



INTERNATIONAL LEADERSHIP OF TEXAS





Our Mission

The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

La misión de ILTexas es preparar a nuestros alumnos para roles de liderazgo excepcionales en la comunidad internacional, haciendo hincapié en el liderazgo de servicio, el dominio de los idiomas inglés, español y chino, y el fortalecimiento de mente, cuerpo y carácter.

德克萨斯州国际领袖学校旨在培养学生在国际社会中卓越的领导才能。

我们强调学生在熟练掌握英语，西班牙语和中文的前提下加强奉献式的领导精神及身体，
头脑和品德的锻炼。



Texas Commission on Public School Finance

“The state should set a goal to ensure that its top teachers have a realistic path to a **\$100,000 annual salary.**”

“In addition to helping **attract and keep their effective educators** in the classroom, public schools implementing these systems would be able to identify their more effective educators and then provide **incentives for them to teach at their most challenged campuses,** increasing the equitable distribution of effective educators.”

Recruitment Challenges

Do high school students want to become teachers?

4%

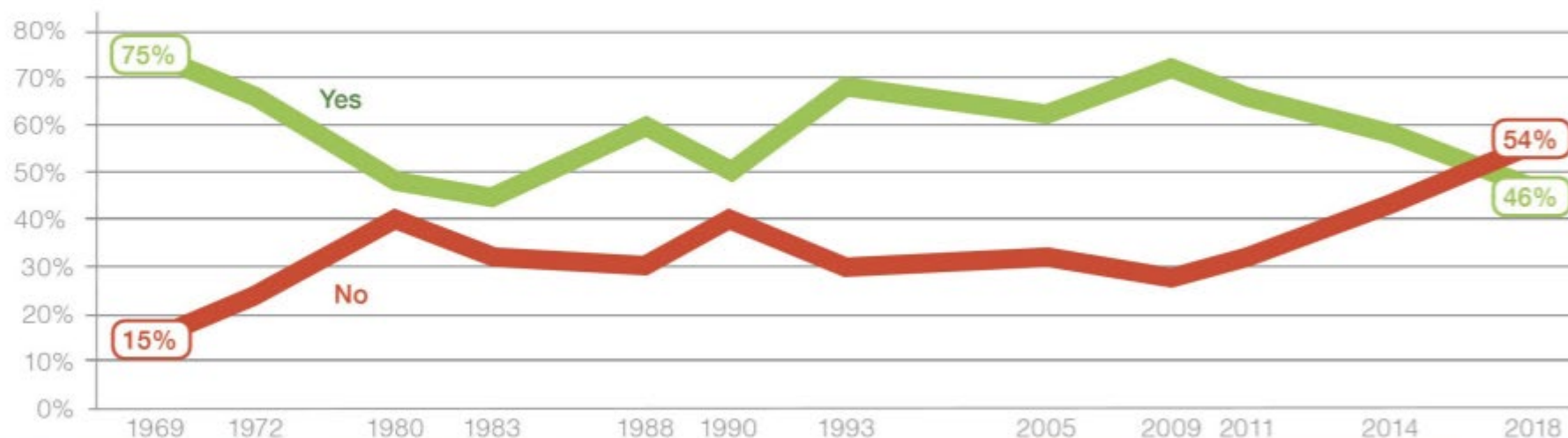
of HS students indicated
interest in education major.*



Do parents want their children to become teachers?

46%

of parents want their
kids to become teachers.**

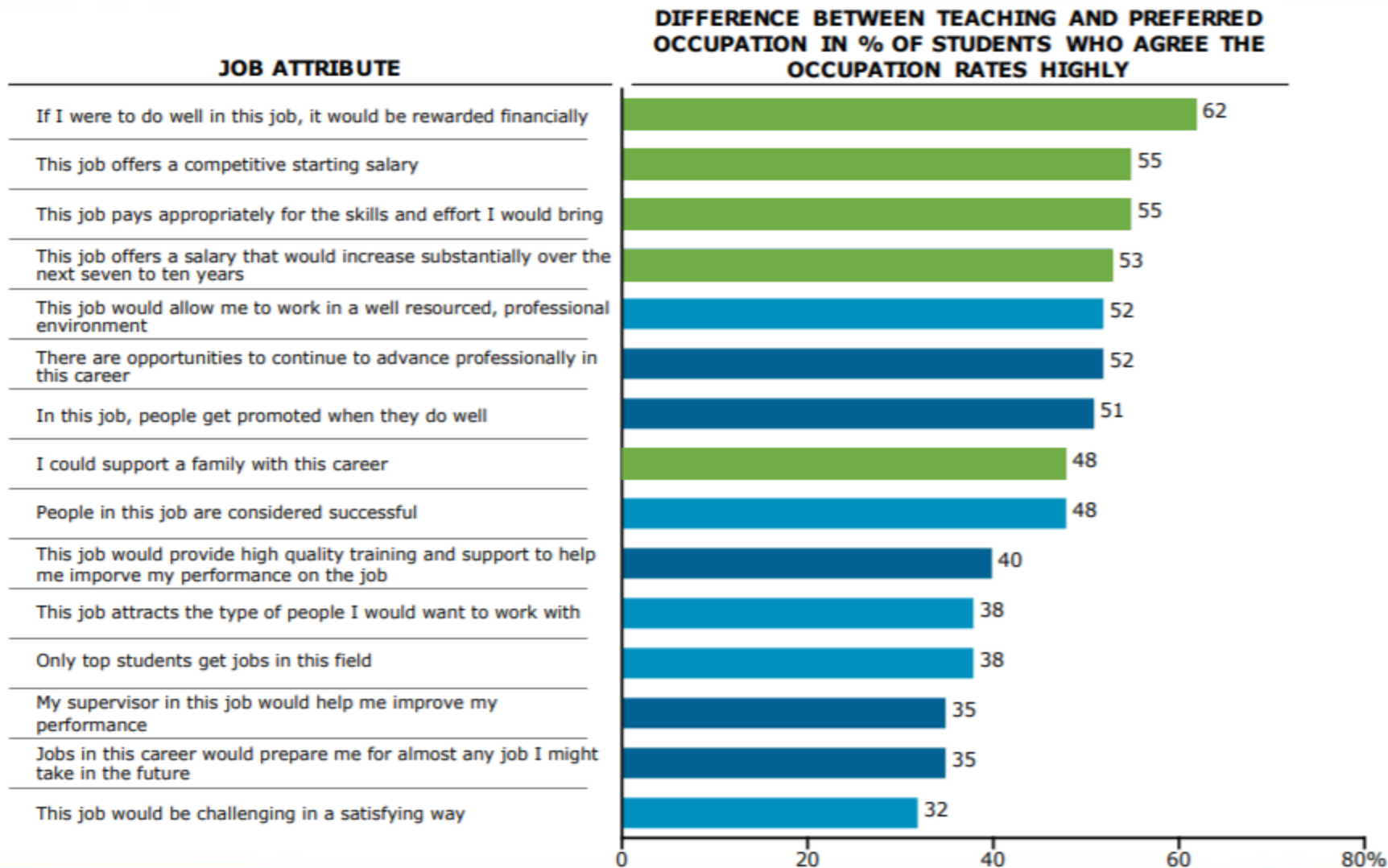


Challenges: Working Conditions and Pay

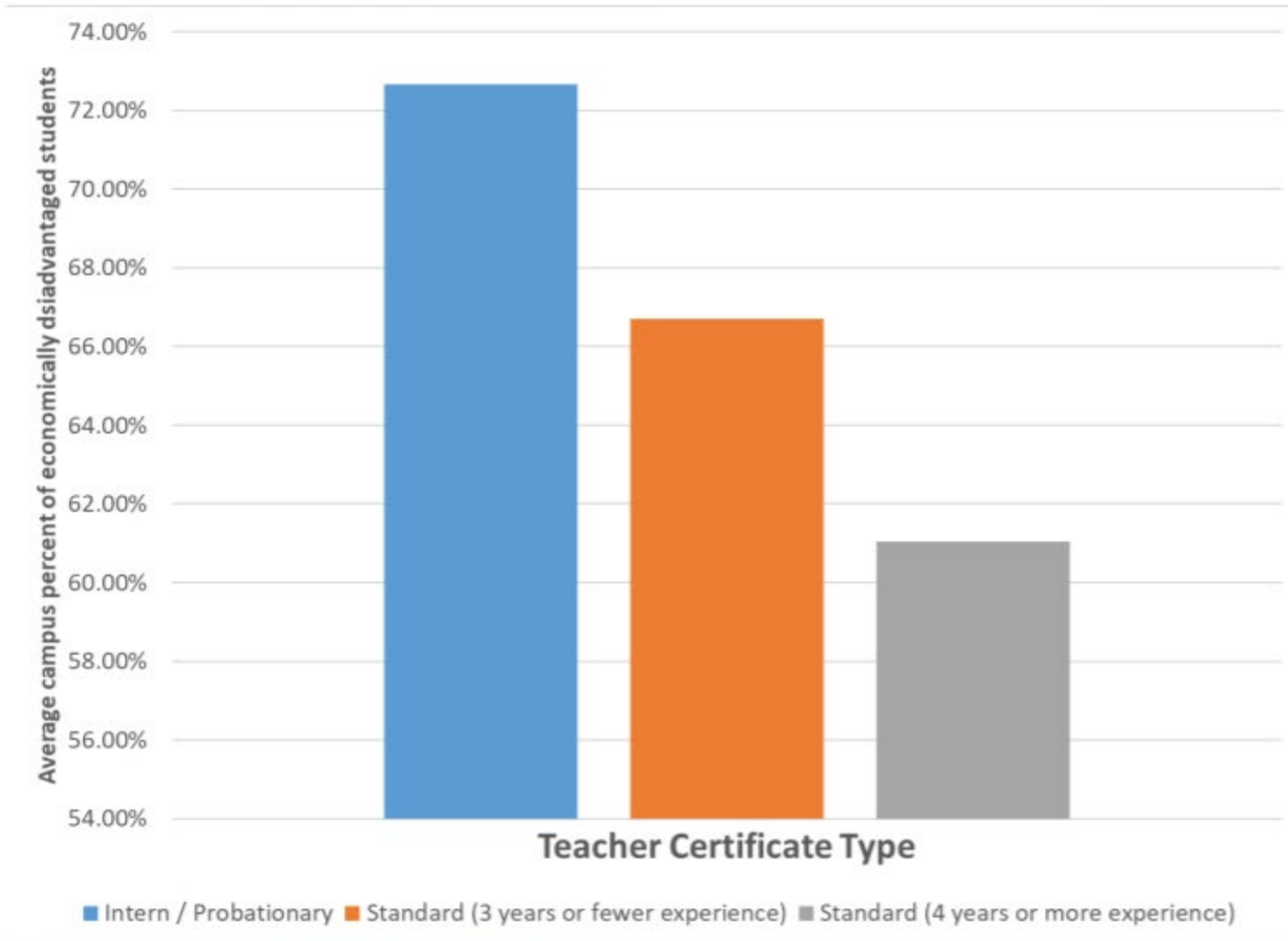
Salary & Compensation

Environment/Culture

Professional Development



Economically Disadvantaged Students are More Likely to be Taught by Inexperienced Teachers



Key Points: Teacher Incentive Allotment (TIA)



Districts, if they choose to, can develop a **local designation system** and designate high-performing teachers (Master, Exemplary, or Recognized).



Districts will receive **additional funding (\$3-32K per year)** for every designated teacher they employ.



Districts will receive greater funding for designated teachers who work on **rural and/or high-needs campuses**.

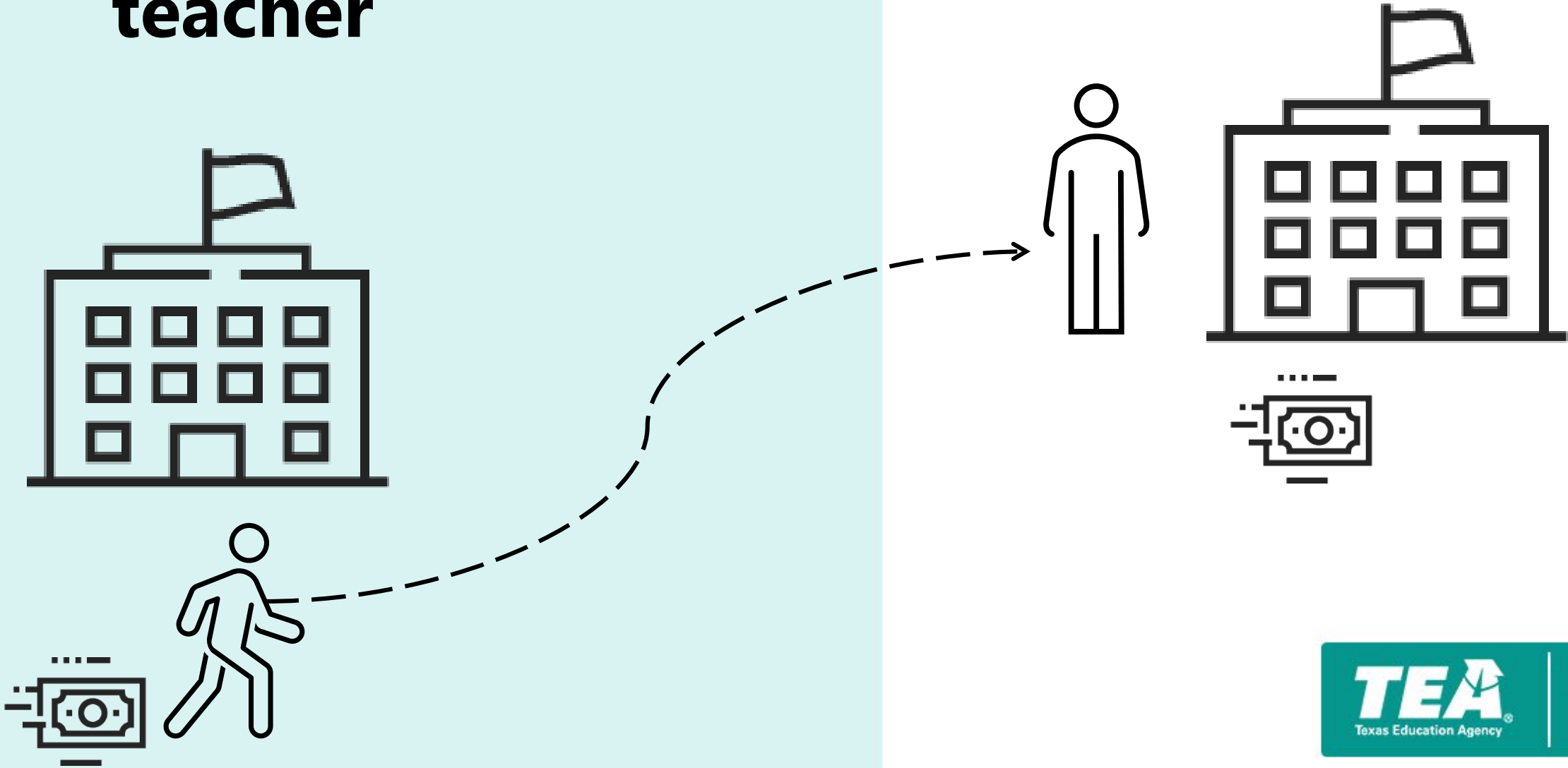
90%

At least 90% of TIA funds must be used on teacher compensation on the campus where the designated teacher works.



TEA in partnership with Texas Tech University will approve the local designation systems.

The designation will travel with the teacher



Teacher Incentive Allotment Funding

➔ More Need

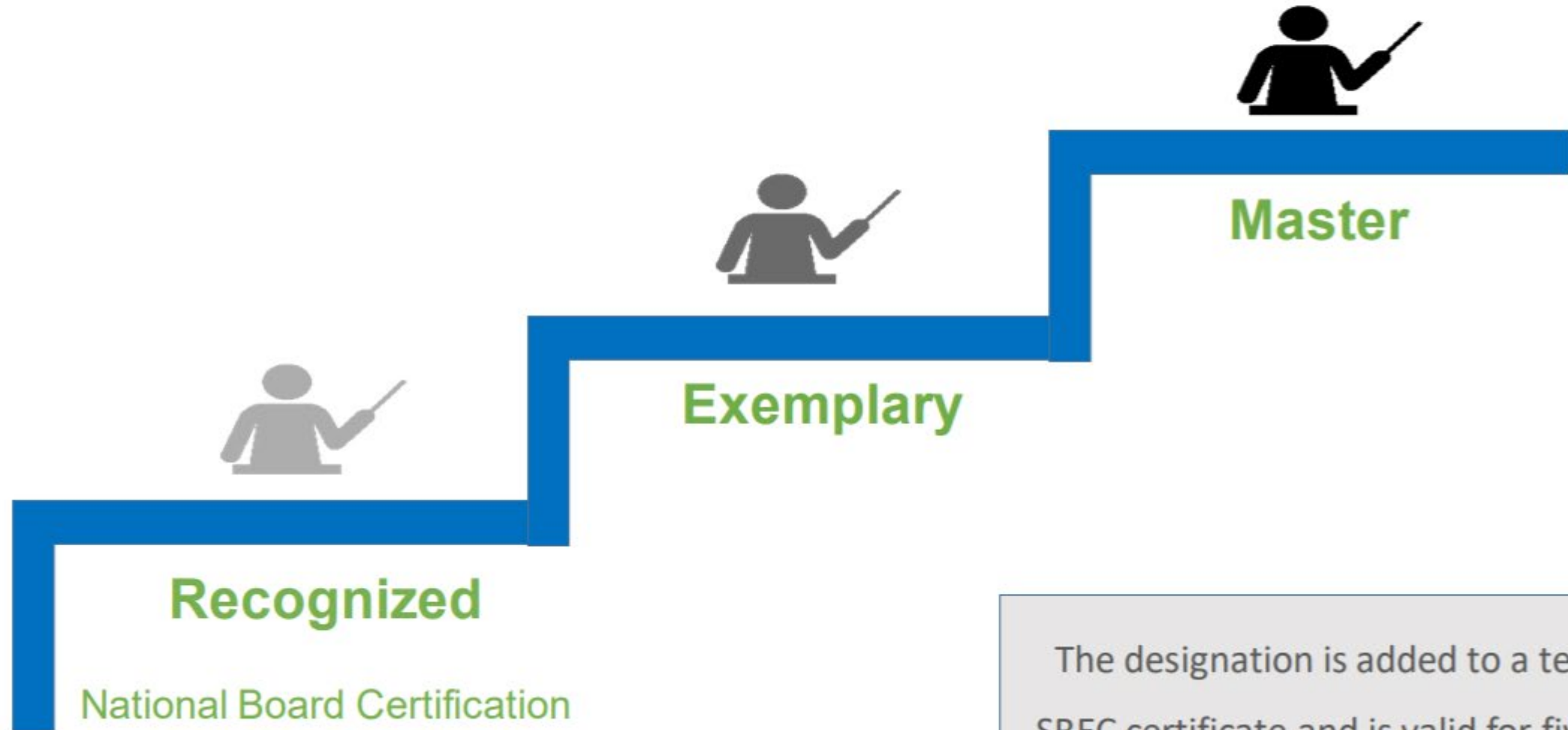
Designation	Base	Multiplier	Tier	Non Eco-Dis	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
			Student Point Value	X 0	X 0.5	X 1.0	X 2.0	X 3.0	X 4.0
Recognized	\$3,000	\$1,500	Non-rural	\$ 3,000	\$ 3,750	\$ 4,500	\$ 6,000	\$ 7,500	\$ 9,000
			Rural	\$ 4,500	\$ 6,000	\$ 7,500	\$ 9,000	\$ 9,000	\$ 9,000
Exemplary	\$6,000	\$3,000	Non-rural	\$ 6,000	\$ 7,500	\$ 9,000	\$ 12,000	\$ 15,000	\$ 18,000
			Rural	\$ 9,000	\$ 12,000	\$ 15,000	\$ 18,000	\$ 18,000	\$ 18,000
Master	\$12,000	\$5,000	Non-rural	\$ 12,000	\$ 14,500	\$ 17,000	\$ 22,000	\$ 27,000	\$ 32,000
			Rural	\$ 17,000	\$ 22,000	\$ 27,000	\$ 32,000	\$ 32,000	\$ 32,000

Max funding
amount =
\$32,000

➔ More Funding




Teacher Incentive Allotment works in conjunction with the Local Optional Teacher Designation System



The designation is added to a teacher's SBEC certificate and is valid for five years.

Fully Approved
Cohort A Districts

		District Approval Year 1 (2019-2020 School Year)			District Approval Year 2 (2020-2021 School Year)				District Approval Year 3 (2021-2022 School Year)				District Approval Year 4 (2022-2023 School Year)				District Approval Year 5 (2023-2024 School Year)				Continues same trend but cannot issue any new designations unless district is reapproved	
Designation Year	2018- 2019 School Year	August-2019	May-2020	August-2020	September-2020	November-2020	April-2021	August-2021	September-2021	November-2021	April-2022	August-2022	September-2022	November-2022	April-2023	August-2023	September-2023	November-2023	April-2024	August-2024	September-2024	
New Designations Year A1	Data Capture Year	Retroactive Designation Start Date (contingent on approval).	Apply for TIA.	Notified of System Approval Designations. District notified of calculated allotment based on teacher location from February winter class roster.	Settle-up of Teacher Designation Year 1 & First payment of designation year 2. All based on previous year February winter class roster.	NA	District notified of calculated allotment based on teacher location from February winter class roster.	Deadline to Spend allotment funds for 1st and 2nd Year of designations.	Settle-up of Teacher Designation Year 2 & First payment of designation year 3. All based on previous year February winter class roster.	NA	District notified of calculated allotment based on teacher location from February winter class roster.	Deadline to Spend allotment funds for 3rd year of designation.	Settle-up of Teacher Designation Year 3 & First payment of designation year 4. All based on previous year February winter class roster.	NA	District notified of calculated allotment based on teacher location from February winter class roster.	Deadline to Spend allotment funds for 4th year of designation.	Settle-up of Teacher Designation Year 4 & First payment of designation year 5. All based on previous year February winter class roster.	NA	District notified of calculated allotment based on teacher location from February winter class roster.	Deadline to Spend allotment funds for 5th year of designation.	Settle-up of Teacher Designation Year 5. All based on previous year February winter class roster.	
New Designations Year A2	Data Capture Year				Retroactive Designation Start Date (contingent on approval)	Submit Designations to TTU/TEA	Notified of Approved Designations. District notified of calculated allotment based on teacher location from February winter class roster.	Deadline to Spend allotment funds for 1st Year of designation.	Settle-up of Teacher Designation Year 1 & First payment of designation year 2. All based on previous year February winter class roster.	NA	District notified of calculated allotment based on teacher location from February winter class roster.	Deadline to Spend allotment funds for 2nd year of designation	Settle-up of Teacher Designation Year 2 & First payment of designation year 3. All based on previous year February winter class roster.	NA	District notified of calculated allotment based on teacher location from February winter class roster.	Deadline to Spend allotment funds for 3rd year of designation	Settle-up of Teacher Designation Year 3 & First payment of designation year 4. All based on previous year February winter class roster.	NA	District notified of calculated allotment based on teacher location from February winter class roster.	Deadline to Spend allotment funds for 4th year of designation	Settle-up of Teacher Designation Year 4 & First payment of designation year 5. All based on previous year February winter class roster.	
New Designations Year A3	Data Capture Year				Data Capture Year				Retroactive Designation Start Date (contingent on approval)	Submit Designations to TTU/TEA	Notified of Approved Designations. District notified of calculated allotment based on teacher location from February winter class roster	Deadline to Spend allotment funds for 1st Year of designation.	Settle-up of Teacher Designation Year 1 & First payment of designation year 2. All based on previous year February winter class roster.	NA	District notified of calculated allotment based on teacher location from February winter class roster.	Deadline to Spend allotment funds for 2nd year of designation	Settle-up of Teacher Designation Year 2 & First payment of designation year 3. All based on previous year February winter class roster.	NA	District notified of calculated allotment based on teacher location from February winter class roster.	Deadline to Spend allotment funds for 3rd year of designation	Settle-up of Teacher Designation Year 3 & First payment of designation year 4. All based on previous year February winter class roster.	
New Designations Year A4	Data Capture Year				Data Capture Year				Data Capture Year				Retroactive Designation Start Date (contingent on approval)	Submit Designations to TTU/TEA	Notified of Approved Designations. District notified of calculated allotment based on teacher location from February winter class roster	Deadline to Spend allotment funds for 1st Year of designation.	Settle-up of Teacher Designation Year 1 & First payment of designation year 2. All based on previous year February winter class roster.	NA	District notified of calculated allotment based on teacher location from February winter class roster.	Deadline to Spend allotment funds for 2nd year of designation	Settle-up of Teacher Designation Year 2 & First payment of designation year 3. All based on previous year February winter class roster.	
New Designations Year A5	Data Capture Year												Data Capture Year				Retroactive Designation Start Date (contingent on approval)	Submit Designations to TTU/TEA	Notified of Approved Designations. District notified of calculated allotment based on teacher location from February winter class roster	Deadline to Spend allotment funds for 1st Year of designation.	Settle-up of Teacher Designation Year 1 & First payment of designation year 2. All based on previous year February winter class roster.	
													Re-Apply for TIA (Cohort F)			Notified of System Approval						

ILTexas Teacher Merit Pay Program

The ILTexas Teacher Merit Pay Program, made possible by funding from HB3 and TEA, is designed to put the very best ILTexas teachers on a path to a \$100,000 salary. Unlike many other school districts, ILTexas gives 90% of the money we receive from the state directly to our teachers. The other 10% goes to the non-certified teachers who also show high levels of student growth and would have received a designation had they been certified. These funds are in addition to a teacher's normal salary and is TRS eligible. We know that our students aren't successful without teachers who are supported and rewarded.

How it works

The ILTexas Merit Pay System is primarily based on student growth, but also takes into account teacher evaluations and 360 feedback.

- **Student Growth** – 80% - As determined by STAAR, Map, Istation, or ACTFL
- **ILTexas Modified T-Tess** – 10%
- **360 Survey** – 10% - Including peer, parent, and student feedback

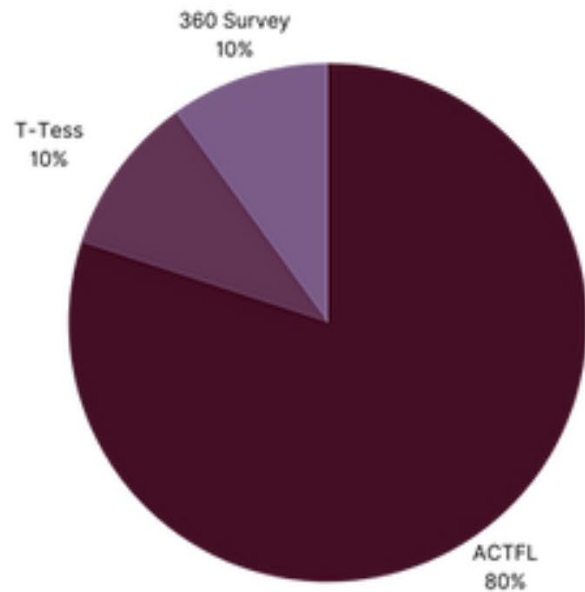
Note - We recognize that some teachers teach multiple qualifying courses. We review each teacher's eligibility individually, and on a case-by-case basis to ensure they are receiving their earned merit pay.

RATING STANDARDS

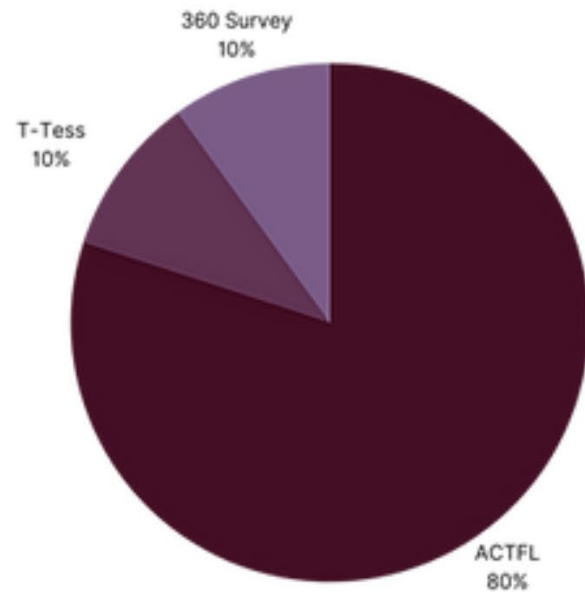
- **Master Teacher** – 82%+
- **Exemplary Teacher** - 75%-81%
- **Recognized Teacher** - 69%-74%

<https://www.iltexas.org/about-us/teacher-merit-pay-program>

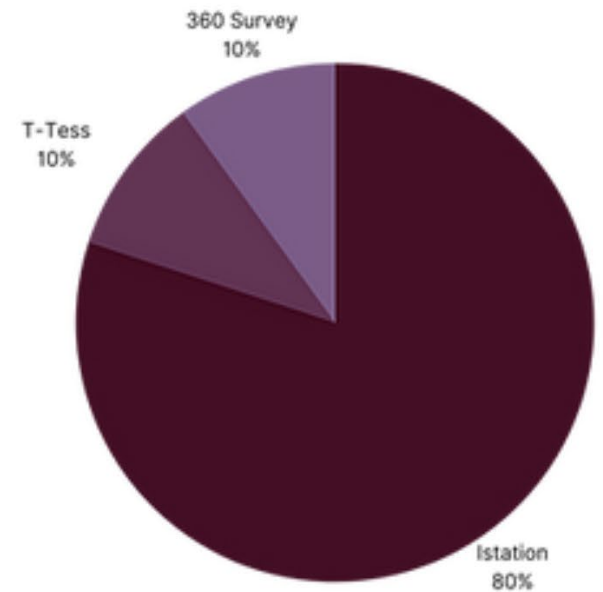
K-12 Chinese



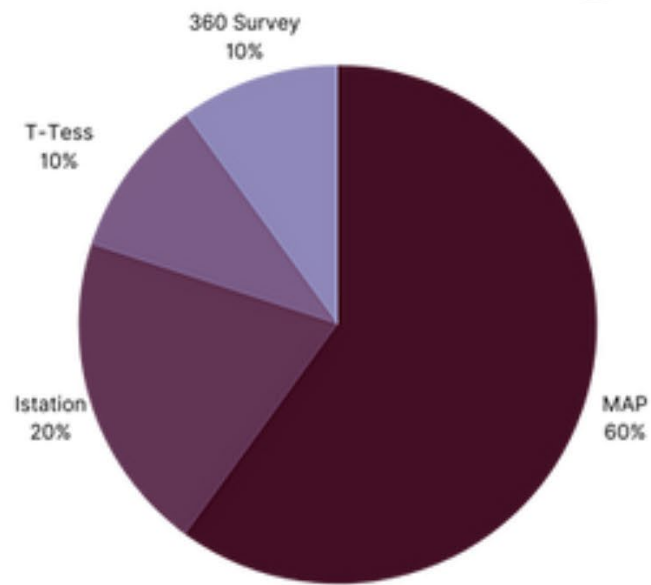
K-12 Spanish



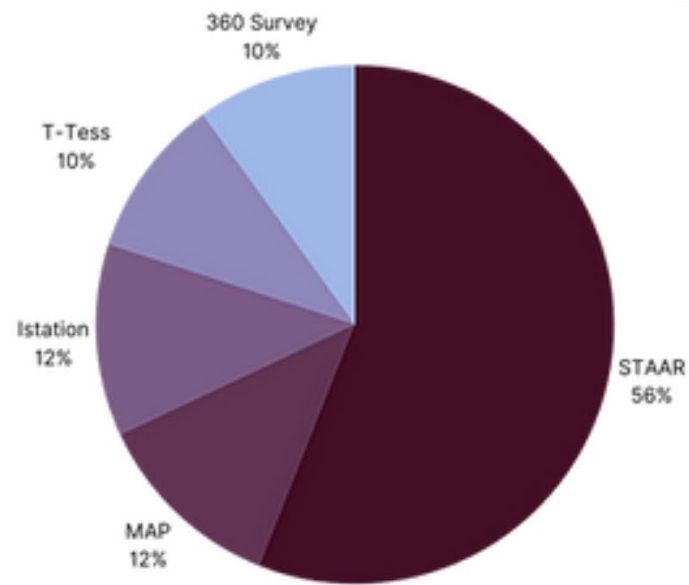
K-2nd Grade Reading



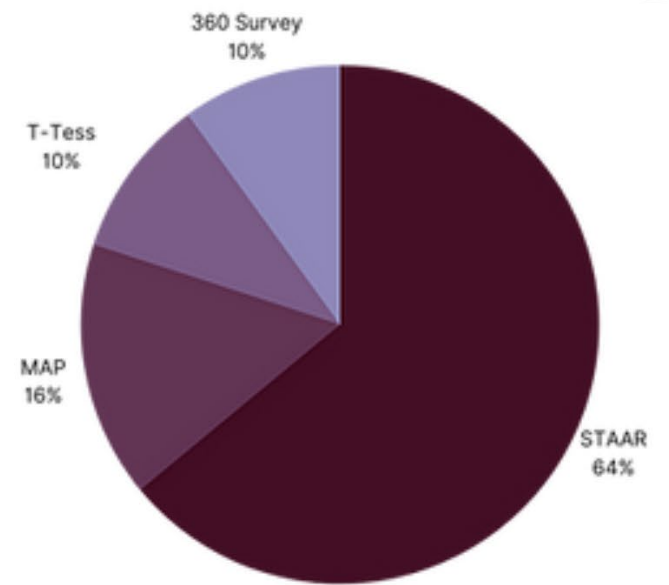
3rd Grade Reading



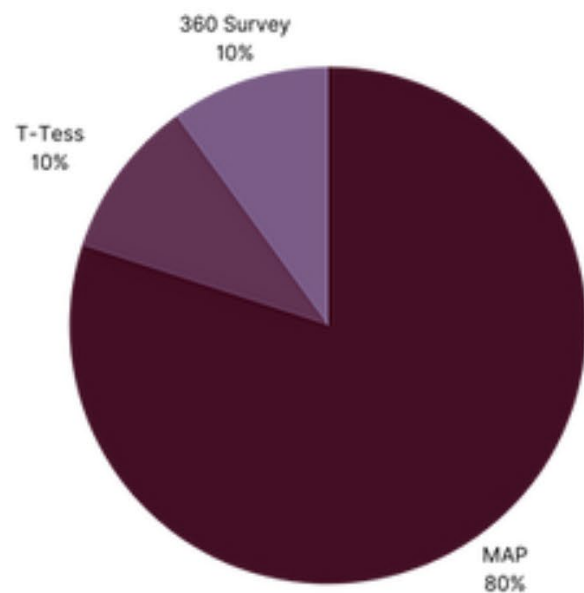
4th & 5th Grade Reading



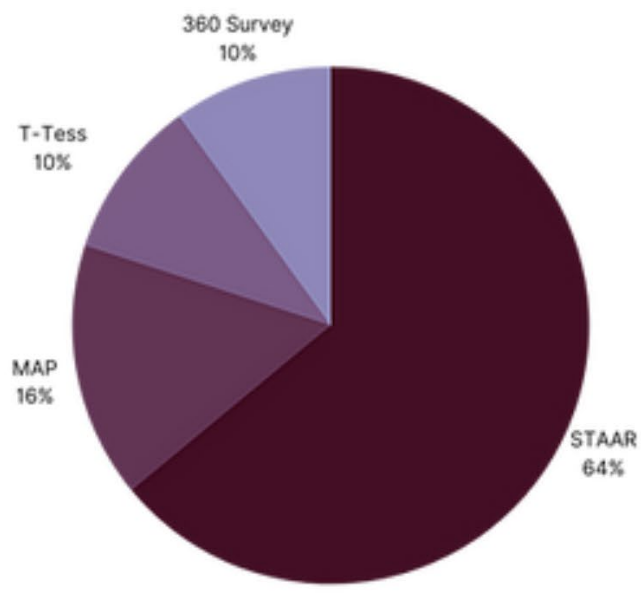
6th-8th Grade Reading



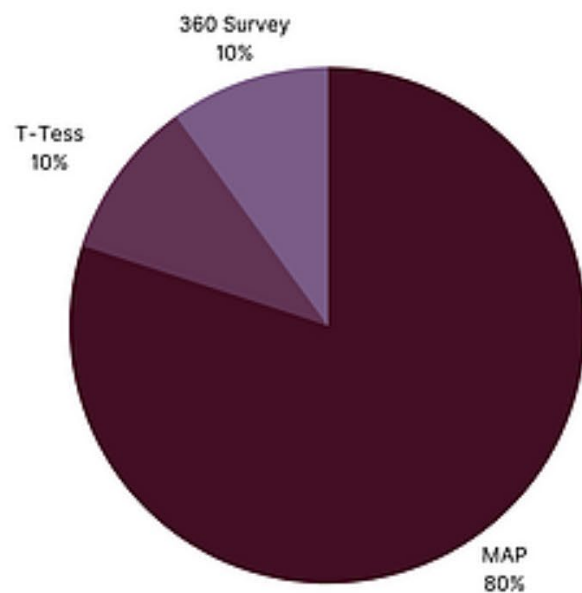
2nd & 3rd Grade Math



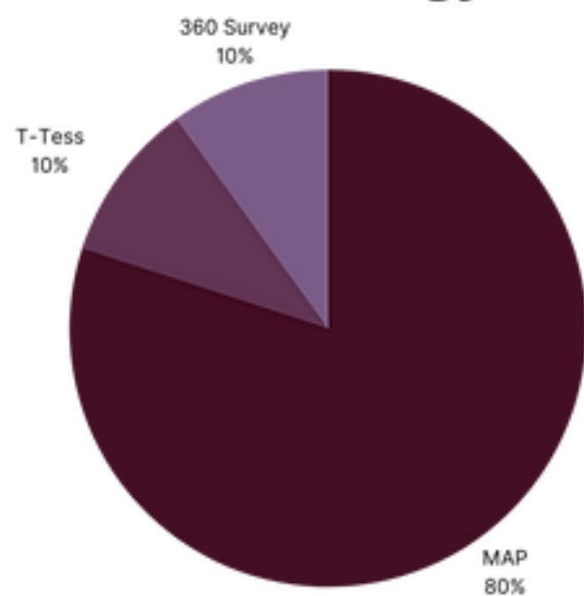
4th-8th Grade Math



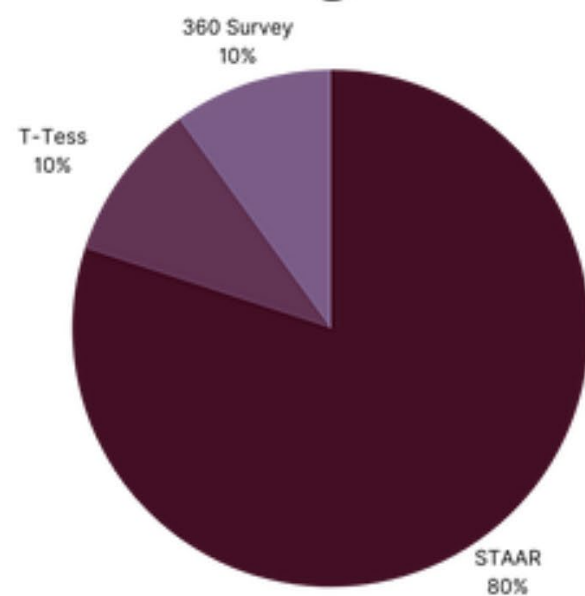
3rd - 8th Grade Science



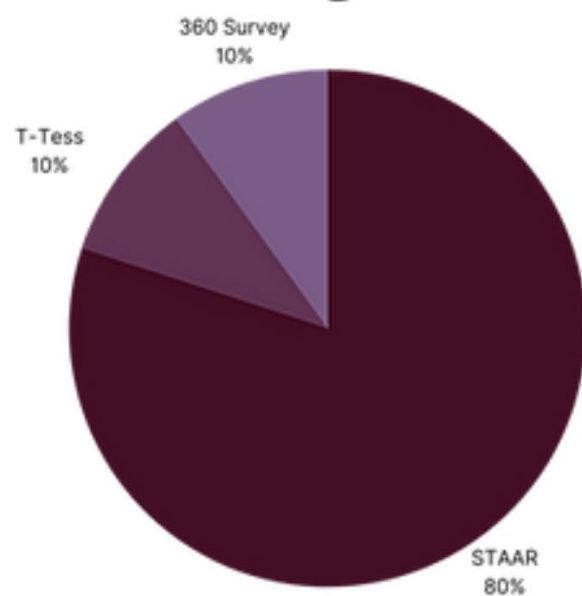
HS Biology



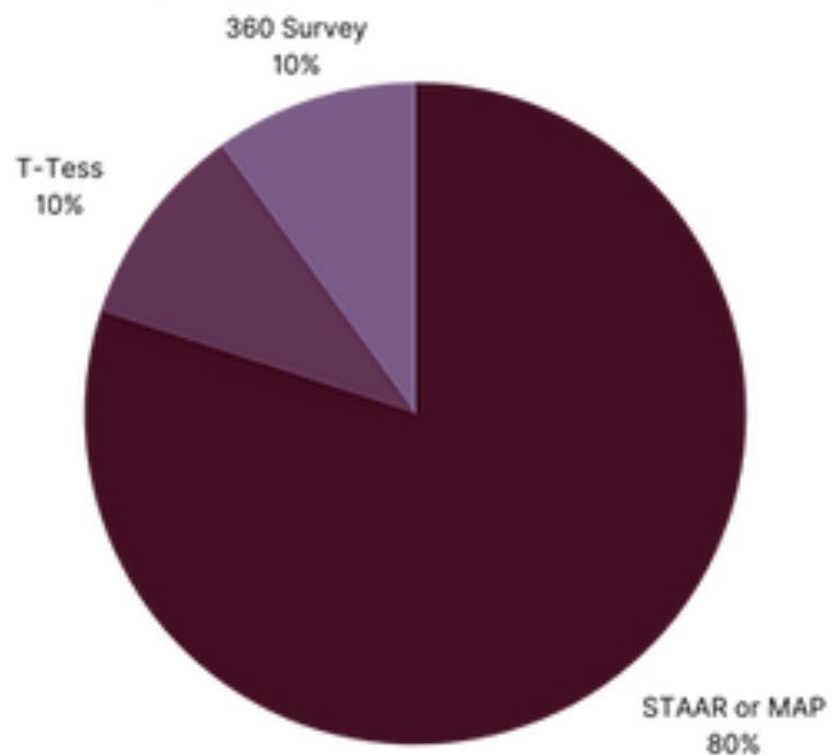
HS Algebra I



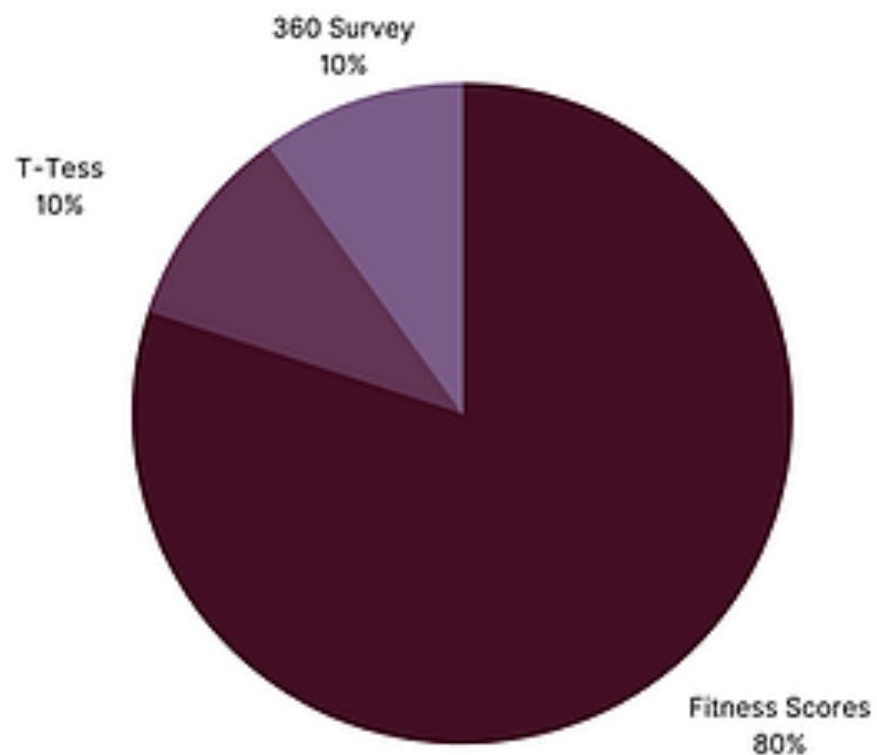
HS English II



Special Education



K-12th Grade Fitness



HOW DO I GET PAID?

- 1) Increase your students test score from the previous year: 80% of score
- 2) Do well during ILTexas T-TESS observations: 10% of score
- 3) Receive great feedback on surveys from students, peers, and parents: 10% of score

$(\text{student growth population} \times .8) + (\text{ILTexas T-TESS rubric score} \times .1) + (\text{survey scores} \times .1)$

HOW DO I GET PAID?

- 1) Increase your students test score from the previous year: % of students who grew = 80% of score

$$\text{Percentage of students} = \frac{\text{Number of students who met or exceeded growth expectation}}{\text{Total number of students with an expected growth score (who completed the final assessment)}}$$

The Percentage of a Teacher's Students Meeting or Exceeding Expected Growth.

In order to calculate the percentage of a teacher's students who met or exceeded expected growth, the raw number of students who met or exceeded the predicted score in the classroom must be calculated first. Once the number of students who met or exceeded expected growth has been determined, it can be divided by the total number of students with an expected growth score who completed the final assessment to determine the percent of a teacher's students who met or exceeded growth.

HOW DO I GET PAID?

- 2) Do well during ILTexas T-TESS observations: Average of the 5 Domains = 10% of score

ILTexas T-TESS Rubric Overview

Mission	Instruction	Learning Environment
1. Leadership <ul style="list-style-type: none"><i>Others Before Self</i>Character 2. Language <ul style="list-style-type: none">English, Spanish, Chinese 3. Performance Training <ul style="list-style-type: none">Strengthening the BodyTotal Fitness 4. International Community <ul style="list-style-type: none">Global UnderstandingNetworking	<ul style="list-style-type: none">Achieving ExpectationsContent Knowledge and ExpertiseCommunicationDifferentiationMonitor and Adjust	<ul style="list-style-type: none">Routines, and ProceduresManaging Student BehaviorClassroom Culture
	Planning	
	<ul style="list-style-type: none">Standards and AlignmentData and Assessment	<ul style="list-style-type: none">Knowledge of StudentsActivities
	Domain IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES	
	Professional Demeanor and Ethics , Goal Setting, PD, Family & Community	

Domain 1: Planning

PLANNING Standards and Alignment (Dimension 1.1): Rigor (Fruits of our Intellectual Preparation Process)	PLANNING Data and Assessment (Dimension 1.2): Relationships, Relevance, Rigor, Results	PLANNING Knowledge of Students (Dimension 1.3): Relationships and Relevance	PLANNING Activities (Dimension 1.4)
All activities, materials and assessments (ie, aligned activities, formative exit tickets, checks for understanding) that: are logically sequenced are relevant to students' prior understanding and real-world applications, integrate and reinforce concepts from other disciplines, provide appropriate time for student work, student reflection, lesson and lesson closure, in the target language, deepen understanding of broader unit and course objectives, are vertically aligned to state standards are appropriate for diverse learners.	Consistent formative assessments (checks for understanding, exit tickets, short quizzes) in the target language with immediate feedback to students.	All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas and are culturally relevant.	Opportunities for students to generate questions that lead to further inquiry and promote complex, higher- order thinking, problem solving and real-world application (in the target language).
Framing the lesson: Objectives are always not only visible to students but it is evident they know and understand and circle back to the lesson's target throughout the lesson. Both the content and language objectives and formative assessments always aligned and appropriately also aligned to the ILTexas pacing and rigor. Lesson provides relevant and enriching extensions of the lesson. Lessons always appropriately scaffolded with evidence of comprehensible input and Integration of technology to enhance mastery of goal(s).	Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning.	Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability.
		Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.	The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups.
		Consistent evidence of small-group purposeful talk session.	Students always given opportunities to engage with content and peers in meaningful conversations through well planned out engagement activities.

Domain 2: Instruction

INSTRUCTION Achieving Expectations (Dimension 2.1)	INSTRUCTION Content Knowledge and Expertise (Dimension 2.2)	INSTRUCTION Communication (Dimension 2.3)	INSTRUCTION Differentiation (Dimension 2.4)	INSTRUCTION Monitor and Adjust (Dimension 2.5)
Persists with the lesson until there is evidence (ie, Skyward, data wall, etc) that all students demonstrate mastery of the content/language objectives.	Integrates content/language objectives with other disciplines, content areas and real-world experience.	Establishes classroom practices that encourage all students to communicate (in target language) safely and effectively using a variety of tools and methods with the teacher and their peers.	Adapts lessons with a wide variety of instructional strategies to address individual needs of all students and language levels.	Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.
Provides opportunities for students to self-monitor and self-correct mistakes.	Integrates content/language objectives with other disciplines, content areas and real-world experience.	Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.	Consistently monitors the quality of student participation and performance.	Adjusts instruction and activities to maintain student engagement.
Systematically enables students to set goals for themselves and monitor their progress over time.	Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.	Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.	Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	Uses discreet and explicit checks for understanding through questioning and academic feedback.
	Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.	Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.	Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.	

Domain 3: Learning Environment

LEARNING ENVIRONMENT Classroom Environment, Routines and Procedures (Dimension 3.1)	LEARNING ENVIRONMENT Managing Student Behavior (Dimension 3.2)	LEARNING ENVIRONMENT Classroom Culture (Dimension 3.3)
<p>Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility and in the target language.</p> <p>Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment.</p> <p>The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high- level learning beyond the learning objectives.</p>	<p>Always encourages and monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly, consistent use of Get Better Faster Management Hierarchy, in the target language.</p> <p>Students and the teacher create, adopt and maintain classroom behavior standards (Teach Like A Champion techniques).</p>	<p>Always engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students.</p> <p>Students collaborate positively and encourage each other's efforts and achievements (Others Before Self).</p> <p>All students exhibit the 3Bs all of the time.</p>

Domain 4: ILTexas Mission

ILTEXAS MISSION Leadership (Dimension 4.1)	ILTEXAS MISSION Language (Dimension 4.2)	ILTEXAS MISSION Mind, Body, and Character (Dimension 4.3)	ILTEXAS MISSION International Community (Dimension 4.4)
<p>Teacher always demonstrates and guides students with legal, moral and ethical virtues.</p> <p>Teacher always demonstrates the 3Bs: -Be on time -Be Respectful -Be Responsible</p> <p>Teacher always exudes <i>Others Before Self</i> in their everyday character.</p> <p>Teacher always demonstrates Servant Leadership as a role model for students.</p>	<p>Teacher always supports trilingual model:</p> <p>English: Teacher always seeks opportunities to use academic and informal/social English with ELLs (e.g., international students, etc.) and always supports the teaching and learning of Spanish and Chinese.</p> <p>Spanish: Teacher always seeks opportunities to use Spanish with students and staff.</p> <p>Chinese: Teacher always seeks opportunities to use Chinese with students and staff.</p>	<p>Mind- Teacher always promotes and demonstrates life-long learning.</p> <p>Body- Teacher always utilizes and demonstrates physical activity within and outside of the classroom.</p> <p>Character- Teacher always demonstrates 14 Character Traits.</p>	<p>Teacher always promotes and participates in cultural activities.</p> <p>Teacher always connects with and actively supports guest teachers (J1).</p> <p>Teacher always creates cross-cultural bridges for staff and students.</p> <p>The teacher always demonstrates understanding of different cultural perspectives and worldview as members of an international community.</p>

Domain 5: Professional Practices and Responsibilities

PROFESSIONAL PRACTICES AND RESPONSIBILITIES Professional Demeanor and Ethics (Dimension 5.1)	PROFESSIONAL PRACTICES AND RESPONSIBILITIES Goal Setting (Dimension 5.2)	PROFESSIONAL PRACTICES AND RESPONSIBILITIES Professional Development (Dimension 5.3)	PROFESSIONAL PRACTICES AND RESPONSIBILITIES School Community Involvement (Dimension 5.4)
<p>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.</p> <p>Models all professional standards (e.g. attendance, professional appearance and behaviors) across the campus and district for educators and students.</p> <p>Advocates for the needs of all students in the classroom and campus.</p>	<p>Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.</p> <p>Implements substantial changes in practice resulting in significant improvement in student performance.</p>	<p>Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection.</p> <p>Seeks resources and collaboratively fosters faculty knowledge and skills.</p> <p>Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus.</p>	<p>Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.</p> <p>Initiates collaborative efforts that enhance student learning and growth.</p> <p>Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.</p>

HOW DO I GET PAID?

3) Receive great feedback on surveys from students, peers, and parents: 10% of score

Peer Teacher Survey: 8 questions with score of 1-5 = $\frac{1}{3}$

Student Survey: 15 questions with score of 1-5 = $\frac{1}{3}$

Parent Survey: 7 questions with score of 1-5 = $\frac{1}{3}$

Peer Teacher Survey

1. Overall, how high are this peer-teacher's expectation of their students?
2. How often does this peer-teacher seem excited to be teaching their classes?
3. How interested do the students of your peer-teacher seem to be during their class?
4. How respectful is this peer-teacher towards their students?
5. How respectful is this peer-teacher towards other teachers?
6. Does this peer-teacher collaborate with other grade level team members to ensure positive student outcomes?
7. Does this peer-teacher support the mission of ILTexas and put student success first?

Student Survey

1. How excited are you about going to your class?
2. How positive or negative is the energy of your class?
3. How often does your teacher take time to make sure you understand the material?
4. In your class, how excited are you to participate?
5. How often does your teacher make you explain your answers?
6. When you feel like giving up, how likely is it that your teacher will make you keep trying?
7. When you are not in school, how often do you talk about ideas from your class?
8. Overall, how high are your teachers' expectations of you?
9. How often does your teacher seem excited to be teaching your classes?
10. How focused are you on the activities in your classes?
11. How much does your teacher encourage you to do your best?
12. How interested are you in your classes?
13. How respectful is your teacher towards you?
14. If you walked into class upset, how concerned would your teacher be?
15. How excited would you be to have your teacher again?

Parent Survey

1. Do you feel the teacher has helped your student master the course content this year?
2. Overall, how high are the teacher's academic expectations for children?
3. Overall, how much respect do you think the teacher has for your child?
4. To what extent do you think that children enjoy going to the teacher's classroom?
5. How motivating are the classroom lessons in the teacher's classroom?
6. How fair or unfair is the teacher's system of evaluating students?
7. How much does the teacher value the diversity of children's background?