



# **Coldspring-Oakhurst CISD Teacher Incentive Allotment (TIA)**

*Meeting #4: March 1, 2023*

# Agenda



- Opening Rituals
- Stakeholder Input and Reflections
- Decision Points: Phased-in Model
- Decision Points: Teacher Observation
- Discovery: Cut Scores and Weights
- Next Steps and Closing

# Committee Norms



- Focus & Engage
- Growth Mindset
  - *Be curious, not concerned*
- Success Driven
  - *For teachers and (most importantly) students*

# ***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



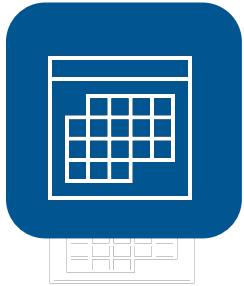
### **3. How and when will we compensate?**

- Distribution of funds
- Timing and mode of compensation

# Balancing Stakeholder Input

- **Year 1 Teaching Assignments:** Potential Phased-in Model
- **Teacher Observation Rubric:** T-TESS
- **Student Growth:** Leverage current systems and Curriculum efforts
- **Optional Components:** Teacher Attendance
- **TIA Score Weight:** 50% Student Growth, 30% Teacher Observation (T-TESS), and 20% Teacher Attendance
- **Spending Plan:** Reserve 10% for the district to use for indirect costs, professional development, data management, etc.; Consider model to provide financial support for all teachers

# Application Key Dates



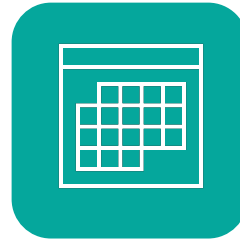
Application Deadline

April 17, 2023



Initial Feedback

Late May 2023



Resubmission Deadline

June 30, 2023



System Review  
Approval/Denial

August 2023

# Agenda



- Opening Rituals
- **Stakeholder Input and Reflections**
- Decision Points: Phased-in Model
- Decision Points: Teacher Observation
- Discovery: Cut Scores and Weights
- Next Steps and Closing

# Stakeholder Engagement Breakouts



- As a table, **review** the responses to the **TIA Tab 6** of the TIA Collaboration Space.
- Assign a Scribe to **type** for the group on the TIA Collaboration Space on **Tab 7**.
- Discuss and SUMMARIZE what you have heard from your peers:
  - Teacher Observation: how many observation data points and how do we develop a reliable system?
  - What stood out from studying the other district models?
  - Other Questions/ Comments



# Agenda



- Opening Rituals
- Stakeholder Input and Reflections
- **Decision Points: Phased-in Model**
- Decision Points: Teacher Observation
- Discovery: Cut Scores and Weights
- 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)



Grade Level/Teaching Assignment	Teacher Observation	Who sets Expected Growth Target? How?	Student Growth (Pre-/Post-Tests)
<b>Phase 1</b>			
<b>Pre-K</b>	T-TESS	District (Percent Growth Based on Actual District Growth Data)	Circle/CLI
<b>4th-8th Math and Reading, Algebra I, English I and English II (including SPED)</b>	T-TESS	TEA/Transition Tables	STAAR
<b>5th Science, 8th Science, 8th SS, US History, Biology (including SPED)</b>	T-TESS	District (Graduated Percent Increase Model)	BOY Released STAAR/EOY STAAR
<b>K-3rd Reading (including SPED)</b>	T-TESS	3rd Party Vendor	mCLASS
<b>K-3rd Math (including SPED)</b>	T-TESS	3rd Party Vendor	iReady
<b>SPED: Lifeskills</b>	T-TESS	TEA (Transition Tables)	STAAR-ALT
*All COCISD teachers eligible for designation through National Board Certification			

# 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:**

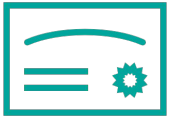
- Review the Phased-in Model linked on Tab 7 and document:
  - Plus: Like: can agree to this
  - Delta: Need to change/edit/add; can't agree to this; who is missing?
  - Questions: What about? Why is this? What can we do? etc.

# Agenda



- Opening Rituals
- What and Why TIA?
- Stakeholder Input and Reflections
- Decision Points: Phased-in Model
- **Decision Points: Teacher Observation**
- Discovery: Cut Scores and Weights
- Next Steps and Closing

# 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:

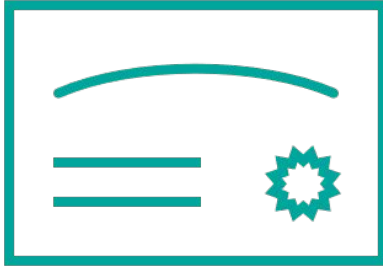
- Approved teacher observation rubric that
  - Aligns to T-TESS dimensions
  - Complies with §21.351.or §21.352
  - Identifies a clear proficiency marker

## Pre-approved Rubrics:

- T-TESS
- Danielson
- Marzano
- NIET TAP



# Appraiser Certification



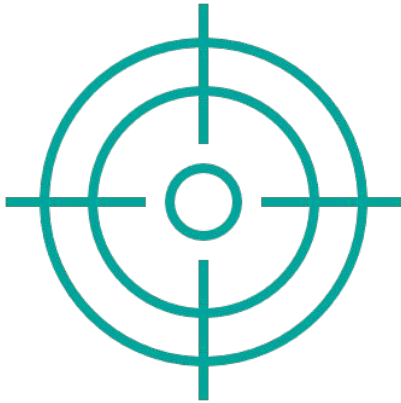
## Statute:

- 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 COCISD Teacher Observation for TIA



- T-TESS will be the rubric used
- All teaching assignments included in TIA will have to submit T-TESS, Student Growth Data, and Teacher Attendance (no opt-outs)
- COCISD will use Statewide Performance Standards

# DRAFT COCISD Teacher Observation for TIA



## Data Collection Points:

Option 1	Option 2	Option 3
One 45-min observation	One 45-min observation	Two 45-min observations
Two Fall TIA Walkthroughs Two Spring TIA Walkthroughs	One Fall TIA Walkthroughs Two Spring TIA Walkthroughs	Two Fall TIA Walkthroughs Two Spring TIA Walkthroughs

- Minimum amounts of walkthroughs. More TIA walkthroughs can be conducted per teacher.
- 15 minute minimum for each walkthrough
- Only observe Domains 2 & 3
- Multiple Appraisers (more than one account for all data points). For example, one admin does observation and 1 walkthrough and another does two walkthroughs.

# DRAFT COCISD 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 7 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.*

# Agenda



- Opening Rituals
- Stakeholder Input and Reflections
- Decision Points: Phased-in Model
- Decision Points: Teacher Observation
- **Discovery: Cut Scores and Weights**
- Next Steps and Closing

# What this means?



- Performance Standards:

Designation criteria and cut points for each level of designation are determined by the district; TEA does not select which teachers qualify or reject individual teacher designations. Performance Standards are assigned for Teacher Observation and Student Growth.

- Weights:

Determine how a district weights each component of their Local Designation System. The two required components (Student Growth and Teacher Observation) must be included along with any additional components. The weights must equal to 100%.

# TIA Performance Standards



The Teacher Incentive Allotment performance standards were established by looking at student growth performance data and teacher observation data on T-TESS. Recognized represents the top 33%, Exemplary represents the top 20%, and Master represents the top 5% of teachers across the state.

## Teacher Observation Performance Standards

Designation Level	Average T-TESS Score Domains 2 & 3 *Minimum of 3 on all dimensions
Recognized	3.7* or 74% of possible points
Exemplary	3.9* or 78% of possible points
Master	4.5* or 90% of possible points

For teacher observation performance standards, T-TESS scores were observed across the state looking at only domains 2 & 3 on T-TESS (The two observable domains). Averages were then established based on the cut points described above.

# TIA Performance Standards



The Teacher Incentive Allotment performance standards were established by looking at student growth performance data and teacher observation data on T-TESS. Recognized represents the top 33%, Exemplary represents the top 20%, and Master represents the top 5% of teachers across the state.

## Student Growth Performance Standards

Designation Level	% of students meeting or exceeding growth target
Recognized	55%
Exemplary	60%
Master	70%

For student growth performance standards, student assessment STAAR data was observed across 5 years (2014-2019). A value-added model was developed to determine if a student met or exceeded their expected growth target.

# State Performance Standards



Designation Level	Statewide Percentages	Teacher Observation Performance Standards*	Student Growth Performance Standards
Recognized	Top 33%	3.7 or 74% of possible points	55% met or exceeded
Exemplary	Top 20%	3.9 or 78% of possible points	60% met or exceeded
Master	Top 5%	4.5 or 90% of possible points	70% met or exceeded

*\*Represents average of all dimensions in T-TESS Domains 2 and 3*

**Teachers must have a minimum score of Proficient in all observable dimensions to be eligible for a new designation.**

# Weighting: Purpose



- Outlines how the district plans to designate teachers in such a way that:
  - a) ensures the fairness and validity of the local designation system and
  - b) uses weights for each respective teacher category according how they directly tie to teacher effectiveness for that category
- All teachers in a given category will be evaluated for designation using the same performance data and applying the weights with the same mathematical process

# Categories of Eligible Teaching Assignments



- Definition: A category of teachers is the group of eligible teaching assignments that have:
  - The same teacher observation rubric at the same weight AND
  - The same student growth measure at the same weight (including the same assessment if using a pre-test/post-test as the growth measure)

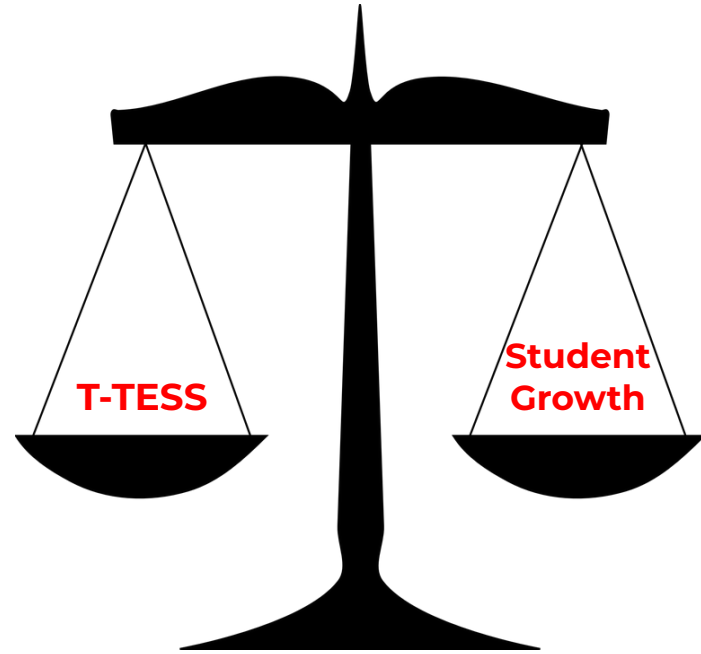


# Weights and TIA Score Example



## 2. How will we designate?

- How will we weight our system to get overall score?
- Most districts in state do 50/50 and the next most do 60/40. (must equal 100%)
- District Recommendations:
  - *50% Student Growth, 30% Teacher Observation (T-TESS), and 20% Teacher Attendance*



# How weights affect designations



## Scenario 1:

Observation Weight	Student Growth Weight	Additional Component Weight
70%	30%	0%

## Scenario 2:

Observation Weight	Student Growth Weight	Additional Component Weight
30%	70%	0%

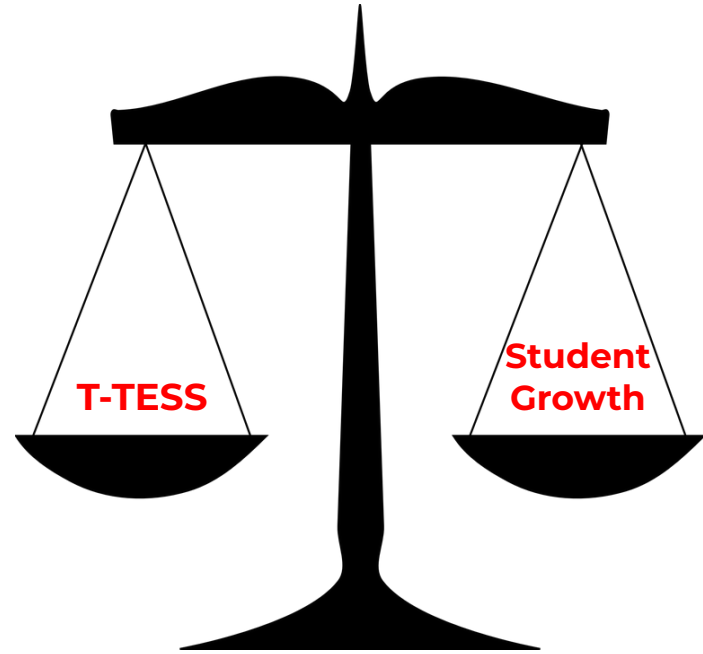
Teacher	T-TESS Domains 2 & 3 Average	Percent of students who met or exceeded growth	Designation
1	3.8	53%	Recognized
2	3.0	75%	No Designation

Teacher	T-TESS Domains 2 & 3 Average	Percent of students who met or exceeded growth	Designation
1	3.8	53%	No Designation
2	3.0	75%	Exemplary

# Weights and TIA Score Example



- *50% Student Growth*
- *30% Teacher Observation*
- *20% Teacher Attendance*



# Weights and TIA Score Example



## Student Growth Cut Points

TIA Designation	TIA Performance Standards (% of students who met/exceed projected growth)	Student Growth Points+ % of Scores Met or Exceeded * 50 points
Recognized	55%	$55\% * 50 \text{ points} = 27.5$
Exemplary	60%	$60\% * 50 \text{ points} = 30$
Masters	70%	$70\% * 50 \text{ points} = 35$

## Teacher Observation Cut Points

TIA Designation	TIA Performance Standards	Points = TIA Performance Standards * 8 Dimensions (40 total points possible)	T-TESS Raw Points * Multiplier (.75) (Convert to 30 point scale)
Recognized	3.7	$3.7 * 8 = 29.6$	$29.6 * .75 = 22.2$
Exemplary	3.9	$3.9 * 8 = 31.2$	$31.2 * .75 = 23.4$
Masters	4.5	$4.5 * 8 = 36$	$36 * .75 = 27$

## Teacher Attendance

Minimum TIA Teacher Attendance %	TIA Attendance Weight	Attendance % Exceeded * 20 points
97%	20%	$.97 * 20 = 19.4$

## Student Growth + Teacher Observation + Teacher Attendance

<b>Recognized</b>	$27.5 + 22.2 + 19.4$	69.1
<b>Exemplary</b>	$30 + 23.4 + 19.4$	72.8
<b>Masters</b>	$35 + 27 + 19.4$	81.4

## Composite Score Cut Points

<b>Recognized</b>	69.1 - 72.79
<b>Exemplary</b>	72.8 - 81.39
<b>Masters</b>	81.4 - 100

# 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

## Table Talk:

- What is your initial reaction to the Performance Standards, Weights and Composite Score?
  - Make sense?
  - Need more explanation?
  - Questions? Concerns?

# Agenda



- Opening Rituals
- Stakeholder Input and Reflections
- Decision Points: Phased-in Model
- Decision Points: Teacher Observation
- Discovery: Cut Scores and Weights
- **Next Steps and Closing**

# Stakeholder Engagement



- **Share decisions** on Teaching Assignments in the Phased-in model and teacher observation requirements and **seek feedback**
- **Seek input** on weights and cut scores

# TIA Committee Meetings



<b>Date</b>	<b>Time</b>	<b>Activity</b>
March 20th (virtual)	3:45-4:45	Meeting #5: Decisions Point: Final Phased-in Model, Cut Scores/Weights; Discover: Optional Components & Spending Plan
March 30th (in-person)	3:45-5:30	Meeting #6: Decision Points: Spending Plan; Review Draft Application/Guidebook



# Prepare for Next Meeting



- Monday, March 20th
  - ZOOM
  - Time: 3:45-4:45 pm
- Focus:
  - *Decisions Points: Assignments (phased-in model), Cut Scores & Weights*
  - *Discovery: Optional Components & Spending Plan*
- Prep:
  - *Bring input on decisions made today on assignments, SGM, and teacher observations; bring feedback on weights and cut scores*



# **Coldspring-Oakhurst CISD Teacher Incentive Allotment (TIA)**

*Meeting #4: March 1, 2023*