Hamlin Collegiate ISD

Teacher Incentive Allotment Plan

HCISD understands the importance of effective teachers to the overall success of the students, campus, district and community. Due to this understanding, HCISD has worked hard to craft the Teacher Incentive Allotment plan.

Rationale

House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, established an optional Teacher Incentive Allotment with a stated goal of a six-figure salary for teachers who prioritize teaching in high needs areas and rural district campuses.

"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." (TEA, 2019)

Goals

The TIA aligns with Hamlin Collegiate Independent School District's strategic improvement plans by addressing the area of recruitment and retention of effective teachers. HCISD is a small, rural district located in an area that makes it hard to recruit teachers especially for high needs areas. By implementing this plan, HCISD will acknowledge and reward outstanding teachers in all content areas, increase the number of applicants and increase the retention rate of effective teachers. HCISD strives to provide the best learning opportunities so that graduates are prepared for the world beyond high school.

The HCISD Local TIA Plan

Hamlin Collegiate ISD's plan uses the three levels of designations that TEA supports. A teacher in Hamlin Collegiate ISD can earn a "Recognized" "Exemplary" or a "Mastery" if they meet the criteria delineated in the plan. There are two parts to this plan, a teacher observation piece and a student growth piece. In order for a teacher to receive a designation, they need to meet the criteria for both parts. HCISD understands that all data submitted will be validated and this review may change the designation or even nullify a designation if the data does not support the TEA performance standards.

Hamlin Collegiate ISD allows and encourages all teachers to participate in seeking designations; however, this is an optional program. Texas Education Agency requires that each teacher submitted for a designation "must have a valid SBEC certificate. Eligible types of certificate include Standard, Professional, and Provisional. Eligible classes of certificates include Classroom Teacher (Chapter 233), Reading Specialist (Chapter 239), and Legacy Master Teacher (http://ritter.tea.state.tx.us/sbecrules/tac/index.html). The teacher must be coded as 087 (Teacher) per the Public Education Information Management System (PEIMS) description of codes for 90 days at 100% of the day (equivalent to four and one-half months or a full-semester) or 180 days required at 50-99% of the day and compensated for that employment. Teachers must be in at least their third year of classroom experience in order to be eligible to go through the designation process.

A teacher's designation is submitted to TEA and placed on the teacher's Texas Educator Certificate. The designation credential is valid for five years from the date of the designation. If a teacher moves to a new district, the allotment funding follows the teacher to the new district regardless of whether the new district has an approved designation system in place.

Designation System Weighted Components

Category	***Eligible Teaching Assignment***	***Teacher Observation Rubric***	***Weight***	***Student Growth Measure***	***Weight***
1	*K-8 Math & Algebra 1*	*T-Tess*	*50%*	*NWEA Map*	*50%*
2	*3-8 Science & Biology*	*T-Tess*	*50%*	*NWEA Map*	*50%*
3	*8th & 11th Social Studies*	*T-Tess*	*50%*	*STAAR Benchmark*	*50%*
4	*K-8 Reading & English I&II*	*T-Tess*	*50%*	*NWEA Map*	*50%*

National Board Certification

Teachers with at least three years of classroom experience can earn a *Recognized* designation by achieving National Board Certification in the area where the teacher is currently assigned. National Board Certification *automatically* designates a teacher at the recognized level. The National Board Certification Exam (NBCE) consists of 4 components:

(1) Content Knowledge: a. 3 written exercises b. 45 selected response items

(2) Differentiation in Instruction
(3) Teaching Practice and Learning Environment
(4) Effective and Reflective Practitioner

Important Notes about NCBE

- Teachers must have been teaching for 3 or more years to be eligible.
- Component 1 is completed at an authorized Assessment Center.
- Components 2-4 are e-portfolios submitted through the teacher's NBCE account.

Teachers who have obtained National Board Certification can still achieve a higher designation by meeting the standards set for district designations.

Teacher Observations Measures

Validating the Observation Piece –

Hamlin Collegiate ISD will use data from the T-TESS annual evaluations to determine eligibility for the TIA.

Hamlin Collegiate ISD has four district appraisers. All appraisers are fully certified every three years and recalibrate their appraisal certificate annually. Teacher appraisers are required to norm on scoring, using the district's teacher observation rubric annually by conducting in-person observation and/or video scoring. To improve inter-rater reliability and ensure continued calibration across the district, joint observations are conducted at least annually to calibrate and establish inter-rater reliability between appraisers/observers. HCISD administrators will utilize the DMAC T-Tess reporting feature to analyze evaluator scoring.

Hamlin Collegiate ISD holds an annual professional development meeting that covers the T-TESS appraisal system in depth. All certified teachers are required to attend this professional development. This professional development breaks down the entire process including all domains and dimensions. The goal of this training is to ensure that all certified teachers understand what each of the five performance levels looks like for all the domains and dimensions.

Each teacher will receive at a minimum, two 45 minute yearly evaluations by a certified appraiser in order to be eligible for a designation.

Each teacher can request a 3rd appraisal if they did not agree with the first appraisals.

Teachers will receive multiple partial observations/walk-throughs that will be used for scoring with written feedback and a verbal conference for all scored observations.

Quarterly reviews of appraisal trends are carried out by campus principals and the superintendent. These reviews are used to determine if any irregularities or other trends are occurring in the district. The administrative team reviews trend reports from DMAC by grade/subject and by appraiser. If any irregularities are found, an action plan to correct the issues will be put into place. This yearly review of teacher appraisals will also include reviewing the congruence of teacher observation data with student growth data. If the data does not show congruence between the two, an action plan to correct the appraisal effectiveness will be put into place. This information is shared with the instructional leadership team to address any issues of skew through further calibration practice or additional joint observations.

Teacher Observation Performance Calculations-

The T-Tess Rubric is comprised of sixteen dimensions across four domains each with specific descriptors of practices. The T-Tess process includes three components: goal-setting and professional development plan, the evaluation cycle (pre-conference, observation, and post-conference), and student growth measure. While all dimensions are essential components of teaching, the eight dimensions that comprise the Instruction Domain and Learning Environment Domain are the only dimensions used for the Teacher Performance Score for TIA. Hamlin Collegiate believes that these domains are the primary domains focusing on instructional effectiveness resulting in the greatest impact on student academic achievement.

Data from the T-TESS evaluation to be used: Only Domain 2 and Domain 3. Domain 2 has five dimensions and Domain 3 has three dimensions. There are eight total dimensions that will be used to calculate the evaluation. We will assign a numerical representation to the 5 scoring labels. A “Distinguished” score will receive a value of 5, an “Accomplished” score will receive a value of 4, a “Proficient” score will receive a value of 3, a “Developing” score will receive a value of 2 and an “Improvement Needed” will receive a value of 1. A teacher must receive a “3” or better in all 8 dimensions to be eligible for a designation.

The overall appraisal value will be determined by averaging the scores from the observations and adding up all the scores for the 8 dimensions and dividing by 8. Example, a teacher that receives the following appraisal –

2.1 “Proficient” = 3

2.2 “Accomplished” = 4

2.3 “Accomplished” = 4

2.4 “Distinguished” = 5

2.5 “Accomplished” = 4

3.1 “Distinguished” = 5

3.2 “Proficient” = 3

3.3 “Distinguished” = 5

Total points = 33 divided by 8 total dimensions = 4.1

Average = 4.1 and this would equate to an Exemplary rating.

Teacher Observation Performance Criteria -

Teacher Observation Minimum Average Ratings

Designation Level	Minimum Average Score Across Domain 2 and 3	Minimum Rating Required for each Dimension in Domain 2 and 3
Recognized	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions
Exemplary	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions
Master	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions

Student Growth Measures

Validating Student Growth

Hamlin Collegiate ISD will use state approved NWEA Map data to determine the student growth measure for grades K-12 in available math, reading/ELA and science results. Testing will occur beginning, middle and end of year. Pre and Post STAAR tests will be given to eligible History students in 8th & 11th grade. Hamlin Collegiate ISD teachers that teach one of the subjects (in the above chart) will be eligible for a TIA designation at this time.

The administrative team will be required to go through annual training on the administration and calculations of the student growth measures. The administrative team will individually calculate growth measures and compare growth data. This process will validate the scoring process and if any irregularities occur, an action plan to correct the issues will be put into place. The campus principal will communicate the calculated student growth results to the teachers.

Hamlin Collegiate ISD plans to expand opportunities to other teachers in future cycles once student growth measures are determined for those non-core academic subjects.

Hamlin Collegiate ISD plans to incorporate the minimum standards as outlined by TEA below.

Student Growth Performance Calculations Explained (TEA)-

Recognized Teacher	Exemplary Teacher	Master Teacher
55% of students meet or exceed expected growth	**60%** of students meet or exceed expected growth	**70%** of students meet or exceed expected growth

Calculating:

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

To calculate individual teacher student growth, consider the process below.

Predicted Score

Consider all students who took English II in a given year. Those students are connected to their prior testing history (across grades, subjects, and years), and the relationship between the observed English II scores with all prior test scores is examined. It is important to note that some prior test scores will have a greater relationship to the score in question than others. For example, it might be that prior English language arts tests will have a greater relationship with English II than prior math or social studies scores. However, the other scores do still have a statistical relationship.

Once the relationship with students across the state with similar prior testing histories has been defined, a predicted score can be calculated for each individual student. Predicted scores for individual students can be aggregated to the district, campus, or teacher level.

Expected Growth

The measure of growth is a function of the difference between the final assessment scores and predicted scores of students associated with each teacher. This generates a growth score. For example, a student whose final assessment score is the same as her predicted score would receive a growth score of zero. This means that the student met exactly their expected level of growth.

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 growth 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.

Spending Plan

Distribution of Allotment funds

Distribution of TIA funds will comply with state law and TEA guidance*. House Bill 3 mandates that 90% of the TIA must go to the campus at which the teacher earning the designation is

employed. How much of the 90% that goes to the teacher earning the designation is up to the local district. The teachers at Hamlin Collegiate ISD voted to give all 90% of the TIA to the teacher that earned the designation. The district does incur costs related to implementing the TIA system and submitting teachers to TEA for designation and will retain the allotted 10% for those and other district determined purposes. HCISD believes that our teachers are our most valuable resource and their compensation should reflect that belief. Electing to give 90% of the money to the teacher is to help recruit and retain highly effective staff in this very competitive world of teacher recruiting.

Statute states that allotment funds are not considered a property right. The TIA will be paid as supplemental pay to the normal salary schedule. HCISD will not change the salary schedule due to the TIA. The TIA supplemental pay will be eligible to be calculated for retirement purposes. The TIA supplemental pay will be paid in the month of June In compliance with state law and TEA guidelines, HCISD will retain 10% of allotment funds received from the state to support the local TIA program.

*TEC Section 48.114 (i)(1)(A): A district shall annually certify that finds received under this section were used as follows: At least 90% of each allotment received was used for the compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed.

The TIA funding that Hamlin Collegiate ISD receives will be determined based on three funding factors: 1) how many teachers are employed by the district with Recognized, Exemplary, and Master designations: 2) the socio-economic levels of the students from the previous school year, and 3) the rural status of the campus where the teacher works.

The TIA funding amount will be based on the funding factors submitted from the previous data year. To provide an example, see the table below. The table is meant to provide an example and does not represent any actual funding received by Hamlin Collegiate ISD. The district will not receive any funding under TIA until we employ a teacher with a designation.

Allotment funding Table 2021

Campus name	District name	Region	Rural flag	Recognized	Exemplary	Master
HAMLIN COLLEGIATE EL	HAMLIN COLLEGIATE ISD	14	Rural	$6,966	$13,931	$25,219
HAMLIN COLLEGIATE H S	HAMLIN COLLEGIATE ISD	14	Rural	$6,692	$13,383	$24,305

The TIA compensation amount a designated teacher receives will change every year based on three funding factors and TIA calculation as previously described. The TIA funds Hamlin Collegiate ISD receives will be recalculated by TEA every single year, and thus a teacher could receive more or less TIA compensation each year based on the new funding amounts. A teacher's designation will placed on their Texas Educator Certificate and is good for five years. If a teacher does not earn a new designation and their designation expires, the teacher will no

longer receive TIA compensation. If at any time, the TIA state funding ends, the TIA compensation plan will no longer continue.

Current information can be accessed at:

https://tiatexas.org/about-teacher-incentive-allotment/funding-allocations-map

Development Process

District Design Team and Stakeholder Participation

Members of the administrative team joined in Region XIV and XV training sessions in the Spring of 2020 and again in February 2021. Region XIV Personnel presented an overview to the Board of Trustees. An explanatory email was sent to all Classroom teachers with links to informational videos and sites and a link to the stakeholder survey. Stakeholder feedback was aggregated on spreadsheets and shared with the committee. Teacher volunteers from the survey met to discuss, research and develop the plan. Details about the plan will be communicated via email, informational videos, website postings, and most importantly through in-person trainings. In addition, small groups will be updated throughout the school year in PLC meetings. Members of the committee will serve as Teacher leaders on each campus to assist, train and support teachers.

The committee utilized statewide performance standards as a qualifier and guide in creating weighting formulas for the various components. The district administrative team will verify the designation system alignment with these statewide performance standards.

APPENDICES

HAMLIN COLLEGIATE TIA STEERING COMMITTEE

COHORT D FUNDING TIMELINE

STUDENT GROWTH PERFORMANCE STANDARDS

TEACHER OBSERVATION PERFORMANCE STANDARDS

TEACHER OBSERVATION CALIBRATION PROTOCOLS

APPLICATION

ONLINE INFORMATION:

Texas Teacher Incentive Allotment Website: https://tiatexas.org/

National Board Certification Website:

https://www.nbpts.org/national-board-certification/

Short Overview Video: https://youtu.be/-CKr8uN3OQE

Longer More Comprehensive Video: https://youtu.be/Q1no6VQ6a2A

T-Tess Website: https://www.teachfortexas.org/Default

Basics of Student Growth in T-Tess:
https://www.teachfortexas.org/Resource_Files/Additional_Resources/Guidance_on_Student_Growth_in_T-TESS.pdf

Texas Student Learning Objectives Website: https://texasslo.org/

Basics of Student Portfolios:
http://www.ascd.org/publications/books/100046/chapters/Determining-the-Basics-of-Student-Portfolios.aspx

HCISD Website: https://hamlincollegiate.com/

Hamlin Collegiate ISD
Teacher Incentive Allotment Steering Committee

NAME	DISTRICT ROLE
DR. RANDY BURKS	SUPERINTENDENT
KATRINA BOGLE	DEAN OF COLLEGE READINESS/TECH DIR.
LAURI POND	DEAN OF ACADEMICS
MATT POND	DEAN OF SECONDARY EDUCATION
MICHELLE JONES	DEAN OF ELEMENTARY EDUCATION
KRISTI BYERLY	ELEMENTARY TEACHER
TAMMY CLAWSON	ELEMENTARY TEACHER
KATY SEPEDA	ELEMENTARY TEACHER
SHALAINA HALL	ELEMENTARY TEACHER
JORI VANCLEAVE	SECONDARY TEACHER
ROSIE LUCAS	SECONDARY TEACHER
RYNE LUCAS	SECONDARY TEACHER

Fully Approved

Cohort D Districts

Text shown in red indicates key dates and actionable deadlines

	2020-2021 School Year		2021-2022 School Year	District Approval Year 1 (2022-2023 School Year)				District Approval Year 2 (2023-2024 School Year)				District Approval Year 3 (2024-2025 School Year)				District Approval Year 4 (2025-2026 School Year)				District Approval Year 5 (2026-2027 School Year)				Continues same trend but cannot issue any new designations unless district is reapproved
Designation Year	April-2021	June-2021	September-2021 – August-2022	September-2022	November-2022	April-2023	August-2023	September-2023	November-2023	April-2024	August-2024	September-2024	November-2024	April-2025	August-2025	September-2025	November-2025	April-2026	August-2026	September-2026	November-2026	April-2027	August-2027	September-2027
New Designations Year D1	Apply for TIA.	Notified of System Approval.	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.	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 D2				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 D3								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 D4												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 D5																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 I)		Notified of System Approval		Data Capture Year				

Student Growth Performance Standards

Cohort applicants will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. Part of the data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures.

The document describes the student growth performance standards. Teachers in each designation category will generally exceed these minimum averages, however, the overall holistic review may allow for student growth ratings that are nominally lower than these stated minimums in some cases.

Statewide Student Growth Performance Standards

The percentages below are the statewide performance standards for student growth in each of the three teacher designation levels, regardless of the student growth measure used.

Recognized Teacher	Exemplary Teacher	Master Teacher
55% of students meet or exceed expected growth	**60%** of students meet or exceed expected growth	**70%** of students meet or exceed expected growth

Calculating:

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

To calculate individual teacher student growth, consider the process below.

Predicted Score

Consider all students who took English II in a given year. Those students are connected to their prior testing history (across grades, subjects, and years), and the relationship between the observed English II scores with all prior test scores is examined. It is important to note that some prior test scores will have a greater relationship to the score in question than others. For example, it might be that prior English language arts tests will have a greater relationship with English II than prior math or social studies scores. However, the other scores do still have a statistical relationship.

Once the relationship with students across the state with similar prior testing histories has been defined, a predicted score can be calculated for each individual student. Predicted scores for individual students can be aggregated to the district, campus, or teacher level.

Expected Growth

The measure of growth is a function of the difference between the final assessment scores and predicted scores of students associated with each teacher. This generates a growth score. For example, a student whose final assessment score is the same as her predicted score would receive a growth score of zero. This means that the student met exactly their expected level of growth.

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.

Teacher Observation Performance Standards

The document describes the teacher observation performance standards. Cohort applicants will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. The data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures. The statewide performance standards are aligned with T-TESS. For districts using rubrics other than T-TESS, Texas Tech University will work with districts to develop a performance standards crosswalk during the system application process prior to district data submission.

Overall Minimum Average Scores

The following shows the minimum average scores across T-TESS domains 2 and 3 to achieve each level of designation (Recognized, Exemplary, and Master). The minimum average scores were derived from an analysis of T-TESS observations from across the state with scores on a 1 to 5 scale. The minimum average for a Master teacher shows the 95th percentile score, the minimum average for an Exemplary teacher shows the 80th percentile score, and the minimum average for a Recognized teacher shows the 67th percentile score. These overall minimum average scores will be reflected in commissioner rules.

Scores derived from equivalent domains on approved observation rubrics should reflect the percent of possible points earned. Teachers in each of the three designated categories tend to have scores above these minimum averages, however, the overall holistic review may allow for scores that are nominally lower than these stated minimums in some cases.

Teacher Observation Minimum Average Ratings

Designation Level	Minimum Average Score Across Domain 2 and 3	Minimum Rating Required for each Dimension in Domain 2 and 3
Recognized	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions
Exemplary	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions
Master	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions

T-TESS Domain and Dimension Score Averages

The table below shows the average dimension and domain scores for each designation level. The average scores were derived from the statewide analysis of T-TESS observations with scores on a scale from 1 to 5. This table reflects the average scores of the teachers in the statewide analysis that qualified for each designation. The average score for Master reflects the average score for teachers in the 95th percentile and above, the average score for Exemplary reflects the average score for teachers in the 80th to 94th percentile, and the average score for Recognized reflects the average score for teachers in the 67th to 79th percentile. These overall dimension averages can be used to guide teacher designations with respect to scores in each of the dimensions referenced below. Note that while this table was based on T-TESS data, the categories for Instruction and Learning Environment can translate to other rubrics that include similar categories.

	Master	Exemplary	Recognized
Average Domain 2 (Instruction)	4.56	3.97	3.55
Dimension 2.1 (Achieving Expectations)	4.51	3.95	3.52
Dimension 2.2 (Content Knowledge and Expertise)	4.63	4.04	3.61
Dimension 2.3 (Communication)	4.61	4.01	3.64
Dimension 2.4 (Differentiation)	4.49	3.9	3.44
Dimension 2.5 (Monitor and Adjust)	4.56	3.98	3.52
Average Domain 3 (Learning Environment)	4.9	4.19	3.97
Dimension 3.1 (Classroom Environment, Routines, and Procedures)	4.89	4.16	3.97
Dimension 3.2 (Managing Student Behavior)	4.87	4.19	3.97
Dimension 3.3 (Classroom Culture)	4.92	4.24	3.98

Teacher Observation Performance Descriptors

(aligned to T-TESS)

The following table lists observable teacher behaviors in each of the three TIA teacher designation levels and represent a guide for high impact instructional moves that appraisers can look for during teacher observations that correspond the three teacher designation levels. Behaviors noted in **green** correspond to **Distinguished** teacher actions on the T-TESS rubric. Behaviors noted in **blue** correspond the **Accomplished** teacher actions on the T-TESS rubric Behaviors noted in **red** correspond to **Proficient** teacher actions on the T-TESS rubric.

All of the teacher behaviors noted below can correspond to the Instructional and Learning Environment components of other teacher rubrics. While these behaviors were based on T-TESS, districts do not have to use T-TESS in order to be able to use these descriptors. For districts using rubrics other than T-TESS, Texas Tech University will work with districts to develop a performance standards crosswalk during the system application process prior to district data submission.

NOTE: There likely will be more than one way to achieve the average numerical score rating for each designation level in each dimension and domain listed in the table above. For example, the table below lists a guiding example of one way the dimension averages above could be achieved. For example, to achieve an average score of 4.5 on dimension 2.1, an appraiser could observe two teacher behaviors in the Master column below (worth 5 points each) and two behaviors in the Exemplary column below (worth 4 points each) for an average of 4.5 in this dimension. This is the example shown. However, an observer also could observe three behaviors in the Master column and one behavior in the Recognized column, which also averages to a 4.5. The table is meant as a guide and does not necessarily represent a 1:1 correspondence.

Category One: Instruction

Achieving Expectations (4 descriptors required)

Master	Exemplary	Recognized
Example: 2 of the 4 following behaviors observed: • **Provides opportunities for students to establish high academic and social-emotional expectations for themselves.** • **Persists with the lesson until there is evidence that all students demonstrate mastery of the objective.** • **Provides opportunities for students to self-monitor and self-correct mistakes.** • **Systematically enables students to set goals for themselves and monitor their progress over time** AND Up to 2 of the 4 following behaviors observed: • **Provides opportunities for students to establish high academic and social-emotional expectations for themselves.** • **Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.** • **Anticipates student mistakes and encourages students to avoid common learning pitfalls.** • **Establishes systems where students take initiative of their own learning and self-monitor**	*Example: 3 of the 4 following behaviors observed:* • **Provides opportunities for students to establish high academic and social-emotional expectations for themselves.** • **Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.** • **Anticipates student mistakes and encourages students to avoid common learning pitfalls.** • **Establishes systems where students take initiative of their own learning and self-monitor** AND Up to 1 of the 4 following behaviors observed: • **Sets academic expectations that challenge all students.** • **Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.** • **Addresses student mistakes and follows through to ensure student mastery.** • **Provides students opportunities to take initiative of their own learning**	*Example: 2 of the 4 following behaviors observed:* • **Provides opportunities for students to establish high academic and social-emotional expectations for themselves.** • **Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.** • **Anticipates student mistakes and encourages students to avoid common learning pitfalls.** • **Establishes systems where students take initiative of their own learning and self-monitor** AND Up to 2 of the following behaviors observed: • **Sets academic expectations that challenge all students.** • **Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.** • **Addresses student mistakes and follows through to ensure student mastery.** • **Provides students opportunities to take initiative of their own learning**

Content Knowledge and Expertise (5 descriptors required)

Master	Exemplary	Recognized
Example: 3 of the 5 following behaviors observed: • **Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects.** • **Integrates learning objectives with other disciplines, content areas and real-world experience.** • **Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.** • **Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).** • **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.** AND Up to 2 of the 5 following behaviors observed: • **Conveys a depth of content knowledge that allows for differentiated explanations.** • **Integrates learning objectives with other disciplines and real world experiences.** • **Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.** • **Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).** • **Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.**	Example: 4 of the 5 following behaviors observed: •**Conveys a depth of content knowledge that allows for differentiated explanations.** • **Integrates learning objectives with other disciplines and real world experiences.** • **Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.** • **Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).** • **Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.** AND Up to 1 of the 5 following behaviors observed: • **Conveys accurate content knowledge in multiple contexts.** • **Integrates learning objectives with other disciplines.** • **Anticipates possible student misunderstandings.** • **Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).** • **Accurately reflects how the lesson fits within the structure of the discipline and the state standards.**	Example: 2 of the 5 following behaviors observed: •**Conveys a depth of content knowledge that allows for differentiated explanations.** • **Integrates learning objectives with other disciplines and real world experiences.** • **Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.** • **Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).** • **Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.** AND Up to 3 of the 5 following behaviors observed: • **Conveys accurate content knowledge in multiple contexts.** • **Integrates learning objectives with other disciplines.** • **Anticipates possible student misunderstandings.** • **Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).** • **Accurately reflects how the lesson fits within the structure of the discipline and the state standards.**

Communication (5 or 6 behaviors required)

Master	Exemplary	Recognized
Example: 4 of the following 6 behaviors observed: • **Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers.** • **Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.** • **Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.** • **Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.** • **Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning.** • **Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.** AND up to 2 of the following 6 behaviors observed: • **Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers.** • **Anticipates possible student misunderstandings and proactively develops techniques to address obstacles** • **Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.** • **Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.** • **Skillfully uses probing questions to clarify, elaborate and extend learning.** • **Provides wait time when questioning students.**	Example: All 6 of the following behaviors observed: • **Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers.** • **Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning.** • **Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.** • **Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.** • **Skillfully uses probing questions to clarify, elaborate and extend learning.** • **Provides wait time when questioning students.**	Example: 3 of the following behaviors observed: • **Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers.** • **Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning.** • **Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.** • **Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.** • **Skillfully uses probing questions to clarify, elaborate and extend learning.** • **Provides wait time when questioning students.** AND Up to 2 of the following behaviors observed: • **Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.** • **Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.** • **Provides explanations that are clear and uses verbal and written communication that is clear and correct.** • **Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.** • **Uses probing questions to clarify and elaborate learning**.

Differentiation (4 behaviors required)

Master	Exemplary	Recognized
Example: 2 of the 4 following behaviors observed: • **Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.** • **Consistently monitors the quality of student participation and performance.** • **Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.** • **Consistently prevents student confusion or disengagement by addressing learning and/or social/ emotional needs of all students.** AND Up to 2 of 4 following behaviors observed: • **Adapts lessons to address individual needs of all students.** • **Regularly monitors the quality of student participation and performance.** • **Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.** • **Proactively minimizes student confusion or disengagement by addressing learning and/or social/ emotional needs of allstudents.**	Example: All 4 of the following behaviors observed: • **Adapts lessons to address individual needs of all students.** • **Regularly monitors the quality of student participation and performance.** • **Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.** • **Proactively minimizes student confusion or disengagement by addressing learning and/or social/ emotional needs of all students.**	Example: 2 of the following behaviors observed: • **Adapts lessons to address individual needs of all students.** • **Regularly monitors the quality of student participation and performance.** • **Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.** • **Proactively minimizes student confusion or disengagement by addressing learning and/or social/ emotional needs of all students.** AND Up to 2 of the 4 following behaviors observed: • **Adapts lessons to address individual needs of all students.** • **Regularly monitors the quality of student participation and performance.** • **Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.** • **Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs**.

Monitor and Adjust (3 behaviors required)

Master	Exemplary	Recognized
Example: 2 of the 3 following behaviors observed: • **Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.** • **Adjusts instruction and activities to maintain student engagement.** • **Uses discreet and explicit checks for understanding through questioning and academic feedback.** AND Up to 1 of the 3 following behaviors observed: • **Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.** • **Adjusts instruction and activities to maintain student engagement.** • **Continually checks for understanding through purposeful questioning and academic feedback.**	Example: All 3 of the following behaviors observed: • **Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.** • **Adjusts instruction and activities to maintain student engagement.** • **Continually checks for understanding through purposeful questioning and academic feedback.**	Example: 2 of the 3 following behaviors observed: • **Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.** • **Adjusts instruction and activities to maintain student engagement.** • **Continually checks for understanding through purposeful questioning and academic feedback.** AND Up to 1 of the following 3 behaviors observed: • **Consistently invites input from students in order to monitor and adjust instruction and activities.** • **Adjusts instruction and activities to maintain student engagement.** • **Monitors student behavior and responses for engagement and understanding.**

Category Two: Learning Environment

Classroom Environment, Routines and Procedures (3 behaviors required)

Distinguished	Exemplary	Recognized
Example: 2 of the 3 following behaviors observed: • **Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility.** • **Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment.** • **The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives** AND Up to 1 of the following 3 behaviors observed: • **Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.** • **Students take some responsibility for managing student groups, supplies and/or equipment.** • **The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.**	Example: All 3 of the following behaviors observed: • **Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.** • **Students take some responsibility for managing student groups, supplies and/or equipment.** • **The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.**	Example: 2 of the 3 following behaviors observed: • **Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.** • **Students take some responsibility for managing student groups, supplies and/or equipment.** • **The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.** AND Up to 1 of the following behaviors observed: • **All procedures, routines and transitions are clear and efficient.** • **Students actively participate in groups, manage supplies and equipment with very limited teacher direction.** • **The classroom is safe and organized to support learning objectives and is accessible to most students.**

Managing Student Behavior (2 behaviors required)

Master	Exemplary	Recognized
Example: Both of the following behaviors observed: • **Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.** • **Students and the teacher create, adopt and maintain classroom behavior standards.**	Example: Both of the following behaviors observed: • **Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.** • **Most students know, understand and respect classroom behavior standards**	Example: At least one of the following behaviors observed: • **Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.** • **Most students know, understand and respect classroom behavior standards** AND Up to 1 of the following behaviors observed: • **Consistently implements the campus and/or classroom behavior system proficiently.** • **Most students meet expected classroom behavior standards.**

Classroom Culture (2 behaviors required)

Master	Exemplary	Recognized
Example: Both of the following behaviors observed: • **Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students.** • **Students collaborate positively and encourage each other's efforts and achievements.**	Example: Both of the following behaviors observed: • **Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.** • **Students collaborate positively with each other and the teacher.**	Example: At least one of the following behaviors observed: • **Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.** • **Students collaborate positively with each other and the teacher.** AND Up to one of the following behaviors observed: • **Engages all students in relevant, meaningful learning.** • **Students work respectfully individually and in groups.**

Teacher Observation Calibration Protocols

Purpose: Calibration protocols are procedures used to increase calibration between appraisers and between campuses throughout the year. When used strategically, they can help increase scoring accuracy by providing appraisers opportunities to practice collecting defensible evidence for ratings. They also help appraisers develop a deeper understanding of what effective instruction looks like across a variety of contexts and ensure that each appraiser in the district is aligned in how they are evaluating teachers.

Appraiser Development vs. Calibration: At times, these protocols may be used to coach and develop appraisers through practice and feedback. At other times, the protocols may be used to evaluate whether appraisers are appropriately calibrated to the district's standards.

Best Practices to Implement Protocols:

- Create a schedule of calibration activities that span the year
- Designate times for appraisers at different campuses to calibrate together
- Ensure that district leaders are certified and calibrating alongside campus appraisers
- Decide what it means for two appraisers to be calibrated to each other on a given calibration activity. (e.g. Do they need to match on every rating? Do they need to be within one on each dimension? Do they need to match on a certain percentage of ratings?)

High Quality Evidence: During calibration debriefs, discuss evidence before sharing ratings so that everyone is aligned about not only what the rating should be but *why.* Quality evidence is objective and states exactly what the teacher said or did, or what students said or did.

- Low quality evidence: *The teacher checked for understanding after modeling one problem.*
- High quality evidence: *After modeling one problem, the teacher asked each student to attempt a second problem on individual white boards (15 x 24). The teacher circulated as students worked and wrote down common errors she was seeing in kids' work. Then, all students raised their boards so she could see how many students were able to complete the problem successfully on their own. 15 out of 22 students were successful.*

Should ratings collected during calibration protocols be used as formal ratings? While the decision is entirely up to the school, the ratings collected during a calibration activity are likely to be accurate since each rating was agreed upon by more than one person. For that reason, we recommend using these as formal ratings if that makes sense for your district or school. As you decide, be sure to solicit teacher input.

If two appraisers disagree about a rating, how do we decide who is "right"? Using evidence collected during the observation, appraisers should discuss which rating makes the most sense based on the teacher observation rubric and then come to a consensus. The practice of debating and grounding discussion in evidence is perhaps the most important part of calibration activities because it promotes a deeper understanding of how to appraise instruction using the rubric. When in doubt, rely on scripted evidence.

What should we do if appraisers don't calibrate to each other during a calibration activity? During a single calibration activity, districts should not be concerned if appraisers aren't calibrated. Continue engaging in calibration activities to become increasingly aligned over time. If a trend emerges in which appraisers or campuses are consistently not calibrated, the district and/or campus should create a plan to increase appraiser validity and reliability. Next steps could include the following:

- Re-train appraiser(s) on the district's teacher observation rubric.
- Norm on what constitutes each performance level on the rubric for a specific subject or grade level.

- Until calibration is established or re-established, have two appraisers conduct each scored observation.
- Assign each teacher two appraisers and use the average scores of both appraisers.
- Increase individualized coaching of appraisers who are not highly calibrated.

**All protocols are a suggestion. Districts are encouraged to adapt these protocols to meet their needs.*

Calibration Protocols

	Time Estimate	Calibration Protocol Description	When would this be useful?
Co-Observation	30-45 minutes	Two or more appraisers observe the same live lesson at the same time, score 2-3 predetermined rubric dimensions and then use the evidence collected to norm on ratings.	o This can be used by appraiser managers as a coaching tool to develop appraisers' accuracy in rating and their ability to collect high-quality evidence. o It can be used by peers to increase their calibration to each other. o It can also be used to assess how calibrated to the rubric an appraiser is.
Single Dimension Walkthrough	60-90 minutes	Two or more appraisers conduct short co-observations of multiple teachers (districts select time for short observations such as 5 minutes, 10 minutes, etc.). Appraisers rate each teacher on only one rubric dimension.	o Two or more appraisers conduct short co-observations of multiple teachers (districts select time for short observations such as 5 minutes, 10 minutes, etc.). o Appraisers rate each teacher on only one rubric dimension.
Campus Walkthrough	3-6 hours	Campus leadership team conducts short (10-15 minute) observations across many or all classrooms on a campus.	o Full campus walkthroughs can provide leadership teams a view of strengths and areas of weakness in instructional practices across their entire campus, especially if appraisers score teachers they don't normally observe. o This protocol can help increase alignment across a campus' leadership team.
Student Actions vs. Teacher Actions Co-Observation	30-45 minutes	Two or more appraisers observe the same lesson (either live or videoed). One person scripts only what students say and do. The other person scripts only what the teacher says and does.	o This protocol is useful for developing appraisers' ability to collect quality evidence using not only teacher actions but also student actions. o The debrief conversation will help appraisers develop a deeper understanding of the teaching rubric.
Virtual Synchronous Lesson Co-Observation	30-45 minutes	Two or more appraisers observe the same live, synchronous lesson at the same time, score certain rubric dimensions, and then discuss ratings together.	o These protocols are especially useful to train appraisers to evaluate instruction in a new context (virtual) and using an adapted virtual instruction rubric. o If your district needs to conduct scored observations virtually, we recommend implementing calibrated co-observations of virtual instruction. o This can be used by appraiser managers to develop appraisers' accuracy and ability to use high-quality evidence to rate teachers using the observation rubric.
Virtual Asynchronous Co-observation	Varies	Two or more appraisers collect evidence on a few predetermined rubric dimensions using asynchronous instruction, and then discuss ratings together.	

Co-Observation	
Description	o Two or more appraisers observe the same live lesson at the same time, score 2-3 predetermined rubric dimensions, and then use the evidence collected to norm on ratings.
When is this useful?	o This can be used by appraiser managers as a coaching tool to develop appraisers' accuracy in rating and their ability to collect high-quality evidence. o It can be used for peers to increase their calibration to each other. o It can also be used to assess how calibrated an appraiser is to the rubric.
Before the observation	o Decide which appraisers should participate in the co-observation and which teacher to observe o Schedule the co-observation and inform the teacher. o Decide which part of the rubric to score. Avoid scoring the entire rubric. Rather, pick a few strategic dimensions to focus on.
Time (minutes)	**Process**
0-5	o Immediately before co-observation, the teacher's main appraiser shares necessary context with the other appraiser(s).
5-20	o Appraisers go into the classroom together and collect observable evidence on the pre-determined dimensions and takes notes.
20-25	o If needed, each appraiser takes a few minutes to finish organizing evidence. o Assign one person to be the facilitator
25-45	o The facilitator names a dimension, and each appraiser shares the evidence they collected. Then, appraisers share their rating and rationale. Each appraiser notes their partner's rating to refer to later. o If appraisers have scored a dimension differently, come to an agreement on which rating is best supported by the evidence. When in doubt, rely on scripted evidence.

Single Dimension Walkthrough	
Description	o Two or more appraisers conduct short co-observations of multiple teachers (districts select time for short observations such as 5 minutes, 10 minutes, etc.). o Appraisers rate each teacher on only one rubric dimension.
When is this useful?	o This protocol is useful if there is a specific dimension that appraisers are not normed on how to rate. o This protocol can also give school leaders a "snapshot" of how the entire school is performing a certain skill and can be used to collect data on a specific area of focus for the school.
Before the observation	o Decide which appraisers should participate in the co-observation and which teachers to observe. The more teachers the better! o Schedule the co-observation and inform the teachers. o Decide which dimension of the rubric to score o Create a walkthrough schedule to ensure that appraisers are able to visit as many teachers as possible during the allotted time, avoid going into classrooms when a teacher is not teaching, and prevent more than 2 appraisers being in a classroom at the same time. o If there are more than 3 appraisers participating in the walkthrough, divide the appraisers into pairs. Assign one appraiser in each group to be the timekeeper so that the group can stay on schedule.
Time (minutes)	**Process**
0-5	o Principal shares context for why the dimension was chosen o Team reviews the rubric dimension descriptors
5-55 (10 teachers at 5 minutes each)	o Appraiser team(s) follow the observation schedule spending allocated time in each classroom o In each classroom, collect evidence and assign a rating. o If the appraisers don't see evidence of the selected dimension, they should take notes on what they do see without assigning a rating.
55-90	o If needed, each appraiser takes a few minutes to finish assigning a rating to each teacher on the designated dimension. o If there are multiple appraiser teams participating, each team should share their ratings and align on any mismatched ratings before rejoining the teams together into one group. o Assign one person to be the facilitator. o The facilitator names a teacher and each appraiser (or each team) shares their evidence as well as the rating they assigned. o Discuss the teachers which appraisers scored differently. o Come to an agreement on which rating is best supported by the evidence. o After the group reaches a consensus and rates each teacher on the selected dimension, discuss the trends that emerged and implications for instructional leadership. What next steps will the instructional leadership team take to support areas of weakness that immerged?

Campus Walkthrough	
Description	o Campus leadership team conducts short (10-15 minute) observations across many or all classrooms on a campus.
When is this useful?	o Full campus walkthroughs can provide leadership teams a view of strengths and areas of weakness in instructional practices across their entire campus, especially if appraisers score teachers they don't normally observe. o This protocol can help increase alignment across a campus' leadership team.
Before the observation	o Determine the purpose of the walkthrough, which teachers you will observe (if not all), and which rubric dimensions you will observe for (if not all). o Schedule the walkthrough. o Inform teachers of the walkthrough including what the leadership team intends to do with the observation data they collect. Alternatively, ask teachers to volunteer to be part of the walkthrough an give them the choice of whether ratings would be considered formal ratings. o Arrange for at least one district leaders to join as an outside observer. o Clear each leader's schedule to allow for at least a half-day of uninterrupted time (barring emergencies that may come up during that time). o Create a walkthrough schedule to ensure that appraiser teams are able to visit as many teachers as possible during the allotted time and avoid going into classrooms when a teacher is not teaching. It is recommended to divide the classrooms between the teams in order to observe as many teachers as possible. o If there are more than three appraisers participating in the walkthrough, divide the appraisers into pairs. Assign one appraiser in each group to be the timekeeper so that the group can stay on schedule.
Time (minutes)	**Process**
0-15	o Meet as a group to review the procedure, schedule, and groupings. o Review the purpose of this walkthrough. o Encourage appraisers to leave notes of praise in each teacher's classroom.
15-135	o Appraiser team(s) follow the observation schedule, spending 10-15 minutes in each classroom. o In each classroom, collect evidence and assign evidence to each dimension. o After 10-15 minutes inside the classroom, appraiser teams step into the hallway and finish jotting down and organizing evidence.
135-165	o Appraisers use the evidence collected to assign ratings to each teacher. o Appraiser team(s) reconvene and compile ratings into one data spreadsheet. o Group teachers in a way that will support the leadership team's analysis of the data. For example, decide whether to group the teachers by subject, grade level, etc.
165-180	o Once the data has been compiled, take 10-15 minutes to independently review the data for trends.
180-240	As a team, discuss trends that you see in the data: o Where are the strengths across the school? o Where are there areas of weakness?
After the walkthrough	o Each teacher's appraiser shares brief feedback with the teacher. For example, the appraiser may share one area of strength and an area of growth. This can look like an abbreviated post-conference, or can come in the form of written feedback. o District leadership and principal determine strategic next steps to leverage areas of strength and develop areas of growth across the school. o Principal shares strengths with school staff.

Student Actions vs. Teacher Actions Co-Observation	
Description	o Two or more people observe the same lesson (either live or recorded). One person scripts only what students say and do. The other person scripts only what the teacher says and does.
When is this useful?	o This protocol is useful for developing appraisers' ability to collect quality evidence using not only teacher actions but also student actions. The debrief conversation will help appraisers develop a deeper understanding of the teaching rubric.
Before the observation	o Decide which appraisers should participate in the co-observation and which teacher to observe. o Schedule the co-observation and inform the teacher. o Decide which dimensions of the rubric to score and review the descriptors. o Preview the lesson plan and objectives.
Time (minutes)	**Process**
0-5	o Immediately before co-observation, the teacher's main appraiser shares necessary context with the other appraiser(s). o Decide who will script student actions and who will script teacher actions.
5-20	o Appraiser #1 scripts everything students say and do. o Appraiser #2 scripts everything teachers say and do.
20-25	o Each appraiser sorts their evidence by rubric dimension. o Assign one person to be the facilitator.
25-45	o The facilitator names a dimension and each appraiser shares the evidence they collected (teacher or student) for that dimension. o Both appraisers come to a consensus about how to score each dimension based on both teacher and student evidence.

Virtual Synchronous Lesson Co-Observation	
Description	o Two or more appraisers observe the same live, synchronous lesson at the same time, score certain pre-determined rubric dimensions and then discuss ratings together.
When is this useful?	o This protocol is especially useful to train appraisers to evaluate instruction in a new context (virtual) and using an adapted virtual instruction rubric. o If your district needs to conduct scored observations virtually, we recommend implementing calibrated co-observations of virtual instruction. o This can be used by appraiser managers to develop appraisers' accuracy and ability to use high-quality evidence to rate teachers using the observation rubric. o It can be used for peers to increase their calibration to each other.
Before the observation	o Decide which appraisers should participate in the co-observation and which teacher to observe. o Schedule the co-observation and inform the teacher. o Decide which dimensions of the rubric to score and review the descriptors. o If possible, preview the lesson plan and objectives.
Time (minutes)	**Process**
0-5	o Immediately before co-observation, the teacher's main appraiser shares necessary context with the other appraiser(s). o Review what each dimension should look like in a virtual setting.
5-20	o Appraisers script the lesson and collect observable evidence on the pre-determined dimensions.
20-25	o Each appraiser sorts their evidence by rubric dimension. o Appraisers meet in a separate virtual space (video call, for example). o Assign one person to be the facilitator,
25-45	o The facilitator names a dimension, and each appraiser shares the evidence they collected. Then, appraisers share their rating and rationale. Each appraiser notes their partner's rating to refer to later. o If appraisers have scored a dimension differently, come to an agreement on which rating is best supported by the evidence. When in doubt, rely on scripted evidence.

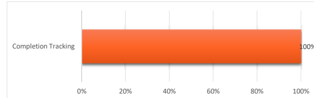
Virtual Asynchronous Lesson Co-Observation	
Description	o Two or more appraisers collect evidence on a few predetermined rubric dimensions using asynchronous instruction and then discuss ratings together.
When is this useful?	o This protocol is especially useful to train appraisers to evaluate instruction in a new context (virtual) and using an adapted virtual instruction rubric. o If your district needs to conduct scored observations virtually, we recommend implementing calibrated co-observations of virtual instruction. o This can be used by appraiser managers to develop appraisers' accuracy and ability to use high-quality evidence to rate teachers using the observation rubric. o It can be used for peers to increase their calibration to each other.
Before the observation	o Decide which appraisers should participate in the co-observation and which teacher to evaluate. o Determine which dimensions on the rubric to rate o Determine what you will use to collect evidence; for example, posted assignments, recorded lessons, student work, etc. o Determine a timeline for reviewing sources of evidence and rating the teacher. For example, the appraisers may have one week to review the pre-determined sources of evidence and rate.
Time (minutes)	**Process**
Varies	o Appraiser uses pre-determined sources of evidence to create a "case" for why the teacher should receive a certain rating. o Rate each pre-determined rubric dimension.
15-30 minutes	o Appraisers meet in a virtual space (video call, for example). o Assign one person to be the facilitator.
	o The facilitator names a dimension, and each appraiser shares the evidence they collected. Then, appraisers share their rating and evidence. Each appraiser notes their partner's rating to refer to later. o If appraisers have scored a dimension differently, come to an agreement on which rating is best supported by the evidence. When in doubt, rely on scripted evidence.

TEACHER INCENTIVE ALLOTMENT
COHORT D APPLICATION

DIRECTIONS | DISTRICT INFO | WEIGHTING | TEACHER OBSERVATION | STUDENT GROWTH | SYSTEM DEVELOPMENT | SPENDING | DISTRICT SUPPORT

DISTRICT CONTACT INFORMATION

ESC REGION (select from drop down):	**REGION 14: ABILENE**
DISTRICT NAME AND NUMBER (select from drop down):	**HAMLIN COLLEGIATE ISD (127903)**
ARE YOU AN 1882 PARTNER OR APPLYING ON BEHALF OF AN 1882 PARTNER? (SELECT YES/NO)	No



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BACKUP CONTACT PERSON:	Lauri Pond
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E-MAIL:	lpond@hamlin.esc14.net

DISTRICT RATIONALE

Please provide a short narrative description of your district's rationale for opting to participate in the Teacher Incentive Allotment (500 word limit). In your response, please address the following questions:

- How will TIA impact the district's retention and recruitment of effective teachers?
- How will TIA help ensure that effective teachers are at the highest need campuses?
- Why did your district decide to participate?
- What goals does the district hope to achieve?
- Which areas of the district's annual strategic plan does TIA help to address?

The Texas Teacher Incentive Allotment aligns with Hamlin Collegiate Independent School District's strategic improvement plans by addressing the area of recruitment and retention of effective teachers. HCISD is a small, rural district located in an area that makes it difficult to recruit teachers especially for high needs areas. By implementing this plan, HCISD will acknowledge and reward outstanding teachers in all content areas, increase the number of high quality applicants, and increase the retention rate of effective teachers. HCISD strives to provide the best learning opportunities so that graduates are prepared for the world beyond high school.

ATTESTATIONS

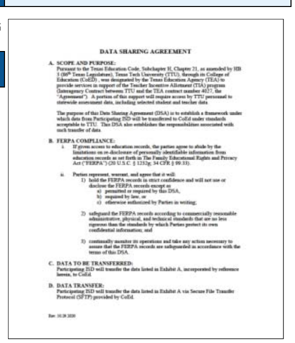
The applicant attests that at least 90% of the Teacher Incentive Allotment funds received will be spent on teacher compensation on the campus where the designated teacher works.	Yes
The applicant attests that no more than 10% of the Teacher Incentive Allotment funds received will be spent on costs associated with implementing Section 21.3521, including efforts to support teachers in obtaining designations.	Yes
The applicant attests that it will comply with TEC §48.112 and TEC §21.3521.	Yes
The applicant attests that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.	Yes
The applicant attests to understanding that all documentation submitted to TEA concerning the Teacher Incentive Allotment constitutes public information subject to chapter 552 of the Government Code.	Yes
The applicant attests to understanding that the agency can utilize general authority found in TEC §48.004, §48.270, and §48.272 to audit districts in their compliance with Texas Education Code and Texas Administrative Code.	Yes
The applicant attests to agreeing to the terms and conditions included in the data sharing agreement.	Yes

~~ATTESTATIONS 1882 PARTNERS~~

~~The applicant attests that at least 90% of the Teacher Incentive Allotment funds received will be spent on teacher compensation on the campus where the designated teacher works.~~	
~~The applicant attests that no more than 10% of the Teacher Incentive Allotment funds received will be spent on costs associated with implementing Section 21.3521, including efforts to support teachers in obtaining designations.~~	
~~The applicant attests that it will comply with TEC §48.112 and TEC §21.3521.~~	
~~The applicant attests that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.~~	
~~The applicant attests to understanding that all documentation submitted to TEA concerning the Teacher Incentive Allotment constitutes public information subject to chapter 552 of the Government Code.~~	
~~The applicant attests to understanding that the agency can utilize general authority found in TEC §48.004, §48.270, and §48.272 to audit districts in their compliance with Texas Education Code and Texas Administrative Code.~~	
~~The applicant attests that the 1882 partner and the district will ensure that teachers are properly reported class roster winter submission.~~	
~~The applicant attests to agreeing to the terms and conditions included in the data sharing agreement.~~	

TEXAS TECH UNIVERSITY DATA SHARING AGREEMENT

Please double-click and view the data sharing agreement below. **You do not need to complete or sign this document.**



DATA SHARING AGREEMENT

A. SCOPE AND PURPOSE:
Pursuant to the Texas Education Code, Subchapter H, Chapter 21, as amended by HB 3 (86th Texas Legislature), Texas Tech University (TTU), through its College of Education (CoED) , was designated by the Texas Education Agency (TEA) to provide services in support of the Teacher Incentive Allotment (TIA) program (Interagency Contract between TTU and the TEA contract number 4027, the "Agreement"). A portion of this support will require access by TTU personnel to statewide assessment data, including selected student and teacher data.

The purpose of this Data Sharing Agreement (DSA) is to establish a framework under which data from Participating ISD will be transferred to CoEd under standards acceptable to TTU. This DSA also establishes the responsibilities associated with such transfer of data.

B. FERPA COMPLIANCE:

i. If given access to education records, the parties agree to abide by the limitations on re-disclosure of personally identifiable information from education records as set forth in The Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR § 99.33).

ii. Parties represent, warrant, and agree that it will:
1) hold the FERPA records in strict confidence and will not use or disclose the FERPA records except as
a) permitted or required by this DSA,
b) required by law, or
c) otherwise authorized by Parties in writing;
2) safeguard the FERPA records according to commercially reasonable administrative, physical, and technical standards that are no less rigorous than the standards by which Parties protect its own confidential information; and
3) continually monitor its operations and take any action necessary to assure that the FERPA records are safeguarded in accordance with the terms of this DSA.

C. DATA TO BE TRANSFERRED:
Participating ISD will transfer the data listed in Exhibit A, incorporated by reference herein, to CoEd.

D. DATA TRANSFER:
Participating ISD will transfer the data listed in Exhibit A via Secure File Transfer Protocol (SFTP) provided by CoEd.

Rev. 10.28.2020

TEACHER INCENTIVE ALLOTMENT COHORT D APPLICATION

DIRECTIONS | DISTRICT INFO | WEIGHTING | TEACHER OBSERVATION | STUDENT GROWTH | SYSTEM DEVELOPMENT

			Teacher Observation		Student Growth				
(*Required)	Category	Eligible Teaching Assignment/Campus	Rubric	Weight	Measure	Weight	Other Student Growth Measure Description	Assessments Used (For Pre-test/post test, VAM, and Other only)	Other Assessments Used (Please describe)
*	1	*Eligible teachers in K-8 Math and Algebra I*	*T-TESS*	*50%*	☐ SLOs ☐ Pre-Post Tests ☐ Portfolios ☐ VAM ☑ Other	*50%*	*NWEA MAP Testing*	☐ STAAR ☑ NWEA Map ☐ Renaissance STAR ☐ Iowa Assessments ☐ District Created	
	2	*Eligible teachers 3-8 Science & Biology*	*T-TESS*	*50%*	☐ SLOs ☐ Pre-Post Tests ☐ Portfolios ☐ VAM ☑ Other	*50%*	*NWEA MAP Testing*	☐ STAAR ☑ NWEA Map ☐ Renaissance STAR ☐ Iowa Assessments ☐ District Created	
	3	*Eligible teachers in 8 History and 11 History EOC*	*T-TESS*	*50%*	☐ SLOs ☑ Pre-Post Tests ☐ Portfolios ☐ VAM ☐ Other	*50%*		☑ STAAR ☐ NWEA Map ☐ Renaissance STAR ☐ Iowa Assessments ☐ District Created	*Assessments will be STAAR and released STAAR tests.*
	4	*Eligible teachers in K-8 Reading and English I and English II*	*T-TESS*	*50%*	☐ SLOs ☐ Pre-Post Tests ☐ Portfolios ☐ VAM ☑ Other	*50%*	*NWEA MAP Testing*	☐ STAAR ☑ NWEA Map ☐ Renaissance STAR ☐ Iowa Assessments ☐ District Created	
	5				☐ SLOs ☐ Pre-Post Tests ☐ Portfolios ☐ VAM ☐ Other			☐ STAAR ☐ NWEA Map ☐ Renaissance STAR ☐ Iowa Assessments ☐ District Created	
	6				☐ SLOs ☐ Pre-Post Tests ☐ Portfolios ☐ VAM ☐ Other			☐ STAAR ☐ NWEA Map ☐ Renaissance STAR ☐ Iowa Assessments ☐ District Created	
	7				☐ SLOs ☐ Pre-Post Tests ☐ Portfolios ☐ VAM ☐ Other			☐ STAAR ☐ NWEA Map ☐ Renaissance STAR ☐ Iowa Assessments ☐ District Created	
	8				☐ SLOs ☐ Pre-Post Tests ☐ Portfolios ☐ VAM ☐ Other			☐ STAAR ☐ NWEA Map ☐ Renaissance STAR ☐ Iowa Assessments ☐ District Created	
	9				☐ SLOs ☐ Pre-Post Tests ☐ Portfolios ☐ VAM ☐ Other			☐ STAAR ☐ NWEA Map ☐ Renaissance STAR ☐ Iowa Assessments ☐ District Created	
	10				☐ SLOs ☐ Pre-Post Tests ☐ Portfolios ☐ VAM ☐ Other			☐ STAAR ☐ NWEA Map ☐ Renaissance STAR ☐ Iowa Assessments ☐ District Created	

TEACHER INCENTIVE ALLOTMENT
COHORT D APPLICATION

DIRECTIONS | DISTRICT INFO | WEIGHTING | TEACHER OBSERVATION | STUDENT GROWTH | SYSTEM DEVELOPMENT | SPENDING | DISTRICT SUPPORT

TEACHER OBSERVATION

Completion Tracking 100%

PART A: TEACHER OBSERVATION RUBRIC AND APPRAISER CERTIFICATION

Which teacher appraisal rubric does the district use to measure teacher effectiveness? (Select from drop-down)	**T-TESS**

Answer the questions below related to the teacher appraisal rubric your LEA uses.

T-TESS

1. How often are appraisers required to recertify? (Select from drop-down)	every three years
2. How often are appraisers required recalibrate to the scoring rubric to ensure the rubric is being used with fidelity?	Yearly

DANIELSON, MARZANO, NIET TAP

~~1.What initial certification process is required for teacher appraisers?~~	
~~2. Does appraiser certification require a calibration component?~~ ~~(Select from drop-down)~~	
~~3. How often are teacher apprasiers required to recertify?~~ ~~(Select from drop-down)~~	
~~4. How often are teacher appraisers required to recalibrate to the scoring rubric to ensure the rubric is being used with fidelity?~~	

~~District-created rubric/other~~

~~1.What initial certification process is required for teacher appraisers?~~	
~~2. Does appraiser certification require a calibration component?~~ ~~(Select from drop-down)~~	
~~3. How often are teacher apprasiers required to recertify?~~ ~~(Select from drop-down)~~	
~~4. How often are teacher appraisers required to recalibrate to the scoring rubric to ensure the rubric is being used with fidelity?~~	
~~5. Does the district created rubric comply with §21.351 and §21.352?~~ ~~(Select Yes/No)~~	
~~6. What evidence supports that the district observation rubric accurately measures multiple levels of teacher effectiveness?~~	
~~7. Please provide a link to your district's teacher appraisal rubric here. If no link is availble please upload to Qualtrics upon submission of your TIA application.~~	
~~8. Please download the Teacher Appraisal Crosswalk Document, complete the crosswalk showing how your locally created rubric aligns to all dimensions of T-TESS, and upload to Qualtrics upon submission of your TIA application.~~	~~https://tiatexas.org/wp-content/uploads/2020/10/District-Created-Rubric-Crosswalk_102820.pdf~~

PART B: RELIABILITY OF TEACHER OBSERVATIONS WITHIN AND AMONG CAMPUSES

How many total appraisers appraise teachers in eligible assignments? (Select from drop-down)	3 or more appraisers

District with 3 or more appraisers

1. What procedures does the district have in place to ensure appraisers remain calibrated to the rubric throughout the year?	All appraisers are fully certified every three years and recalibrate their appraisal certificate annually. Teacher appraisers are required to norm on scoring, using the district's teacher observation rubric annually by conducting in-person observations and/or video scoring.
2. What procedures does the district have in place to ensure appraisers remain calibrated across appraisers, content areas, grade levels, and campuses throughout the year?	To improve inter-rater reliability and ensure continued calibration across campuses, joint observations are conducted at least annually to calibrate and establish inter-rater reliability between appraisers/observers at each level and for each subject.
3. Which district-level personnel are required to complete appraiser certification?	Dean of Elementary Education, Dean of Secondary Education, Dean of Academics, Superintendent

~~District with 1 or 2 appraisers~~

~~1. What procedures are in place to ensure appraiser(s) remain calibrated to the rubric throughout the year?~~	
~~2. What procedures are in place to prevent skew in observation data by grade level and/or content area?~~	
~~3. How will the district utilize other trained observers to increase accuracy of ratings? (i.e. other district or campus personnel, Education Service Centers, neighboring districts, etc.)~~	

PART C: DISTRICT REVIEW OF TEACHER OBSERVATION TRENDS

1. How often do district and campus leaders review teacher observation trends?	Quarterly reviews of appraisal trends are carried out by the administrative team which consists of: dean of academics, dean of college readiness, dean of secondary education (secondary principal), associate dean of secondary education (secondary assistant principal), dean of elementary education (elementary principal), and the superintendent.
2. How is skew in teacher observation trends identified at the campus level?	The administrative team reviews trend reports from DMAC by grade, subject, campus, dimensions, and appraiser. This trend report will be shared with teachers at the campus level. Due to the small size of the two campuses, data can be viewed quickly to determine skew.
3. How is skew in teacher observation trends identified at the district level? (if more than one campus in the district)	The administrative team reviews trend reports from DMAC by grade, subject, campus, dimensions, and appraiser. This trend report will be shared with teachers at the district level. Due to the small size of the district (two campuses), data can be viewed quickly to determine skew.
4. Which observation trends does the district review? (Check all that apply)	By subject By grade By appraiser By campus By department By level category of classes taught, e.g pre-AP/AP classes By teacher demographics (years of experience, age, gender, race, etc.) By dimensions of teacher appraisal rubric Other (please describe)
5. How does the district determine root causes of skew in teacher observation data? How does the district determine if an appraiswer needs additional support using the rubric with fidelity?	The district and campus leaders quarterly review all available data to identify root causes utilizing the 5 Whys method. The skew may be a result from lack of congruency in the validity and reliability of a) student growth measures, b) inconsistencies in teacher appraisal scoring, or c) inconsistencies in teacher instructional practices. This data includes evaluations, walkthrough data from multiple appraisers, and student growth data. If any irregularities are found, an action plan to correct the issues will be put into place to recalibrate or correct any areas of skew. Individualized coaching support will be provided to address identified areas of skew when applicable.
6. How does the distrct address any areas of skew in teacher observation data, once the root cause is determined?	DMAC trend reports are shared with the district administrative team to address any issues of skew at both the teacher and the appraiser levels through further calibration practice or additional joint observations. One on one coaching will be provided to teacher appraisers by ESC 14 Texas Instructional Leadership (TIL) team members and additional local and ESC personnel. The support will focus on two areas: appraisal scoring and teacher deficiencies. If appraisal scoring is the reason for skew, individualized coaching and mentoring support is provided to teacher appraisers by principal supervisors or ESC staff. A principal supervisor/ESC staff member will observe at least two classroom lessons with the appraiser. If the appraiser is still unsuccessful in recalibration attempts, the district will consider alternate appraisers for this campus. If skew is a result of teacher deficiencies, support will be provided through individualized coaching and professional development. The content provided will be based on identified teacher needs/deficiencies.

PART D: DISTRICT PROCEDURES TO REVIEW CORRELATION OF TEACHER OBSERVATION AND STUDENT GROWTH DATA

1. What procedures and protocols does the district use to review the congruence of teacher observation data with student growth data at the campus level?	The annual review of teacher appraisal data will include reviewing the congruence of teacher observation data with student growth data. If the data does not show congruence between the two, an action plan to correct the appraisal effectiveness will be put into place. The data will be shared with campus stakeholders through various meetings such as campus site based team meetings and faculty meetings.
2. What procedures and protocols does the district use to review the congruence of teacher observation data with student growth data at the district level? (if more than one campus in the district)	The annual review of teacher appraisals will include reviewing the congruence of teacher observation data with student growth data. If the data does not show congruence between the two, an action plan to correct the appraisal effectiveness will be put into place. The action plan includes prcedures to identify the skew, conduct a root cause analysis using the 5 Whys method, and develop strategies to address the root cause(s) of skew. The data will be shared with district stakeholders through various meetings such as district site based team meetings, school board meetings, and faculty meetings.
3. How often does the district compare teacher observation data with student growth data to determine if there is a positive correlation?	Annually
4. How does the district determine the root cause when data shows there is a lack of correlation between teacher observation data and student growth data?	The district and campus leaders annually review all available data to identify root causes utilizing the 5 Whys method. Data includes evaluations, walkthrough data from multiple appraisers, and student growth data. The skew may be a result from lack of congruency in the validity and reliability of a) student growth measures, b) inconsistencies in teacher appraisal scoring, or c) inconsistencies in teacher instructional practices. If any irregularities are found, an action plan to correct the issues will be put into place to recalibrate or correct any areas of skew. Individualized coaching support will be provided to address identified areas of skew when applicable. Teachers will be supported through specific professional development in the identified areas of weakness.
5. What steps does the district take to address any issues with lack of correlation, as it relates to the root cause? For example, what is the plan if the root cause is: •Lack of appraiser calibration •Teacher instructional practices •Invalid or unreliable student growth measures •Other	If it is determined that there is a lack of calibration, the team performs additional calibration exercises through joint observations, review of T-TESS calibration videos, and/or utilization of TIL support. Additional ESC 14 support will be included as needed. Instructional practices are a continuous part of district staff development. Teachers will be supported through specific professional development and individualized coaching by local and/or ESC 14 staff in the identified areas of weakness. The implementation of NWEA MAP, along with STAAR and other standardized testing, insures valid and reliable student growth measures are in place. If a lack of correlation is identified, additional professional development in the administration procedures of applicable assessments will be provided for identified test administrators.

PART E: OBSERVATION/FEEDBACK SCHEDULE

1. Does the district appraisal system comply with §21.351 and 21.352? *Note: 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. Under certain conditions the minimum required 45 minute observation can be conducted in shorter segments that aggregate to 45 minutes.* (Select Yes/No)	Yes
2. Does the district use a multi-year appraisal system for eligible teachers? *Note: if using a multi-year appraisal system, both teacher observation data and student growth data must be from the same school year.* (Select Yes/No)	No
3. What additional observation/feedback components does the district require, beyond the minimum?	The district requires the administrative team to conduct walkthroughs weekly and all data is entered and compiled through a Google form.
4. What are the district's requirements for the following: a. Number of scored full observations b. Number of scored partial observations/walkthroughs c. Number of unscored observations d. Number of scores required per each dimension of the rubric	The district will require two full observations; a minimum of six scored walkthroughs; zero unscored observations; and weekly/bi-weekly unscored walkthroughs. HCISD will use the scores from the eight dimensions in Domains 2 (Instruction) and 3 (Learning Environment) for evaluation. A numerical representation for each label from 1 to 5 will be utilized. A teacher must receive a "3" or better in all 8 dimensions to be eligible for designation. Overall appraisal value will be determined by averaging the scores from all
5. Does the district use appraisal waivers for teachers who meet the qualifications for a waiver? (Select Yes/No)	No
6. Are appraisers required to norm on scoring using the district's teacher observation rubric annually, either by conducting an in-person observation or video scoring? (Select Yes/No)	Yes

PART F: ALIGNMENT TO STATEWIDE PERFORMANCE STANDARDS

1. How will the teacher observation component of the district's local designation system align to the TIA statewide performance standards for teacher observation?	HCISD uses T-TESS for teacher observation which are aligned with the statewide performance standards. HCISD utilized the TIA statewide performance standards and rubric for teacher observation as the obsevation component of the district's local plan. These performance standards will be utilized along with district teacher observation and student growth data to determine those teachers that qualify for designation.

TEACHER INCENTIVE ALLOTMENT
COHORT D APPLICATION

DIRECTIONS | DISTRICT INFO | WEIGHTING | TEACHER OBSERVATION | STUDENT GROWTH | SYSTEM DEVELOPMENT | SPENDING | DISTRICT SUPPORT

STUDENT GROWTH

Completion Tracking 100%
0% 20% 40% 60% 80% 100%

PART A: GENERAL QUESTIONS

1. What is the district's rationale for the student growth measure that was selected for each eligible teaching assignment? Please include an explanation for each one.	Hamlin Collegiate ISD will use the state approved NWEA MAP data to determine the student growth measure for grades K-12 in available math, reading/ELA and science results. Testing will occur beginning, and end of year. Pre and Post released and scheduled STAAR tests will given to eligible History students in 8th and 11th grade. Utilizing NWEA MAP and released STAAR ensures that the tests questions are valid and reliable. Testing in the beginning and end of the year gives a clear picture of
2. How was teacher input gathered and considered when determining growth measures for each eligible teaching assignment?	All classroom teachers completed a survey to gather input. Volunteers from each campus serve on the steering committee.

PART B: ALIGNMENT TO STATEWIDE PERFORMANCE STANDARDS

1. How will the district use the TIA statewide performance standards for student growth when determining teacher designations?	Hamlin Collegiate will use the Minimum Performance Growth Standards set by TEA for student growth when determining teacher designations.
2. How will the district inform teachers of the TIA statewide performance standards for student growth?	Each teacher will receive a copy of the District's TIA plan digitally. The plan will be discussed in campus level PLC and district-wide meetings. Each campus Liaison will communicate with other staff. Training will be conducted during the summer to prepare teachers for our data capture

PART C: QUESTIONS SPECIFIC TO EACH STUDENT GROWTH MEASURE

Instructions: For each student growth measure selected in the Weighting tab, please complete the corresponding section(s) below.

STUDENT GROWTH MEASURES SELECTED FROM WEIGHTING TAB: ***(Only complete those sections below)***	Pre-Post Tests, Other

~~SLOs (STUDENT LEARNING OBJECTIVES)~~

~~1. What protocols and training does the district use to ensure valid administration of all SLO assignments and assessments?~~	
~~2. What protocols and training does the district use to ensure the security of all SLO assignments and assessments?~~	
~~3. Does the district SLO process allow to transcribe goals? (select Yes/No)~~	
~~4. What are the district-wide requirements for writing a standards-aligned SLO?~~	
~~5. What are the district-wide requirements for approving the SLOs?~~	
~~6. What are the district-wide requirements for tracking two body of evidence for the SLO?~~	
~~7. What are the district-wide requirements for calculating teachers end of year student growth based on the SLO?~~	

PRE-TEST/POST-TEST

Instructions: If different pre-post tests are used for different teaching assignments, please provide complete answers for each test used. For example, the district may use a normed test from a 3rd party vendor for math and reading teachers but use district-created tests for teachers in non-core areas such as fine arts, world languages, physical education, etc. In this case, all questions must be answers for both assessments used.

ASSESSMENTS CAPTURED FROM WEIGHTING TAB: ***(PLEASE BE SURE TO PROVIDE INFORMATION ABOUT ALL ASSESSMENTS IN QUESTIONS BELOW)***	STAAR, Assessments will be STAAR and released STAAR tests.,
1. What protocols/training does the district use to ensure valid administrations and scoring of pre-test/post-tests?	Staff is trained prior to each assessment on testing procedures, active monitoring, security protocols, and testing platforms (paper, online) for all utilized STAAR and STAAR released tests. Released STAAR tests (8th History and US History EOC) are entered in DMAC and scored electronically. The same security and monitoring protocols are used for all assessments. Staff administering the assessments are trained in compliance with TEA guidelines. All materials will be kept secured by the Campus Testing Coordinator.
2. What protocols/training does the district use to ensure the security of pre-test/post-tests?	HCISD staff is trained prior to each assessment and utilizes the same security protocols when administering pre-tests/post-tests as the actual STAAR test administration's security measures. The Campus Testing Coordinator, with oversite from the District Testing Coordinator, builds
3. How does the district ensure that pre-tests/post-tests are aligned to course standards?	HCISD utilizes released and state administered STAAR tests for pre and post testing which are Commissioner approved and aligned to course standards.
4. What are the required qualifications for creating standards-aligned pre-tests/post-tests?	HCISD utilizes released and state administered STAAR tests through DMAC to ensure the validity, reliability and alignment to course standards.
5. Who creates district pre-tests/post-tests?	The Campus Testing Coordinator, with oversite from the District Testing Coordinator, builds the STAAR released tests in DMAC as the pre-test in 8th History and US History EOC. STAAR tests are provided by the state of
6. What are the district-wide requirements for approving the pre-tests/post-tests?	The district administrative team approves the released STAAR test for the pre-test measure and scheduled STAAR assessments as the post-test measure in the areas of 8th History and US History EOC.
7. What are the district-wide requirements for calculating teachers' end-of-year student growth based on pre-tests/post-test results?	Hamlin Collegiate Instructional Leadership Team will set appropriate individual growth standards based on pre-test results and prior testing history, including STAAR, to determine student growth goals. The data is used in determining teacher designations following the statewide student growth performance standards:

~~VALUE-ADDED MEASURES~~

~~1. What measure(s) does the district use for value-added calculations? (select from drop-down)~~	
~~2. Is the district's value-add calculation based on multiple years of student data? (select Yes/No)~~	
~~3. What are the district-wide requirements for calculating teachers' end-of-year student growth based on VAM?~~	
~~4. Who calculates the value-added data? (select from drop-down)~~	

~~PORTFOLIOS~~

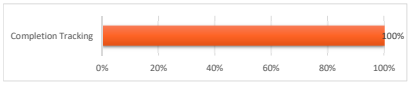
~~1. What protocols/training does the district use to ensure valid administrations of all assignments/projects/student work to be used in the portfolio?~~	
~~2. What protocols/training does the district use to ensure the security of the portfolios?~~	
~~3. What are the district-wide requirements for creating a portfolio scoring rubric?~~	
~~4. Who creates the district's portfolio scoring rubric(s)? (select from drop-down)~~	
~~5. Who scores the portfolios based on the scoring rubric? (select from drop-down)~~	
~~6. What calibration and training process is used to identify and train portfolio scorers?~~	
~~7. What are the district-wide requirements for calculating teachers' end-of-year student growth based on portfolio scoring results?~~	

OTHER STUDENT GROWTH MEASURES

1. What are the district-wide requirements for creating/approving this growth measure, including how the district ensures the growth measure is standards-aligned?	Hamlin Collegiate ISD will use a valid and reliable, TEA approved, third party student growth measure (NWEA MAP), which is standards aligned, to determine the student growth measure for grades K-8 reading and math, 3-8 science, English I, English II, biology and Algebra I. Growth performance standards will be set by NWEA MAP using beginning and end of year data.
2. What protocols/training does the district use to ensure valid administration and scoring of all student work/assessments to be used in this growth measure?	Staff is trained annually on testing procedures for all utilized testing platforms. Assessments are scored electronically.
3. What protocols/training does the district use to ensure the security of all student work/assessments used in this growth measure?	HCISD trains staff annually and utilized the same protocols when administering NWEA MAP as the actual STAAR testing adhering to all security requirements.
4. The growth measure used under this category is:	☐ STAAR Student Progress Measure ☑ NWEA MAP Growth Goals ☑ Renaissance STAR growth goals ☐ Other measure used (please describe)
5. What are the district-wide requirements for calculating teachers' end-of-year student growth based on the "other" student growth measure used?	Hamlin Collegiate plans to incorporate the minimum standards as outlined by TEA to determine student growth data and how the data is used in determining teacher designation. Teacher's student growth data is shared with teachers and discussed in individual and PLC meetings.

TEACHER INCENTIVE ALLOTMENT
COHORT D APPLICATION

SPENDING PLAN



PART A: DISTRIBUTION OF ALLOTMENT FUNDS

Percentage of allotment going to designated teachers	Percentage of allotment going to other teachers on the campus	Percentage of allotment going to LEA (Max 10%)
90%	0%	10%

Please provide a link to the district spending plan	www.hamlincollegiate.com/legal/tia-plan

PART B: DISTRIBUTION PLAN FOR ALLOTMENT FUNDS

1. What is the rationale for the distribution of allotment funds?	The majority of stakeholders voted to give 90% of the allotted funds to the teacher that earned the designation.
2. How were teachers and other stakeholders involved in developing the plan for distribution of TIA funds?	HCISD surveyed all classsroom teachers, met with the steering committee, presented and discussed at the Board of Trustees' meeting, and the Spending Plan was included on multiple Administrative Team Agendas.
3. How were teachers informed about the details of the district's TIA spending plan?	Each teacher will receive a copy of the District's TIA spending plan digitally. The spending plan will be discussed and teacher's trained in campus level PLC and district-wide meetings. Each Campus Liaison will communicate with other staff.

PART C: GENERAL SPENDING PLAN

1. How will allotment funds work in conjunction with or replace the current district salary schedule?	The TIA allotment will be paid as supplemental pay to the normal salary schedule per the Spending Plan that is readily accessible to teachers on our district website.
2. How will teachers receive TIA compensation? *If splitting the allotment among designated teachers and other teachers on the campus, please specify the plan for both.*	The designated teacher will receive 90% of the funds as supplemental pay.
3. When will teachers receive TIA compensation? *If splitting the allotment among designated teachers and other teachers on the campus, please specify the plan for both.*	The designated teacher will receive the supplemental pay in June of their designation year.
4. What was the process for determining how the funds would be distributed at each campus, and how did the district involve stakeholders in the process?	All stakeholders were invited and highly encouraged to participate in a survey and the majority of those who participated selected the option to pay the designated teacher the allotted 90%.
5. If the district hires previously designated teachers, will the spending plan be the same or different for these teachers compared to teachers who earned a designation through the district's local system? If different, please describe.	The spending plan will be the same for new hires according to the local system, and the spending plan can be found on the district website: www.hamlincollegiate.com.

PART D: SCHOOL BOARD APPROVAL OF SPENDING PLAN

1. How will the district ensure that TIA compensation is TRS eligible? When did the district communicate with TRS to discuss the compensation plan?	The business manager communicates with TRS via telephone and / or email to verifiy that the TIA compensation plan is TRS eligible.
2. When will the school board approve a budget that includes the expenditure of TIA funds?	Phase one will be paid from the 2022-2023 budget approved in the spring of 2022.

PART E: MOVEMENT OF TEACHERS

1. What is the district's plan for adjusting/changing the distribution of TIA funds when a designated teacher moves to/from a campus within the district prior to Class Roster Winter Submission? (for districts with more than one campus)	As HCISD consists or one elementary and one secondary campus, teachers are seldom moved between the two. However, the designated teacher will receive the allotted 90% of the funding. The information is included in the District's plan disseminated to all stakeholders.
2. What is the district's plan for adjusting/changing the distribution of TIA funds when a designated teacher moves to/from the district prior to Class Roster Winter Submission?	The designated teacher will receive the alloted 90% of the funding regardless of movement within the district/campus.
3. What is the district's plan for adjusting/changing the distribution of funds to designated teachers who leave the district after Class Roster Winter Submission?	The district will receive funding for designated teachers employed in the district and those designated tachers will receive the allotted 90% of the funds.
4. What is the district's plan for adjusting/changing the distribution of funds to designated teachers who leave the district or retire after Class Roster Winter Submission, but before scheduled payout to teachers?	If the district receives the funding, the designated teacher will be paid the 90% of allotted funds.

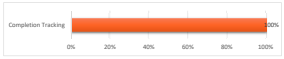
PART F: NATIONAL BOARD

1. Will compensation for Recognized National Board Certified Teachers (NBCTs) follow the same spending plan as Recognized teachers who earned a designation through the district's local designation system? (Select Yes/No)	Yes
2. How will the district identify and track placement of National Board Certified Teachers and NBCT candidates?	The administrative team will identify through self-reporting and track placement of NBCT candidates and teachers and include them in the TIA processes. They will be made aware of all requirements and rules regarding TIA nd NBCT.
3. Does the district intend to sponsor National Board Certified Teacher candidate cohorts? (Select Yes/No)	No

TEACHER INCENTIVE ALLOTMENT
COHORT D APPLICATION

DIRECTIONS | DISTRICT INFO | WEIGHTING | TEACHER OBSERVATION | STUDENT GROWTH | SYSTEM DEVELOPMENT | SPENDING | DISTRICT SUPPORT

SYSTEM DEVELOPMENT AND STAKEHOLDER ENGAGEMENT



PART A: DISTRICT SYSTEM DEVELOPMENT COMMITTEE

1. How long has the district been developing the local teacher designation system? (Select from drop-down)	1 year
2. How were the members of the district system development committee selected?	Teachers from each campus volunteered to serve on the steering committee which adopted the statewide student growth performance standards for determining teacher designations. Representatives from each campus across grade levels and content areas along with Campus and District Level Administration were all included on the district TIA planning committee.
3. Which groups did the district system development committee include? (Check all that apply)	☑ Teachers ☑ Campus Leaders ☑ District Leaders ☐ Other (please describe)
4. How did the district system development committee take into consideration teacher recruitment and retention on the highest needs campuses?	HCISD is a small, rural district located in an area that makes it difficult to recruit teachers especially in high needs areas; therefore, the impetus for developing a TIA plan was to retain and recruit highly effective teachers. By implementing this plan, HCISD will acknowledge and reward outstanding

PART B : STAKEHOLDER ENGAGEMENT

1. From which stakeholder groups did the district gather input and feedback while designing the local teacher designation system? (Check all that apply)	☑ Teachers ☑ Campus Leaders ☑ District Leaders ☑ Community Members ☐ Families of students ☐ Students ☐ Other (please describe)
2. What was the process for selecting stakeholder groups?	All classroom teachers were surveyed and all that are interested serve on the steering committee along with all members of the district leadership team. The team plans to meet with all stakeholder groups quarterly.
3. What specific outreach was made to teachers?	All classroom teachers were given digital explanation of the process and a locally developed survey garnered their opinions of each part of the plan. The plan will be given to staff digitally and reviewed in Campus PLC
4. What methods did the district use to gather input and feedback on the design of the local designation system? Provide examples.	HCISD utilized a district-created survey for all classroom teachers, met with the steering committee, presented and discussed at the Board of Trustees' meeting, and included TIA on every Administrative team agenda.
5. How was the feedback from stakeholder groups used/implemented? Provide an example of changes that were made based on feedback.	Based on feedback from stakeholders, the percentage of funds allotted to the designated tachers was changed, as well as, the number of required formal evaluabtions was increased from once yearly to twice yearly.

PART C : STAFF ACCESSIBLE RESOURCES

1. What informational resources about the district's proposed local teacher designation system were provided to staff?	The plan was presented to the staff which includes appendices and direct links to TIA information. All information, requirements, and pertinent links will be available on the district website.
2. How will the district ensure that teachers understand the requirements to earn a designation?	The administrative team will ensure that the information has been disseminated. When a teacher completes the form to apply for designation, the capus administrator will reinforce in person all
3. What training materials will be provided for both teachers and school leaders to assist in a smooth roll out of the district's local teacher designation system?	The district's plan and all required information will be distributed to all stakeholders and discussed in small and district-wide settings. Access will be available digitally to all resources and posted to the district website.

PART D : DESIGNATION SYSTEM BUY-IN

1. What evidence does the district have that teachers, district leaders, and school board members have a clear understanding of the district's proposed local teacher designation system? Please provide examples.	A question and answer session followed the board presentation. Teacher completing the survey were able to research digitally and ask questions of their campus ambassador and the administrative team. Several taechers sought clarification on the observation requirements and student growth requirements.
2. What evidence does the district have that teachers, district leaders, and school board members support the district's proposed local teacher designation system?	The board expressed approval after the presentation and will vote to approve the plan. Over eighty percent of the classroom teachers believe theplan should be implemented now. The reservations on the part of the other twenty percent stem from those other teachers who will not be
3. What is the plan to support teachers who want to earn designations? How will the district communicate available supports?	The district administrative team, including campus administrators, will work with teachers offering all support necessary to earn a designation. Training and PLCs on observations and growth will be repeated. All available supports will be communicated via digital means, in-person meetings, and

PART E : REGULAR COMMUNICATION UPDATES

1. Which stakeholders will the district include in regular updates? (Check all that apply)	☑ Teachers ☑ Campus Leaders ☑ District Leaders ☑ Community Members ☐ Families of students ☐ Students ☐ Other (please describe)
2. How often will the district provide updates to all stakeholder groups regarding the rollout and development of TIA?	The district will provide regular updates to all stakeholder groups according to the designed timelines and with any new information. Weekly administration team meetings include TIA information via meetings, email, and posting on district website. Campus administrators include information
3. What is the plan to provide specific outreach to teachers regarding updates to the district's local teacher designation system?	As a small district, communication is imperative and is a constant across the district. All updates and changes will be provided to all stakeholders.
4. How and when will the district communicate to teachers that they are being put forth for a designation?	After all data has been verified, teachers will be notified in writing that they are being put forth for a designation.
5. How will the district inform teachers once their designation is approved, that they have earned a designation?	Teachers will be notified in person, celebrated in a district meeting, and acknowledged on social media upon being approved for designation.
6. How will the district share the final version of the local teacher designation system, once the district's system application is approved?	The plan will be shared digitally with all stakeholders and posted on the district website.
7. Will there be a teacher TIA expert on all applicable campuses to provide direct teacher support/communication/information? (Select Yes/No)	Yes

PART F : TEXAS TECH TEACHER BUY-IN SURVEY

1. How did the district facilitate teachers completing the Texas Tech teacher buy-in survey? (Include when the district sent the list of teacher emails to Texas Tech, when/how you provided teachers with time to complete the survey, and how you encouraged teacher participation in the survey.)	The list of teachers will be sent to Texas Tech by April 14 when the grant is submitted. All classroom teachers will be required to complete the survey during the conference time or after hours. Campus administrators will remind teachers daily until 100% completion on each campus.
2. How does the district plan to use the data gathered from the Texas Tech teacher buy-in survey in order to improve the local teacher designation system/tailor professional development/improve district systems/etc.?	The data will be utilized to improve the phase 1 plan as needed and begin preparation for the next phase to add other staff eligibility. Any staff development or other needs identified will be addressed promptly.
3. How will the district communicate the results of the Texas Tech teacher buy-in survey to stakeholders?	The results will be shared digitally and discussed in campus meetings.