



**Crandall ISD**  
**Teacher Incentive Allotment (TIA)**

*Meeting # 4: January 9, 2023*

# Agenda



- **Welcome & Norms**
- Why & What is TIA?
- Stakeholder Reflections
- Decision Points: Phased-in Model
- Decision Points: Teacher Observation
- Next Steps and Closing

# Norms



- Focus
- Engage
- Growth Mindset
- Success Driven
  - *For teachers and (most importantly) students*

# Agenda



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# Crandall ISD

## DISTRICT GOALS 22-23



- Goal 1** Advance student learning, growth, and college and career offerings.
- Goal 2** Retain, recruit, and support highly qualified principals, teachers, and staff.
- Goal 3** Provide a safe and orderly learning environment that benefits the well-being for all Pirates.
- Goal 4** Facilitate engagement and Pirate Pride Culture through effective communication.
- Goal 5** Optimize resources to sustain and enhance effective and efficient operations for students and staff.

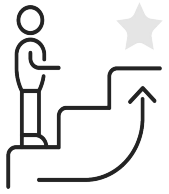
# Crandall ISD Pipeline



## The 3 R's

- Recruit
- Retain
- Reward

# Key Points about TIA



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3 Designation levels  
(Master, Exemplary,  
Recognized)



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LEAs will receive  
\$3-32K annually per  
designated teacher



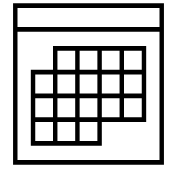
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Greater funding for  
designated at  
high-needs and/or  
rural campuses



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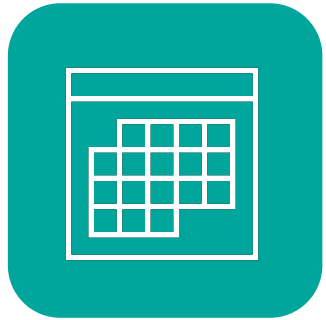
LEAs must use at least  
90% of funds on teacher  
compensation on  
designated teacher's  
campus



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5- year designation  
validity, regardless of  
teacher placement  
(subject, school, LEA)

# Application and Approval Timeline



## Pre-Application

System  
Development

Stakeholder  
Engagement



## Year 1

2022-2023

Apply for TIA  
TIA Teacher Buy-In  
Survey



## Year 2

2023-2024

Capture Data



## Year 3

2024-2025

Data Submission  
Full System Approval  
Designate & Compensate  
Expansion & Modifications  
TIA Annual Evaluation Surveys  
Annual Program Submission



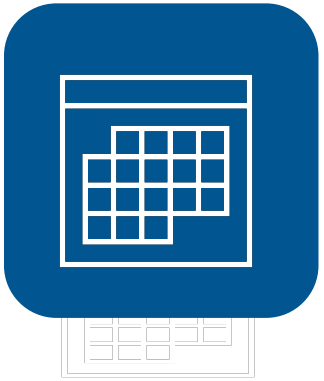
## Post-Approval

New or Higher  
Designations  
Expansion and  
Modifications  
Annual Program  
Submission  
TIA Annual  
Evaluation Surveys

Application and System Approval



# Application Key Dates



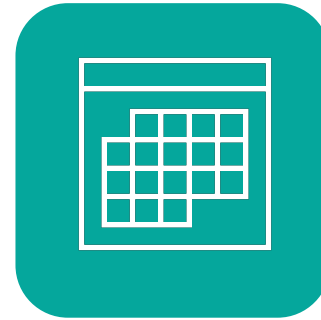
**Application Deadline**

April 17, 2023



**Initial Feedback**

Late May 2023



**Resubmission Deadline**

June 30, 2023



**System Review Approval/Denial**

August 2023

# District System Components



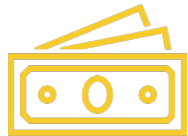
## Teacher Observation

Observation based on T-TESS or aligned rubric. District application must show evidence of calibration and data analysis.



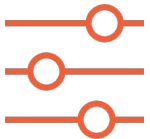
## Student Growth

Student growth measures determined by district. District application must show evidence of validity & reliability of development, administration, and scoring.



## Spending Plan

Districts must spend at least 90% on teacher compensation for student-facing instructional roles and may reserve up to 10% for supporting the TIA system or in supporting teachers in earning a designation by 8/31 each year.



## Optional Components

Districts may consider additional factors in making designations (e.g., mentoring other teachers, teacher leadership, family surveys, student surveys, etc.).

*Required by Law*

# The Big Three:

## Critical Decisions for Local Designation Systems



### 1. **Who can earn a designation?**

- Eligible campuses and teaching assignments
- If not all teachers, will we expand in future years?



### 2. **How will we designate?**

- Observations, student growth measures, and any optional components
- Performance standards and weighting for all components



### 3. **How and when will we compensate?**

- Distribution of funds
- Timing and mode of compensation

# Guiding Question



- What would you accept as evidence that a teacher is highly effective at improving student performance?

# Agenda



- Welcome & Norms
- Why & What is TIA?
- **Stakeholder Reflections**
- Decision Points: Phased-in Model
- Decision Points: Teacher Observation
- Next Steps and Closing

# Table Talk



- As a table, **review** the responses to the **Tab 6**.
- Assign a Scribe to **type** for the group on **Tab 7**.
  
- **Discuss** what you have heard/read and **Summarize the input on:**
  - Teacher Observation
  - Setting Expected Growth Targets
  - Example District Models
  - Other Questions/Comments

# Tab 6

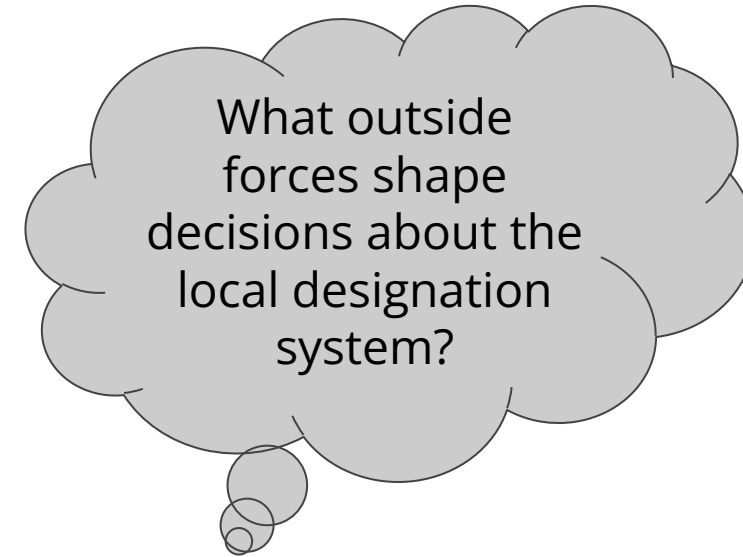
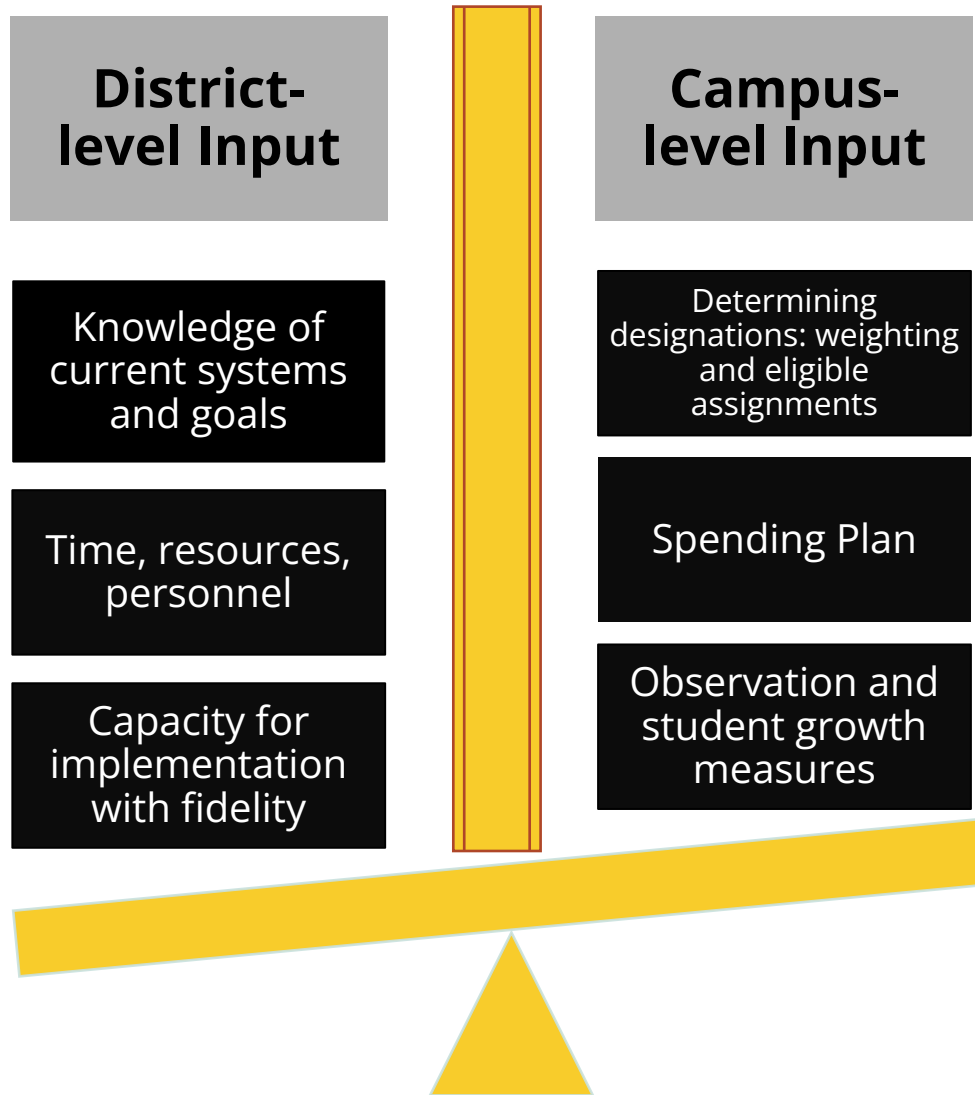


| Stakeholder Engagement Feedback |        |                                 |                                             |                                      |                          |
|---------------------------------|--------|---------------------------------|---------------------------------------------|--------------------------------------|--------------------------|
| TIA Committee Member            | Campus | Feedback on Teacher Observation | Feedback on Setting Expected Growth Targets | Reflections on Example TIA Districts | Other Questions or Input |
|                                 |        |                                 |                                             |                                      |                          |
|                                 |        |                                 |                                             |                                      |                          |
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|                                 |        |                                 |                                             |                                      |                          |

# Tab 7

| Stakeholder Reflections:        |       |        |            |        |        |     |                 |     |
|---------------------------------|-------|--------|------------|--------|--------|-----|-----------------|-----|
|                                 | Dietz | Martin | Noble-Reed | Walker | Wilson | CMS | Freshman Center | CHS |
| Teacher Observations            |       |        |            |        |        |     |                 |     |
| Setting Expected Growth Targets |       |        |            |        |        |     |                 |     |
| District Models                 |       |        |            |        |        |     |                 |     |
| Other Questions/Comments        |       |        |            |        |        |     |                 |     |

# Balancing Key Stakeholder Input





# Table Talk



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# Agenda



- Welcome & Norms
- Why & What is TIA?
- Stakeholder Reflections
- **Decision Points: Phased-in Model**
- Decision Points: Teacher Observation
- Next Steps and Closing

# How we got here?



- Studied what is the purpose of TIA and a Local Designation System
- Reviewed requirements and timelines
- Studied Student Growth and Teacher Observation Options
- Sought feedback from our colleagues
- Determine what is reasonable and doable to meet April 2023 application deadline



# How we got here?



- This is a **DRAFT** and we will add/edit tonight to vote on
- **Nothing** has been decided
- **Only Phase 1** has to be included in this year's application (future phases are in subsequent year's expansion applications)

# The Big Three: Critical Decisions for Local Designation Systems



-  • **Who can earn a designation?**
  - Eligible campuses and teaching assignments
  - If not all teachers, will we expand in future years?
-  • **How will we designate?**
  - Observations, student growth measures, and any optional components

## Campus Review & Reflection on Tab 7 in Shared Workspace:

- Review the Phased-in Model linked on Tab 6 and document-
  - Plus: Like: can agree to this
  - Delta: Need to change/edit/add; can't agree to this
  - Questions: What about? Why is this? What can we do? etc.





# Tab 7

| Phased-in Model                                          |                                                                                                                                                                                                                         |        |            |        |        |     |                 |     |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------|--------|--------|-----|-----------------|-----|
| DRAFT Phased-in Model:                                   | <a href="https://docs.google.com/spreadsheets/d/1xE_C3UsQtcWvj-q4Nxlrk-Mfxlp73PF_WjfStCFdDgc/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1xE_C3UsQtcWvj-q4Nxlrk-Mfxlp73PF_WjfStCFdDgc/edit?usp=sharing</a> |        |            |        |        |     |                 |     |
|                                                          | Dietz                                                                                                                                                                                                                   | Martin | Noble-Reed | Walker | Wilson | CMS | Freshman Center | CHS |
| Plus: Like: can agree to this                            |                                                                                                                                                                                                                         |        |            |        |        |     |                 |     |
| Delta: Need to change/edit/add; can't agree to this      |                                                                                                                                                                                                                         |        |            |        |        |     |                 |     |
| Questions: What about? Why is this? What can we do? etc. |                                                                                                                                                                                                                         |        |            |        |        |     |                 |     |

# The Big Three: Critical Decisions for Local Designation Systems



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10:00

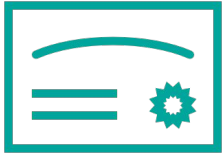
# Agenda



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- **Decision Points: Teacher Observation**
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# Teacher Observation Components



**Teacher Observation  
Rubric and Appraiser  
Certification**



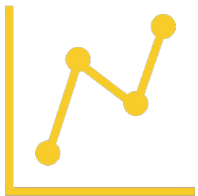
**Correlation of Teacher  
Observation and Student  
Growth Data**



**Reliability of Teacher  
Appraisers**



**Observation and  
Feedback Schedule**



**Review of Teacher  
Observation Trends**



**Alignment to Statewide  
Performance Standards**

# Teacher Observation Rubric



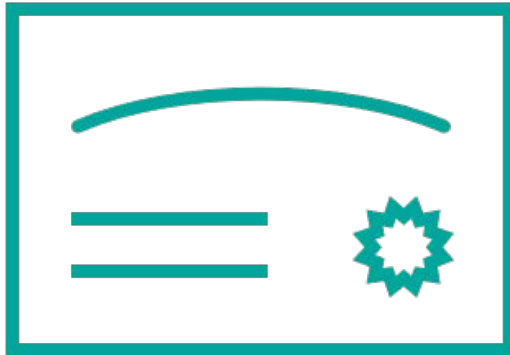
## Statute:

- Approved teacher observation rubric that
  - Aligns to T-TESS dimensions
  - Complies with §21.351.or §21.352
  - Identifies a clear proficiency marker

## Pre-approved Rubrics:

- T-TESS
- Danielson
- Marzano
- NIET TAP

# Appraiser Certification



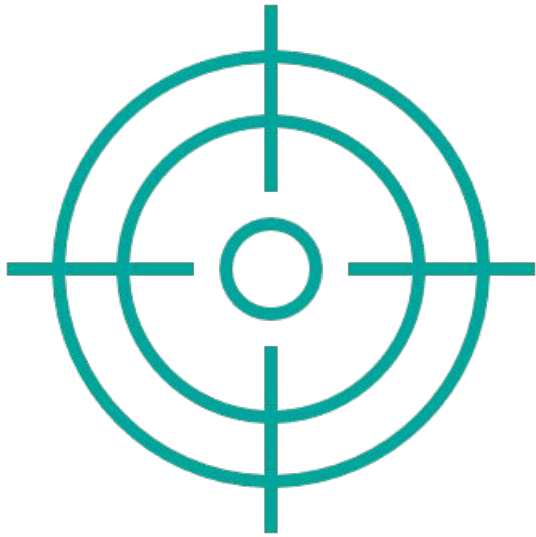
## Statute:

- Calibration component required for certification
- Appraisers certify every 3 years

## Best Practice:

- Informal annual certification opportunities
- Some district leaders are certified appraisers

# Calibration Overview



## **Statute:**

- Appraiser calibration at least once a year
- Within and among campuses
- District leadership included

## **Best Practice:**

- Multiple opportunities to calibrate
- Some district leaders are certified appraisers

# Frequent Observations



## **Statute:**

- At least 45 minutes of observation per teacher
- Observation data and student growth data from the same year

## **Best Practice:**

- 2-3 full observations
- Regular short scored and unscored observations
- Multiple announced and unannounced visits
- Multiple observers for each teacher
- Collect high-quality evidence
- Create an observation calendar

# Common Misconception



Teachers may opt in and out of TIA.



Full teacher observation and student growth measures are required for **ALL** teachers in eligible teaching assignments.



# Statewide Performance Standards, cont



| Designation Level | Average T-TESS Score          |
|-------------------|-------------------------------|
| Recognized        | 3.7 or 74% of possible points |
| Exemplary         | 3.9 or 78% of possible points |
| Master            | 4.5 or 90% of possible points |

- Minimum of 3 on all observable dimensions or proficient
- Average of domains 2 and 3

# DRAFT Crandall Teacher Observation for TIA



- T-TESS will be the rubric used
- All teaching assignments included in TIA will have to submit T-TESS and Student Growth Data (no opt-outs)
- CISD will use Statewide Performance Standards
- **Data Collection Points:**
  - One 45-minute observation in the Fall
  - 2 TIA Walkthroughs in the Fall AND Spring (4 total @ a minimum)
    - (15 minimum)
    - Only observe Domains 2 & 3
    - Multiple Appraisers (more than one)



# DRAFT Crandall Teacher Observation for TIA



- Calibration and Professional Development
  - Ongoing professional development during summer, BOY, and throughout the year connected to T-TESS Rubric for Admin and Teachers
  - Consistent reminders and communication about T-TESS Rubric (PLCs, Faculty Mtgs, Newsletters)
  - T-TESS self-reflection activities for teachers and coaching sessions with administrators
  - Administrators will work on High Quality Feedback
  - Administrator calibrations and certification for administrators across the district
  - Department/Team Calibration Learning Walks
  - Use of video for self-reflection and professional development

# The Big Three: Critical Decisions for Local Designation Systems



## How will we designate?

- **Observations**, student growth measures, and any optional components
- **Performance standards** and weighting for all components

## Campus Reflection on Tab 6 in Shared Workspace:

- What is your feedback on Data Collection for Teacher Observation?
- What is your feedback on Calibration and Professional Development?

Feedback: We're good with it!; Can we add or edit \_\_\_\_\_?; We can't support this.



# Tab 6

| Teacher Observation                                                |       |        |            |        |        |     |                 |     |
|--------------------------------------------------------------------|-------|--------|------------|--------|--------|-----|-----------------|-----|
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| What is your feedback on Calibration and Professional Development? |       |        |            |        |        |     |                 |     |

# The Big Three: Critical Decisions for Local Designation Systems



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08:00

# Agenda



- Welcome & Norms
- Why & What is TIA?
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- Decision Points: Phased-in Model
- Decision Points: Teacher Observation
- **Next Steps and Closing**

# Campus Team Action Items:



- **SHARE** Phased-in Draft Model and Teacher Observation Requirements
- **SEEK** Input and Feedback on the Phased-in Model and Observation Requirements

## Tab 8

[illegible]

# TIA Committee Meetings



| Date                  | Time      | Activity*                                                                 | Location   |
|-----------------------|-----------|---------------------------------------------------------------------------|------------|
| Tuesday, February 7th | 4:15-5:30 | TIA Committee Meeting:<br>Cut Scores and Weights; Spending Plan<br>Survey | Board Room |
| Tuesday, March 7th    | 4:15-5:30 | TIA Committee Meeting:<br>Spending Plan & Review Application              | Board Room |

\*Suggested Topics (content might change and adapt through stakeholder engagement)



# Prepare for Next Meeting



**Tuesday, February 7th at 4:15-5:30**

## **Focus:**

- Cut Scores and Weights; Spending Plan Survey

## **Prepare:**

- Bring Input from decisions on the Phased-in Model and Teacher Observation Requirements
  - Document on Tab 8



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**Teacher Incentive Allotment (TIA)**

*Meeting # 4: January 9, 2023*