Teachers</p>	<ul style="list-style-type: none"> <li>• District has a clear plan detailing how TIA funds will be used to recruit highly effective teachers and support recruited teacher efforts to earn a designation</li> <li>• District has a clear plan detailing how they will recruit teachers</li> </ul>
<p>D. Plan to Retain Designated Teachers</p>	<ul style="list-style-type: none"> <li>• District has a clear plan detailing how they will retain designated teachers including leadership opportunities and development of teacher career pathways</li> </ul>
<p>E. Plan for Equitable Distribution of Designated Teachers</p>	<ul style="list-style-type: none"> <li>• District has a clear plan detailing how TIA funds will be used to ensure an equitable distribution of teachers across the district, highest-needs positions, subjects, and grade levels</li> </ul>
<p>F. Use of Data to Improve Systems</p>	<ul style="list-style-type: none"> <li>• District has a clear plan detailing the use of data on highly effective teachers to inform staffing plans and professional development</li> </ul>
<p>G. Program Evaluation</p>	<ul style="list-style-type: none"> <li>• District has a clear plan detailing implementation of a thorough internal program evaluation at least annually</li> <li>• District has a clear plan detailing how they will encourage completion of the TIA annual survey</li> </ul>
<p>H. Data Analysis &amp; Submission</p>	<ul style="list-style-type: none"> <li>• District prepared a detailed outline of personnel responsible for compiling student growth data, teacher observation data, and correlation data between the two</li> <li>• District identified the systems that will be used to capture data such as DMAC, Eduphoria, T-TESS Data Management System, and other systems</li> <li>• District tracks designated teacher placement/movement and eligibility to earn a designation. There is a clear understanding of how each of these affects how the annual allotment is generated</li> <li>• District has considered the <i>optional</i> opportunity to submit a proportion of designated teacher observation videos to provide additional context to the holistic review of the local teacher designation system, as well as gain valuable feedback from Texas Tech on ratings. The decision whether to do so involved stakeholder input, particularly from teachers</li> <li>• District has a clear plan detailing procedures in place to ensure a successful data capture year</li> </ul>