TEACHER INCENTIVE ALLOTMENT

TIA

What is the Teacher Incentive Allotment

- A HOUSE BILL 3 INITIATIVE

- AVAILABLE TO ALL TEACHERS (MATH, READING, SCIENCE)

- IN THE 2023-2024 SCHOOL YEAR, SEISD ADDED GRADES 7-8 ENGLISH AND MATH, ALGEBRA I AND ENGLISH I

- RECOGNITION FOR EFFECTIVE TEACHERS IN THREE DIFFERENT AREAS
  - * RECOGNIZED, EXEMPLARY, MASTERS

- EFFECTIVE TEACHERS MAY EARN DESIGNATIONS THROUGH THE DISTRICT DESIGNATION SYSTEM WHEN CRITERIA IS MET
  - *TEACHER OBSERVATION (T-TESS) AND STUDENT GROWTH (MAP & CIRCLE)

- IN ADDITION, THE TEACHER MUST MEET THE FOLLOWING ELIGIBLILITY REQUIREMENTS:
  - *EMPLOYED WITH SEISD IN AN ELIGIBLE TIA TEACHER ASSIGNMENT
  - *COMPLETE T-TESS WITH A SCORE OF PROFICIENT OR HIGHER IN ALL DIMENSIONS OF DOMAIN II AND III
  - *HAVE A MINIMUM OF 6 STUDENT SCORES AVAILABLE

T-TESS

- TIA Measures Domain II AND Domain III

- A total of 8 Dimensions
  - *2.1-Achieving Expectations
  - *2.2-Content Knowledge and Expertise
  - *2.3-Communication
  - *2.4-Differentiation
  - *2.5-Monitor and Adjust
  - *3.1-Classroom Environment and Procedures
  - *3.2-Managing Student Behavior
  - *3.3-Classroom Culture

- The T-TESS scores are as follows:
  - *PROFICIENT=3, ACCOMPLISHED=4 & DISTINGUISHED=5

- Once the T-TESS observation is completed the 8 domains are added up and averaged out.

- TIA Observation Score Cut Points
  - *RECOGNIZED- 3.7, EXEMPLARY-3.9, MASTERS-4.5

T-TESS-Domian II and Domain III

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.		✔			
2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.			✔		
2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.			✔		
2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.			✔		
2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.			✔		

DOMAIN 3: LEARNING ENVIRONMENT

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.		✔			
3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.			✔		
3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.		✔			

*DIMENSIONS ARE ADDED UP
*27/8=3.375
*Recognized - 3.7, Exemplary - 3.9, Master - 4.5

STUDENT GROWTH (MAP & CIRCLE)

- Circle and MAP are utilized to Measure student growth

- For departmentalized campuses TIA will looks at all students who are tied to the teacher

- MAP student growth is calculated by looking at the total number of students who made growth and dividing that by the total number of students which will gives the percentage of students who met growth.

- Circle data utilizes the National Benchmark Average NOT the overall Met Color Data. The Met Color Data should be utilized for intervention supports.

- TIA Student Growth Score Cut Points
          *RECOGNIZED- 55%, EXEMPLARY- 60%, MASTERS-70%

MAP Student Growth

MetGrowthProjection?	met growth clean
No	NO
No*	NO
No*	NO
No*	NO
No	NO
Yes*	YES
No*	NO
No	NO
Yes	YES
Yes	YES
Yes*	YES
No*	NO
No	NO
Yes	YES
Yes*	YES
Yes*	YES
Yes	YES
No*	NO
No*	NO
No	NO
No	NO
No	NO
Yes	YES
Yes*	YES
No	NO
No*	NO
Yes	YES
No*	NO
No	NO
Yes	YES
Yes	YES
Yes	YES
Yes	YES
No*	NO
No	NO
No	NO
Yes	YES
No*	NO
Yes*	YES
Yes*	YES

# STUDENTS MET GROWTH	18
# STUDENT NOT MET GROWTH	23
% OF STUDENTS MET GROWTH	43.90%

Total number of students-41
18 students met growth
23 students did not meet growth
18/41=43.90%

Circle Data

Compared to the National Benchmark Average

# MET COLOR	# NOT MET COLOR		OVERALL % MET COLOR	OVERALL % MET NAT PTS
46	12		0.79	0.47
43	2		0.96	0.50
48	18		0.73	0.61

Weighting Table

Category	Description:	Rubric (Select One)	Pre-Test (Select from Drop Down)	Who sets expected growth targets? (Select from Drop Downs)	Post-Test (Select from Drop Down)
1	*COHORT E: PreK: Reading*	*T-TESS*	*Circle*	*District*	*Circle*
		Weight	Weight		
		30%	70%		

Category	Description:	Rubric (Select One)	Pre-Test (Select from Drop Down)	Who sets expected growth targets? (Select from Drop Downs)	Post-Test (Select from Drop Down)
2	*COHORT E: K-2nd: Reading 3rd - 6th: Reading and Math COHORT F: 7th - 8th Math, Algebra I 7th - 8th English/Language Arts, English I*	*T-TESS*	*NWEA MAP*	*3rd Party Vendor (Please Name Below)* NWEA MAP	*NWEA MAP*
		Weight	Weight		
		30%	70%		

QUESTIONS