Teacher Incentive Allotment Readiness Checklist

Cohort C and Cohort D

For districts planning to roll out a local designation system based on data from the 2020-2021 school year (Cohort C) or based on data from the 2021-2022 school year (Cohort D)

Success Factor One: Strongly Calibrated Teacher Observation System	
Key Practices	**Success Criteria**
A) Strength of teacher evaluation rubric	• District utilizes a research-based teacher evaluation system/rubric that meets the requirements of TEC 21.3521 • Teacher evaluation rubric is a nationally recognized rubric such as T-TESS, Marzano, Danielson, or NIET, or if district-created, is well aligned to nationally recognized rubrics and includes indicators of instructional effectiveness, supportive learning environments, data driven instruction, and teacher professionalism • All indicators have detailed and observable descriptors and correlated performance levels
B) Schedule of observations	• Teachers receive annual extended observations with feedback and shorter observations with feedback consistently throughout the year • Each year, district publishes requirements for number and type of observations to be used in rating teachers
C) Calibration for evaluators	• Teacher evaluators are trained and/or certified annually on the teacher evaluation rubric • District leadership implements a system for calibration within and among campuses
D) Congruence of observation scores to student growth	• District leadership analyzes the correlation between teacher observation scores and student growth
E) District review of observation data	• Principal managers and district leadership regularly analyze teacher observation trends across campuses, teaching assignments, and appraisers to look for and address potential ratings incongruities • Principal managers and district leadership provide coaching and other supports in response to the observation data review to ensure accuracy and reliability across the district's system • District actively reviews inter-rater reliability measures for all raters and provides calibration support as needed within and across campuses

Success Factor Two: Accurate & Reliable Measures of a Teacher's Impact on Student Growth

Key Practice	Success Criteria
A) Student growth measures included in annual teacher summative ratings	- There is a clearly communicated plan for how student growth measures affect a teacher's annual summative ratings - Student growth measures are clearly defined and used for all teachers put forth for designation - Multiple demonstrations of student learning are used to measure student growth
B) Quality of student growth measures and their implementation	- District utilizes student growth measures such as: - Value Added Measures based on STAAR or other normed, valid tests - Student Learning Objectives - Student Portfolios - Pre- and Post-Tests - Assessments used to measure student growth are valid and reliable - Assessments used to measure student growth are implemented with fidelity, according to vetted testing protocols
C) District rules and processes ensure high levels of validity and reliability of student growth measures	- Campus and district leaders disaggregate and analyze student growth trends in multiple ways, including by student groups, teaching assignments, and schools, as well as historical student growth data, to ensure results are accurate and reliable - District has appropriate internal procedures to evaluate outlier trends in the data in order to detect and prevent irregularities

Success Factor Three: Developing a Local Designation System

Key Practice	Success Criteria

A) Stakeholder engagement in building a local designation plan	**District Engagement**
	• Stakeholder groups include, at minimum, teachers, principals, community members, and school board members
	• District conducts extensive outreach and robust stakeholder input in order to develop:
	    ○ a thoroughly vetted system to designate highly effective teachers
	    ○ a clear plan that details the compensation highly effective teachers would receive
	• District leadership and school board members can articulate the local designation system
	• District gathers teacher feedback on the local designation system annually via focus groups, surveys, etc.
	Campus engagement
	• Annually, all campuses provide time at the beginning of the school year to review the district's local designation system with teachers, with additional supports provided for new teachers
	• Principals are thoroughly trained and informed on all aspects of the designation plan
	• Principals play a key role in implementing and gathering feedback on the plan
	Community engagement
	• District has a mechanism in place by which to gauge community buy-in
	• Prior to the data capture year, district will publish public-facing documents, including a list of FAQs, clearly outlining their local designation system
	• Multiple opportunities are available for the larger school community to gather information such as webinars, PD sessions, website, etc.

B) Teacher engagement	• District gathers and considers teacher input throughout the development of the local designation plan and continues to gather teacher feedback on the plan once it is in use • District employs a method to ensure clear teacher understanding of the local designation system, such as teacher surveys or teacher interviews • Information sessions are held annually specifically to inform teachers and gather input as part of a continuous improvement cycle • Teacher leaders play a key role in implementing and gathering feedback on the plan
C) Timeline to develop plan	• District engages in extensive planning and preparation over the course of at least one school year prior to implementation of the local designation plan
D) Resources, policies and frameworks	The district provides resources for its local designation system including: • Written guidelines for: a) all aspects of the teacher appraisal system, b) how the allotment money fits in with the district's current salary schedule, c) timelines for teacher payout, and d) specific guidelines for student growth measures • A website with clearly accessible information, both for district staff and the public • Detailed resource manuals for teachers, campus and district leaders, and other interested stakeholders

Success Factor Four: TIA Rollout Communication Plan

Key Practice	Success Factors
A) District and school board leadership buy-in to TIA	• District leadership and school board members are able to articulate understanding of TIA, including details around issuing designations at each of the three designation levels and potential implications for funding, etc. • District leadership has developed a timeline to seek school board approval for participation in the Teacher Incentive Allotment
B) Stakeholder communication	District commits to: • Establishing a schedule for regular communication to all stakeholders for each step of the rollout process • Providing an opportunity for stakeholder feedback, based on communication releases • Establishing clear communication around which groups of teachers on which campuses will be eligible to earn designations, according to district's local designation system
C) Teacher-directed communication	District commits to: • Developing and implementing communication plan to inform teachers, prior to the beginning of the data capture year, of the specific requirements for both teacher observation and student growth in order to be eligible to earn designations • Helping teachers understand the performance descriptors for each TIA designation level (Recognized, Exemplary, Master) and providing supports to help teachers earn designations • Ensuring that teachers are aware of how earning designations will affect their current salary, including details around how teachers' pay may change, if applicable

Success Factor Five: Plan for Spending Allotment Funds	
Key Practice	**Success Criteria**
A) Stakeholder engagement on how to spend funds	District commits to: - Gathering input, prior to TIA implementation, from district leadership, principals, teachers, community members, and other interested parties on how to spend allotment funds - Using stakeholder input to inform decisions about how funds will be spent at the campus and district levels
B) TIA use of funds: district support for TIA implementation	District commits to: - Developing a clear plan on how to use up to 10% of the district's allotment (if any) on implementing TIA and/or supporting teachers in earning designations - Developing a plan for ongoing support in order to build capacity across the district - Communicating this plan to teachers, district staff, and other interested parties, including looping back to all stakeholder groups
C) TIA use of funds: teacher compensation	District commits to: - Abiding by the spending requirements in TEC 48.112 which includes spending at least 90% of TIA funds awarded to the district on teacher compensation on the campuses where the designated teacher works - Developing a plan for how to allocate the funds flowing to campuses for teacher compensation, such as what percent will go to designated teachers and what percent will go toward other teacher compensation on the campus, if any - Providing rationale for their spending decisions which support districts goals for student achievement, teacher recruitment, and teacher retention
D) Plan for designated teacher intra-district transfers	District commits to: - Creating a plan for how the district will handle compensation for designated teachers who move across campuses within the district from year to year - Creating a plan for how the district will handle compensation for mid-year transfers of designated teachers across campuses within the district

Success Factor Six: Sustainability of Local Designation System

Key Practice	Success Criteria
A) Human resources system support	• District human resources office is well versed in TIA and can articulate how each of the three designation levels affect the district's overall recruitment and retention plans • District human resources office publishes clear information regarding how the TIA designation levels tie to current staffing policies
B) Budget and finance system support	• District has clear plan for handling potential changes to the allotment funds a district receives from year to year, based on the allotment funding calculation • District clearly communicates to teachers at the beginning of the year any changes to the TIA amounts that teachers will receive during that school year
C) Payroll system support	• Payroll office develops a clear system for payment of allocation dollars to the teachers who the local designation plan identifies as eligible to receive funding • Timelines for payouts are clearly communicated
D) Technology support	Technology support for the designation system is highly functioning and includes support for: • Tracking student growth measures • Tracking inter-rater reliability within and across campuses • Tracking teacher survey data • Tracking the flow of both the district funds retained (if any) and campus funds
E) Legal support	• District legal offices can articulate a clear understanding of TIA • District legal offices demonstrate knowledge of both the district's local designation plan and the statutes pertaining to TIA
F) Continuous improvement	District has plan for continuous improvement including: • Annual monitoring of district teacher observation and student growth data, including the years following a district's system approval • Annual administration of teacher surveys to gauge the fairness and reliability of the local designation system and making all survey results public
G) Support for designated teachers new to a campus	District has a plan to support designated teachers who are new to a campus including: • Providing context of the campus with respect to rural status and level of socio-economic need • Providing best practices for achieving student growth on the new campus • Providing training on campus-based norms, traditions, and school culture