

Sheldon ISD Teacher Incentive Plan

The Teacher Incentive Program is a new Sheldon ISD initiative to reward, retain and recruit highly effective teachers on every campus while providing a realistic pathway for top SISD teachers to earn six-figure salaries.





REWARDING HIGHLY EFFECTIVE TEACHERS

Why do we use a strategic compensation system?

The core mission of the Sheldon ISD Teacher Incentive Program is to reward, retain, and recruit highly effective teachers on every campus. To this end, we know that a reliable and accurate evaluation system provides the opportunity to align teacher compensation with student learning and academic growth. The traditional teacher salary schedule, which is utilized by most districts, is based only on teachers' years of service and advanced college degrees. These compensation systems do not align with teacher performance or students' academic growth measures. Most teacher salary schedules are not designed to promote teacher effectiveness or to support student academic growth.

What is our state's average allotment per eligible teacher designation?

Recognized



Allotment: **\$3,000–\$9,000**

Average Recognized allotment is \$6,181.

Exemplary



Allotment: **\$6,000–\$18,000**

Average Exemplary allotment is \$12,576.

Master



Allotment: **\$12,000–\$32,000**

Average Master allotment is \$22,537.

Will stipends continue?

Stipends for hard-to-fill areas (e.g., bilingual teachers) will continue in future years based on need.

A FOCUS ON TEACHER EXCELLENCE AND STUDENT GROWTH

Sheldon ISD will provide personalized learning opportunities to ensure all students graduate college and career-ready. To this end, our district is committed to assigning an effective teacher to every classroom. In Sheldon ISD, we understand that the most important adults in every classroom, who can raise student achievement and build a nurturing instructional environment, are our teachers. The Sheldon Teacher Incentive Program will allow our district to promote a reflective instructional growth mindset for our students and teachers. The Sheldon Teacher Incentive Program will be an integrated system that will reward, retain, and recruit highly effective teachers on every campus.

- **Reward.** We currently have many teachers on each campus who have been identified as highly effective as evidenced by their students' academic growth measures and their teacher observations. We want to ensure these teachers remain in our district and have the opportunity to participate in earning a potential six-figure salary.
- **Retain.** For our district to retain our highly effective teachers, we must provide ongoing professional opportunities that are tailored to each teacher's individual needs with continuous data-driven feedback throughout the school year.
- **Recruit.** To recruit highly effective teachers, we have created a local designation system that rewards classroom teachers of all grades and content areas based on their overall effectiveness in the classroom and as evidenced by their students' growth measures. With this local designation system, we will be able to leverage a successful teacher compensation plan that can help us out-compete our surrounding districts in attracting top teaching talent.



For further information, please visit:

<https://sites.google.com/apps.sheldonisd.com/sheldontia/home>

Contact us with questions at: juanduenas@sheldonisd.com

What components will be part of a teacher's eligibility?

The annual Sheldon Teacher Incentive Program eligibility will consist of two components:

- (1) Teacher performance (T-TESS rubric-based observations of pedagogical practices)
- (2) Student Achievement (specific student growth targets identified by our district's C&I department)

What teachers can be eligible to participate in our Sheldon Teacher Incentive Program?

Teacher Category	T-TESS Teacher Observations	Student Growth Measures	Pre-Tests	Post-Tests
Category A 4 th – 12 th ELAR and Math teacher of record whose students are administered STAAR test with a TEA progress measure.	25%	75%	Previous year's STAAR/EOC test	End of year STAAR/EOC test
Category B 3 rd - 12 th Grade teacher of record whose students are administered a STAAR test that does not have a TEA progress measure.	25%	75%	STAAR/EOC released test	End of year STAAR/EOC test
Category C 3 rd - 12 th Grade core content or LOTE teacher of record whose students will not be administered a STAAR test.	25%	75%	Locally created or 3 rd party vendor test	Locally created or 3 rd party vendor test
Category D PreK – 2 nd Grade LAR self-contained or departmentalized teacher of record.	25%	75%	Locally created or 3 rd party vendor test	Locally created or 3 rd party vendor test
Category E CTE teacher of record whose course is aligned to a CCMR approved Industry-Based Certification.	25%	75%	Locally created or 3 rd party vendor test	Locally created or 3 rd party vendor test
*Category F Fine Arts and Athletic teacher of record whose students' growth measures in the arts or athletics can be assessed and monitored.	25%	75%	Locally created or 3 rd party vendor test	Locally created or 3 rd party vendor test

*This group of teachers will possibly be added to our local designation system in the 2023-2024 school year.

How and when do teachers know their category each year?

Teachers may estimate their Sheldon TIA Category each year based on their teaching assignment at the start of the school year. To be evaluated in Categories A through E, the teacher must be scheduled as a teacher of record (i.e. giving grades and attendance) in an evaluation course for a minimum length of time with a minimum number of students each year. It is important to note that some factors, such as student attendance or changes in teaching assignments, may impact the estimated category. Teachers are advised to contact Sheldon's Personnel Department with any questions about their category.

TEACHER PERFORMANCE

Sheldon ISD Teacher Appraisal System

T-TESS strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices. For these reasons, each of the observable domains in T-TESS focuses on teachers' and students' actions as evidenced by student academic results. Ultimately, T-TESS is a process that seeks to develop habits of continuous improvement through professional development decisions based on appraisals feedback, and collaborative dialogue.

T-TESS is driven by four critical elements:

1. **APPRAISALS** are measured against the Texas Teacher Standards and research-based, proven practices outlined in the T-TESS rubric.
2. **RESULTS AND DATA** are used to inform professional growth, interventions, support, and development as a cycle of continuous improvement.
3. **TEACHER SELF-REFLECTION** on pedagogy and practices is authentic and correlated with the impact on student growth measures.
4. **ACTIONABLE FEEDBACK AND COACHING** are consistently used to reinforce and refine teaching and learning behaviors.

T-TESS includes three components:

- Goal-setting and professional development plan
- The evaluation cycle (including pre-conference, observation, post-conference)
- Student growth measure (will be implemented during the 2022-2023 school year)

The T-TESS Rubric

The T-TESS Rubric includes 4 Domains and 16 Dimensions. T-TESS domain and dimension rubrics include specific descriptors of practices and 5 performance levels; Distinguished, Accomplished, Proficient, Developing, and Improvement Needed.

<p>Domain I – Planning</p> <ul style="list-style-type: none"> ● Standards and Alignment ● Data and Assessment ● Knowledge of Students ● Activities 	<p>Domain II – Instruction</p> <ul style="list-style-type: none"> ● Achieving Expectations ● Content Knowledge and Expertise ● Communication ● Differentiation ● Monitor and Adjust 	<p>Domain III Learning Environment</p> <ul style="list-style-type: none"> ● Classroom Environment, Routines, and Procedures ● Managing Student Behavior ● Classroom Culture 	<p>Domain IV Professional Practices</p> <ul style="list-style-type: none"> ● Professional Demeanor and Ethics ● Goal Setting ● Professional Development ● School Community Involvement
---	---	---	---

Classroom Walkthroughs and Observations

What are Walkthroughs?

A walkthrough observation generally consists of a 15-minute class observation of instruction by a certified appraiser (typically, a principal or assistant principal). While the minimum is 15 minutes, appraisers may observe longer to gain additional perspective.

How many Walkthroughs will eligible teachers receive in 2022-2023?

Teachers will receive three walkthrough observations in the 2022-2023 school year. In circumstances in which teachers are at a school for less than a full year (e.g., leave of absence, mid-year hire), the teacher will receive a reduced, pro-rated minimum number of Walkthroughs. Walkthrough observation processes will be evaluated quarterly by district leaders with input from relevant stakeholders.

Who conducts Walkthroughs in 2022-2023?

Each teacher will have a designated primary appraiser, who will usually be a principal or assistant principal at the teacher’s school. Additional appraisers (principal or assistant principal) may conduct walkthrough observations at the discretion of the primary appraiser. All appraisers are required to hold a T-TESS appraiser certification for the current year. Walkthroughs from both the primary and any other certified appraisers count toward the required number of observations for a teacher. In cases where there is more than one appraiser, the primary appraiser must conduct at least half of the required walkthroughs.



Will teachers receive feedback on Walkthrough Observations?

One of the primary purposes of our Sheldon Teacher Incentive Program is to provide teachers with frequent feedback to support their pedagogical growth. Therefore, teachers will receive written feedback within two working days from the appraiser that conducted the walkthrough observation. Face-to-face feedback conversations are highly encouraged, but not required.

Formal Observations

What is a Formal Observation?

All teachers will receive at least one formal observation, which consists of at least 45 minutes. The observation must be a single continuous observation and cannot be divided into two or more observations that total 45 minutes.

Who conducts the Formal Observation?

The extended observation is conducted by the primary appraiser.

Will I receive feedback on my Formal Observation?

The extended observation provides the appraiser and teacher the opportunity to discuss a full lesson. Written feedback will be provided, and a conference will be held within 10 working days.

Informal Observations

What is an informal observation?

Appraisers conduct informal observations to provide teachers with constructive feedback to continuously improve their pedagogical practices. Appraisers can observe teachers at any time, in any school setting, of any duration, and with any frequency deemed appropriate. Any observed actions, evidence, or artifacts may inform a teacher’s evaluation.

T-TESS Rubric and Performance Levels

DIMENSION EXAMPLE:	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
	STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS	
LEARNING ENVIRONMENT CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)

How will the final teacher performance be calculated?

Domains are assessed based on evidence and data collected by the teacher and primary appraiser throughout the year. Evidence and data are comprised of classroom observations, teacher and/or student artifacts, and other relevant professional practices.

- Domains 1 and 4 are scored based on evidence collected throughout the year.
- Domains 2 and 3 are scored based on classroom observations conducted throughout the year through a combination of walkthroughs, formal observations, and any type of informal observations conducted by appraisers.

No mathematical calculation is used to average the walkthroughs or the formal observations with each other to arrive at the summative appraisal score. Rather, the appraiser considers all the evidence, including all teacher observations. In this way, the appraiser can account for anomalies and provide credit for growth during the school year.

2022-2023 Teacher Performance Rubric Weightings

Performance Rubric Domains	Evidence Used	Max. Points
Domain 1 Planning	Artifacts and Informal Observations	100
Domain 2: Instruction	Walkthroughs, Formal and Informal Observations	100
Domain 3: Learning Environment	Walkthroughs, Formal and Informal Observations	100
Domain 4: Professional Demeanor and Ethics	Artifacts and Informal Observations	100
Final T-TESS Summative Score = Average D1 – D 4		

Recognize Teacher Minimum Required Performance		Exemplary Teacher Minimum Required Performance		Master Teacher Minimum Required Performance	
Final T-TESS Summative Score	73	Final T-TESS Summative Score	83	Final T-TESS Summative Score	93

How will teachers receive their summative appraisal?

Teachers will engage in a conference before the end of the school year with their appraiser in which the summative appraisal is shared. In addition, the summative appraisal scores will be maintained in our personnel department.

How will appraisers be held accountable for accurately assessing teacher performance?

The Sheldon ISD Teacher Incentive Program will require that all appraisers complete the T-TESS appraisal training and pass a certification exam before conducting formal observations. Upon conclusion of the initial three-day face-to-face training, all appraisers must complete the online certification test to assume the role of certified appraisers. The online certification process includes two steps: viewing/scoring a lesson and post-conference responses. Appraisers that have completed this process will need to complete an annual re-certification PD to maintain their T-TESS certification updated. Second, principals' supervisors will provide ongoing calibration walks during principals' and assistant principals' monthly PLCs. The goal of our teacher incentive program will be to ensure that teacher performance and student growth measures are aligned and congruent.

What if I disagree with my appraisal?

Employees are encouraged to discuss their concerns and grievances with their supervisor and or principal. If the teacher still feels that the concern has not been adequately resolved, the teacher will have the following options:

Option 1: A teacher may submit a request for a second appraisal within 10 district business days of receiving their observation results.

Option 2: When informal discussions fail to resolve the concern or dispute, the employee may file a grievance with our Sheldon Personnel Services Department. A grievance form must be filed no later than fifteen (15) business days from the date the employee first knew or, with reasonable diligence, should have known of the decision or action giving rise to the grievance or complaint. Please contact our Personnel Department for additional information or clarification.

STUDENT GROWTH MEASURES

Which student growth measures will be included in eligible teachers' final evaluation?

The student growth measure score will make up 75 percent of the overall evaluation for teachers in Category A through E and will be calculated based on a beginning of the school year Pre-Test and an end-of-year summative Post-Test.



Category A Eligible Teachers

Category A eligible teachers' growth measures will be calculated using the previous year's STAAR results as the Pre-Test and the end of year STAAR results as the Post-Test. The expected growth will be calculated by TEA's established progress measures.

Categories B - E Eligible Teachers

Category B - E eligible teachers' growth measures will be calculated using Pre-Test and Post- Tests created and analyzed locally or by a 3rd party vendor. We are still in the process of identifying and vetting 3rd party vendors.

Student Minimum Growth Performance Standards

The percentages below are the minimum performance standards for student growth in each of the three teacher designation levels.

Recognized Teacher	Exemplary Teacher	Master Teacher
75% of students meet or exceed expected growth	85% of students meet or exceed expected growth	95% of students meet or exceed expected growth

Calculating:

Number of students who met or exceeded growth expectations

Percentage of students =

Total number of students with an expected growth score

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

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.



What happens when students have excessive absences or are assigned to my class after the school year (or semester) begins?

For a student to be included in the calculation of a teacher’s achievement metrics, the student must be scheduled into and in attendance in an appropriate course with the teacher for at least 90 percent of the days during any given school year.

TEACHER ELIGIBILITY REQUIREMENTS FOR TEACHER INCENTIVE PROGRAM DESIGNATION

What are the Sheldon Teacher Incentive Eligibility for Designation Requirements?

For a teacher to be designated as a Recognized, Exemplary, or Master teacher under the Sheldon Teacher Incentive Program for the 2022–2023 school year, eligible teachers must:

1. Fall under teacher Categories A through E (teachers that fall under Category F will be able to participate in the 2023-2024 school year).
2. Complete all required PD sessions pre-selected by our Academics Department by the end of the 2022-2023 school year
3. Meet the minimum student growth criteria per designation (please see page 9)
4. Receive the following overall 2022-2023 designation evaluation final score

Final Designation Calculation

$$\begin{array}{rcl}
 \text{Final T-TESS Summative Score} & \times & 0.25 = \text{Final T-TESS Summative Weighted Score} \\
 & & + \\
 \text{Final Student Growth Score} & \times & 0.75 = \text{Final Student Growth Weighted Score} \\
 \hline
 \end{array}$$

Final Overall Designation Score

Recognized Teacher	Exemplary Teacher	Master Teacher
75 – 84 Final Overall Designation Score	85 – 94 Final Overall Designation Score	95 – 100 Final Overall Designation Score

Sample Designation Calculation Chart

Recognize Teacher Minimum Required Performance			Exemplary Teacher Minimum Required Performance			Master Teacher Minimum Required Performance		
Final T-TESS Summative Score	73	18.25	Final T-TESS Summative Score	83	20.75	Final T-TESS Summative Score	93	23.25
Final Student Growth Score	75	56.25	Final Student Growth Score	85	63.75	Final Student Growth Score	95	71.25
Final Overall Designation Score	74.50		Final Overall Designation Score	84.50		Final Overall Designation Score	94.50	

SHELDON’S TEACHER INCENTIVE COMPENSATION PLAN

Designated teachers will be compensated by following TEA HB3 guidelines and the approved district TIA spending plan. All TIA funds will be spent and/or paid out to teachers by August 31 annually. In Year 1, the payout will be in one lump sum in the first pay cycle of August 2024. In Years 2-5, the stipends will be paid in October and May based on current district stipend payout schedules. The district funds will be expended annually before August 31st each year. Sheldon ISD will allocate 90% of our TIA allotment for direct compensation to teachers who receive designations. The remaining 10% will be allocated and used for administrative expenses related to the rollout and implementation of TIA and for professional development to support teachers in earning a TIA designation.

SISD Spending Timeline

The table below outlines the timeline and process for generating an allotment from locally designated teachers. Districts may generate an annual allotment on an ongoing basis from previously designated teachers.

School Year	Month	Item
2021-22	December 2021 – March 2022	Sheldon ISD engaged and finalized TIA Spending Plan, in compliance with the statute.
	April 15, 2022	Sheldon ISD submitted the final TIA application, including TIA Spending Plan.
	June 30, 2022	Sheldon ISD resubmitted the TIA application, including TIA Spending Plan, based on feedback.
2022-23	Full Year	Sheldon ISD will capture data based on the approved Local Designation System.
2023-24	November 2023	Sheldon ISD will submit local designation system teacher data to TTU and designated teacher fees to TEA.
	February 2024	Sheldon ISD will receive notification of Step 1 Data Submission Review. This includes whether we can designate submitted teachers.
	April 2024	Sheldon ISD-designated teachers are officially approved by TEA and our district will receive notification of allotment generated by teachers and campus, based on TSDS Winter Class Roster data.
	August 31, 2024	The deadline for SISD-designated teachers to receive their TIA allotment.
Annually, Sheldon ISD will submit data each November to designate new teachers and will receive a notification each April on the total generated allotment. Each year, Sheldon ISD will use all generated funds by August 31 st .		

Teacher Movement

The TIA allotment amount for a designated teacher is based on the campus assignment as of the Class Roster Winter submission. If a designated teacher from one campus moves to a different campus within the district before the Class Roster Winter Submission, the TIA allotment will be determined by the “new” campus assignment during the Class Roster Winter Submission. If a teacher leaves the district before Class Winter Roster Submission, then the teacher will not receive any TIA funds because the district will not receive TIA funds from the state. If a teacher moves to our district before Winter Roster Submission, then the teacher will receive the allotment of funds generated by the state at the campus where the teacher is teaching during Winter Roster Submission. Designated teachers eligible for TIA compensation who move out of the district after Class Roster Winter Submission will not be forwarded the funds. The 90% that was allocated to the designated teacher will be split up evenly across all other teachers of record at the campus where the designated teacher was located.