



**SHELDON ISD  
TEACHER INCENTIVE  
PLAN**

# **Recognition and Reward for Teaching Performance**

# 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.*

Teacher Category	T-TESS Teacher Observations	Student Growth Measures	Pre-Tests	Post-Tests
<b>Category A</b> 4 <sup>th</sup> – 12 <sup>th</sup> 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
<b>Category B</b> 3 <sup>rd</sup> - 12 <sup>th</sup> 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
<b>Category C</b> 3 <sup>rd</sup> - 12 <sup>th</sup> Grade core content or LOTE teacher of record whose students will not be administered a STAAR test.	25%	75%	Locally created or 3 <sup>rd</sup> party vendor test	Locally created or 3 <sup>rd</sup> party vendor test
<b>Category D</b> PreK – 2 <sup>nd</sup> Grade LAR self-contained or departmentalized teacher of record.	25%	75%	Locally created or 3 <sup>rd</sup> party vendor test	Locally created or 3 <sup>rd</sup> party vendor test
<b>Category E</b> CTE teacher of record whose course is aligned to a CCMR approved Industry-Based Certification.	25%	75%	Locally created or 3 <sup>rd</sup> party vendor test	Locally created or 3 <sup>rd</sup> party vendor test
<b>*Category F</b> 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 <sup>rd</sup> party vendor test	Locally created or 3 <sup>rd</sup> party vendor test

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

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

# 2022-2023 Teacher Performance Rubric Calculation 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 = <b>Average D1 – D 4</b>		



# T-TESS RUBRIC

## PLANNING DIMENSION 1.1 Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.  
Standards Basis: 1A, 1B, 3A, 3B, 3C

### DistInguished

#### STUDENT-CENTERED ACTIONS

##### Instructional Planning Includes:

- All rigorous and measurable goals aligned to state content standards.
- All activities, materials and assessments that:
  - are logically sequenced
  - are relevant to students' prior understanding and real-world applications
  - integrate and reinforce concepts from other disciplines
  - provide appropriate time for student work, student reflection, lesson and lesson closure
  - deepen understanding of broader unit and course objectives
  - are vertically aligned to state standards
  - are appropriate for diverse learners
- Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson
- Integration of technology to enhance mastery of goal(s).

### Accomplished

##### Instructional Planning Includes:

- All measurable goals aligned to state content standards.
- All activities, materials and assessments that:
  - are sequenced
  - are relevant to students' prior understanding
  - integrate other disciplines
  - provide appropriate time for student work, lesson and lesson closure
  - reinforce broader unit and course objectives
  - are vertically aligned to state standards
  - are appropriate for diverse learners
- All objectives aligned and logically sequenced to the lesson's goal.
- Integration of technology to enhance mastery of goal(s).

### Proficient

##### Instructional Planning Includes:

- All goals aligned to state content standards.
- All activities, materials and assessments that:
  - are relevant to students
  - provide appropriate time for lesson and lesson closure
  - fit into the broader unit and course objectives
  - are appropriate for diverse learners.
- All objectives aligned to the lesson's goal.
- Integration of technology when applicable.

### Developing

##### Instructional Planning Includes:

- Most goals aligned to state content standards.
- Most activities, materials and assessments that:
  - are sequenced
  - sometimes provide appropriate time for lesson and lesson closure
- Lessons where most objectives are aligned and sequenced to the lesson's goal.

### Improvement Needed

#### TEACHER-CENTERED ACTIONS

##### Instructional Planning Includes:

- Few goals aligned to state content standards.
- Few activities, materials and assessments that:
  - are sequenced
  - rarely provide time for lesson and lesson closure
- Lessons where few objectives are aligned and sequenced to the lesson's goal.

#### Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes



## Domain I Planning

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
5	4	3	2	1

Planning				
1.1 Standards and Alignment: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.	1.4 Activities: The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	Planning Score
3	4	3	4	70.00

$$(3 + 4 + 3 + 4) / 4 = 3.5 \times 20 = 70$$

## Domain II Instruction

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
5	4	3	2	1

Instruction					
<b>2.1 Achieving Expectations:</b> The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.	<b>2.2 Content Knowledge and Expertise:</b> The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	<b>2.3 Communication:</b> The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	<b>2.4 Differentiation:</b> The teacher differentiates instruction, aligning methods and techniques to diverse student needs.	<b>2.5 Monitor and Adjust:</b> The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	<b>Instruction Score</b>
4	3	4	4	3	72.00

$$(4 + 3 + 4 + 4 + 3) / 5 = 3.60 \times 20 = 72.00$$

## Domain III Learning Environment

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
5	4	3	2	1

Learning Environment			
<b>3.1 Classroom Environment, Routines and Procedures:</b> The teacher organizes a safe, accessible and efficient classroom.	<b>3.2 Managing Student Behavior:</b> The teacher establishes, communicates and maintains clear expectations for student behavior.	<b>3.3 Classroom Culture:</b> The teacher leads a mutually respectful and collaborative class of actively engaged learners.	Environment Score
4	4	3	73.33

$$(4 + 4 + 3) / 3 = 3.66 \times 20 = 73.33$$



## Domain IV Professional Demeanor and Ethics

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
5	4	3	2	1

Professional Practices & Responsibilities				
<b>4.1 Professional Demeanor and Ethics:</b> The teacher meets district expectations  for attendance; professional appearance; decorum; and procedural, ethical, legal and statutory responsibilities.	<b>4.2 Goal Setting:</b> The teacher reflects on his/her practice.	<b>4.3 Professional Development:</b> The teacher enhances the professional community.	<b>4.4 School Community Involvement:</b> The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.	<b>Environment Score</b>
3	4	4	4	75.00

$$(3 + 4 + 4 + 4) / 4 = 3.75 \times 20 = 75.00$$

## T-TESS Performance Levels

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
5	4	3	2	1

Domain I	Domain II	Domain III	Domain IV	Final T-TESS Rating
Avg X 20 = D1	Avg X 20 = D2	Avg X 20 = D3	Avg X 20 = D4	Avg D1-D4
<b>Example</b>				
3.50 X 20 = 70.00	3.6 X 20 = 72.00	3.66 X 20 = 73.33	3.75 X 20 = 75.00	72.58

# STRIVE

Strive > Appraisal > Appraisees > admin, admin

## SISD T-TESS Walk-Through D2 2022-2023



PRINT



SIGN



SHOW SCRIPTED COMMENTS



DELETE

### Appraisal Information

Evaluation Appraiser

Juan Duenas

Appraiser Title

Superintendent

Evaluation Type

SISD T-TESS Walk-Through D2 2022-2023

Status

Viewed on 9/2/2022 at 3:52 PM

Revised On

9/2/2022

Overall Score

3.80

## T-TESS Performance Levels

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
5	4	3	2	1

## TIA Teacher Designations

Recognized 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

## 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 =*

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*Total number of students with an expected growth score*



# Six Growth Models to Consider



# Six Models

1. Graduated Percent Increase Model
2. Common % Growth for all (Flat Rate)
  - Based on an agreed-upon percentile
3. Half the Gap
4. Individualized
5. Quartile/Quintile
  - Based on the average score for the quartile/quintile
6. Percent Growth based on actual district average percent growth

# TIA Test Security Oath



## SHELDON ISD TEACHER INCENTIVE ALLOTMENT (TIA) BEGINNING OF YEAR (BOY) AND END OF YEAR (EOY) ASSESSMENTS

### OATH OF TEST SECURITY AND CONFIDENTIALITY

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing Sheldon ISD Teacher Incentive Allotment Assessment Program and do hereby certify the following:

(Initial each statement.)

\_\_\_\_\_ I understand the security and confidentiality requirements described below:

- (1) All TIA BOY and EOY assessment instruments are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential.
- (2) Campus principals, assistant principals, curriculum support staff, teachers and paraprofessionals in Sheldon ISD shall:
  - (a) implement and ensure compliance with district test administration procedures; and
  - (b) notify Sheldon ISD administrators as soon as the staff member becomes aware of any alleged or suspected violation of the security and confidential integrity of a TIA BOY and/or EOY assessments.

\_\_\_\_\_ I understand the responsibilities and requirements related to my role in completing the SISD Teacher Incentive Allotment Beginning of Year and End of Year assessments.

\_\_\_\_\_ I understand that teachers must actively monitor students while administering the TIA BOY and EOY assessments.

\_\_\_\_\_ I understand my obligations to maintain and preserve the security and confidentiality of all TIA BOY and EOY assessments.

\_\_\_\_\_ I understand my obligation to report any suspected violations of test security or confidentiality to the appropriate supervisor.

\_\_\_\_\_ I will NOT directly or indirectly assist students with responses to test questions.

\_\_\_\_\_ I will NOT tamper with student responses.

I do hereby certify, warrant, and affirm that I will faithfully and fully comply with all requirements concerning test security and confidentiality of TIA BOY and EOY assessments.

Date: \_\_\_\_\_

District Name: Sheldon ISD

\_\_\_\_\_  
Signature of Staff member

\_\_\_\_\_  
Printed Name of Staff member

# Half Gap Closure Graduated Percent Increase Model

Category	Pre-test Score	Target Growth Post-test Score
Category 1	0-20%	Points away from 60% / 2
Category 2	21%-40%	Points away from 70% / 2
Category 3	41%-60%	Points away from 80% / 2
Category 4	61%-80%	Points away from 90% / 2
Category 5	81% or higher	Points away from 100% / 2

# Half Gap Closure Graduated Percent Increase **Example**

Student	Pre-test Score	Points away from 60%/70%/80%/90%/100%	Minimum Growth	Target post-test score	Actual Post-test score	Met Growth?
Camila	20%	40%	20%	40%	50%	Yes
Yaseen	40%	30%	15%	55%	51%	No
Cristobal	60%	20%	10%	70%	75%	Yes
Mina	80%	10%	5%	85%	88%	Yes
Kate	92%	8%	4%	96%	92%	No

## Part A: Annual Growth Points (STAAR)

Prior Year* Performance on STAAR	Current Year Performance on STAAR					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

*\*For STAAR English I and English II EOCs, growth is also measured if the student has taken the assessments for the first time within the same accountability cycle.*

## Part A: Accelerated Learning Points (STAAR)

Prior Year Performance on STAAR	Current Year Performance on STAAR			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1



## Final Designation Calculation

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

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### 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

Recognized 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

## Sample Designation Calculation Chart

Recognized 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

X 0.25



## Sample Designation Calculation Chart

Recognized 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

**X 0.75**  
→

## Sample Designation Calculation Chart

Recognized 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

# Sample Designation Calculation Chart

Recognized 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

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

Recognized 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
			X 0.25	→	+			
Final Student Growth Score	75	56.25	Final Student Growth Score	85	63.75	Final Student Growth Score	95	71.25
			X 0.75	→	↓			
Final Overall Designation Score		74.50	Final Overall Designation Score		84.50	Final Overall Designation Score		94.50

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

Recognized 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	

$93 \times 0.25 = 23.25$ 
  
 $95 \times 0.75 = 71.25$ 
  
 $23.25 + 71.25 = 94.50$

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