

# Teacher Incentive Allotment: Stakeholder Survey

76 responses

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"House Bill 3 (HB3) is a school finance bill passed by the 86th Texas Legislature in 2019 signed by Gov. Greg Abbott. The bill provides more money for Texas classrooms, increases teacher compensation, reduces recapture and cuts local property taxes for Texas taxpayers. HB 3 is one of the most transformative Texas education bills in recent history. The bill is the result of months of work beginning with the Texas Commission on Public School Finance and culminating in bipartisan work between the members of the Texas House and Senate." Local school districts will need to:

- Identify or develop a designation system to use with robust input from stakeholders.
- Identify which teacher observation and student performance measures they will use.
- Determine whether to add components to their designation system beyond observation and student performance, such as student surveys, family surveys, teacher leadership, teacher mentorship, etc.
- Determine how to use TIA funding, ensuring that at least 90% of the funds are used on teacher compensation on the campuses where the designated teacher works.

Thank you for completing this survey. It should take approximately 15 minutes.

11 responses

Yes, I agree

Yes

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k

Yes

Ok

is this a question?

yes

It looks like good intentions, but it will create division on staffs because of implementation



Email address \*

76 responses

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First & Last Name \*

76 responses

Savannah Guzman

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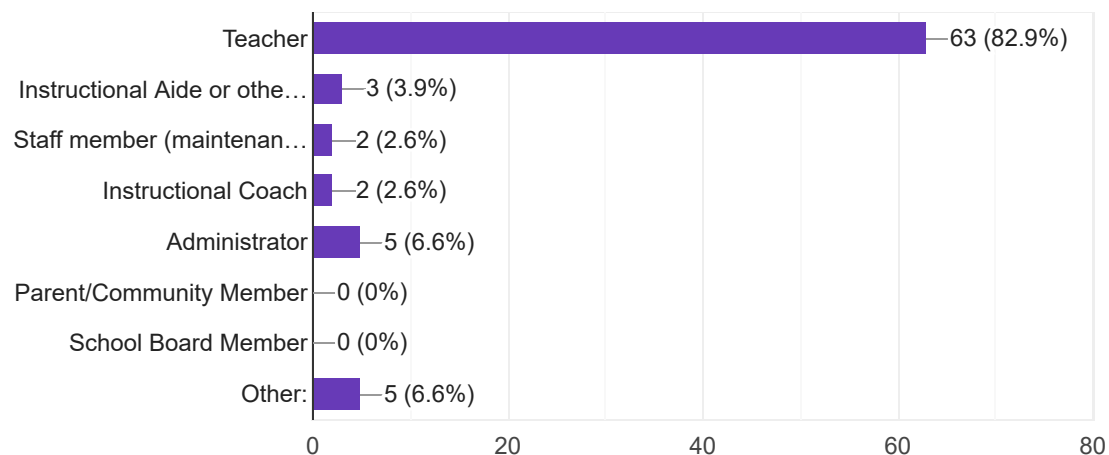
Cynthia Soto

Osiel Lopez



## Your District Role - Check as many as apply. \*

76 responses



In your opinion, what makes a teacher "exemplary" or worthy of receiving a designation? Please list words, phrases, or explain your thinking in a few sentences. \*I.e. Designs engaging lessons, integrates technology in lessons.

74 responses

Being coachable and willing to learn, integrating technology into lessons, caring for students

Classroom management, content expert (degree or college credit in subject), engaging lesson plans, integrates technology, integrates reading & writing skills, integrates & reinforces other disciplines (math, science, reading, writing, etc).

Creating a bond, a relationship with families and building trust among peers and community

Positive student outcomes and measured growth from the first day to the last day of instruction.

Who regularly provides differentiated instructional methods to meet the needs of all students; who is approachable and a team player among their coworkers; Who can collaborate with coworkers to build curriculum that meets students individual needs; Who is willing to safely teach students without hesitation during these stressful times.



TIA Requires a "strongly calibrated teacher observation system." What are your thoughts on using T-TESS versus choosing another research-based system? \*

72 responses

T-TESS

T-TESS is fair, I like it

T-Tess should be part of the evaluation, but other factors need to be considered, such as student grade level (e.g, freshmen vs senior) which effects T-Tess observations. For example, Freshmen students maturity varies dramatically with upper classmen, this impact classroom management, thus points or some kind of equity needs to be added or incorporated. Additionally, teachers with double, triple, or more preps do not have the same amount of time to prep observed lesson as single prep teachers, system needs to account for this to be fair across the board.

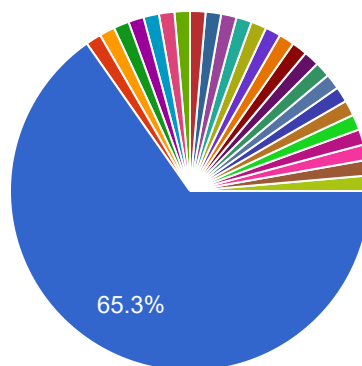
I like T-Tess because it uses a growth model.. allowing for improvement

I believe T-TESS is sufficient

I feel like the TTESS is a sufficient evaluation for teachers but some areas could be dismissed. I'd focus more on in classroom expectations.

If South San Antonio ISD uses T-TESS to evaluate teachers, what concerns or suggestions do you have? \*

72 responses



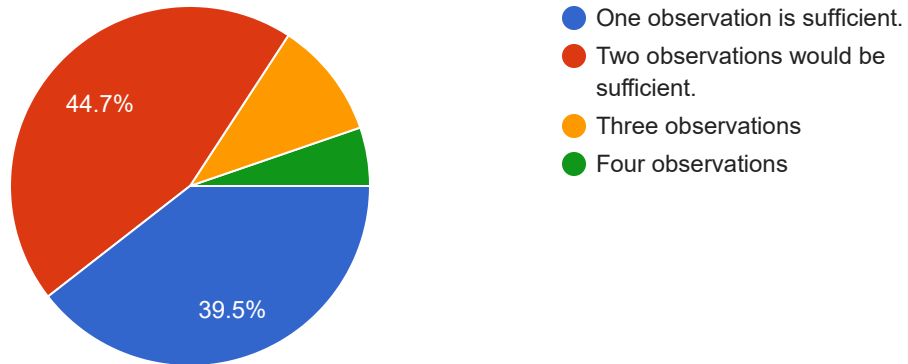
- T-TESS
- See above notes/concerns. In...
- T-Tess should be a compone...
- Same as above
- Teachers in special pops/ESL...
- Well catching a class when it'...
- The validity based on current...
- See previous answer.

▲ 1/4 ▼



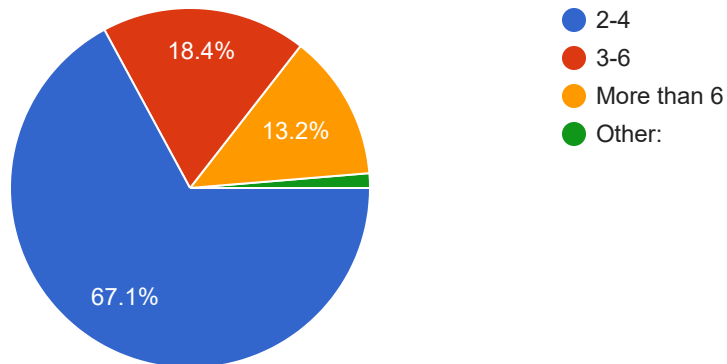
TIA requires that "teachers receive annual extended observations with feedback and shorter observations with feedback consistently throughout the year." How many extended (45 minute) observations during the year do you think would be necessary to evaluate a teacher seeking to achieve a TIA designation? \*

76 responses



How many shorter observations (walkthroughs) would be necessary to evaluate a teacher seeking to achieve a designation? \*

76 responses



Accurate & reliable measures of a teacher's impact on student growth are required as part of a district's TIA designation system. In STAAR tested subjects or core classes, iStation, mClass/Amplify, or CIRCLE readily provides student growth measures. What are some other systems or programs to measure student learning/growth? \*

68 responses

Happy Numbers

I like mClass Amplify and Imagine Math

District/campus/teacher assessments, Pre-exam/Post-exam comparison

Fontas& Pannel for k-2

Industry Based Certifications

Any online resource now has student growth data.

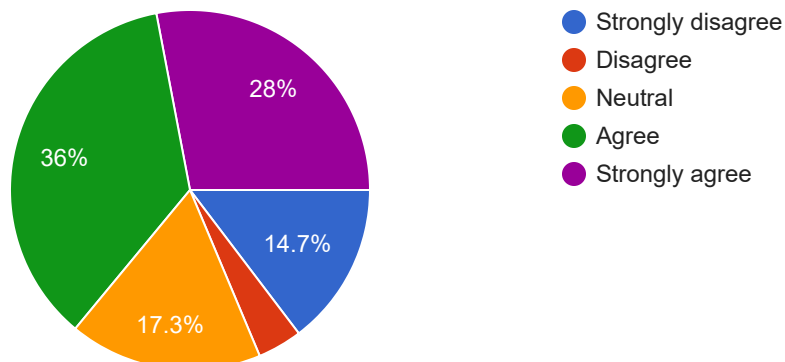
benchmark testing

regular, consistent grade-level benchmarks

Teacher made assessments

It would be beneficial to add other components to our designation system beyond observation and student performance, such as student surveys, family surveys, teacher leadership, teacher mentorship, or other teacher value-added measures. \*

75 responses



With stakeholder input, "districts need to determine how to use the TIA funding, ensuring that at least 90% of the funds are used on teacher compensation on the campuses where the designated teacher works." Up to 10% of the allotment funds will be retained by districts to support the program. What are some ways South San Antonio ISD should spend these funds at the campus and/or district level to implement TIA and/or support teachers in earning designations? \*

73 responses

#### Professional Development

Getting more reliable technology for teachers (computers), rewarding teachers that go above and beyond

The 10% should be spent on teacher professional development opportunities (conferences (local & national), high ed courses, etc). These opportunities should include not just Region-20, but the most highly-rated trainings programs in the country ( paid flights/hotel/food).

Updated facilities and technology, dependable internet, updated classrooms

Professional Development, additional resources for the classroom and enrichment experiences, compensation for support staff

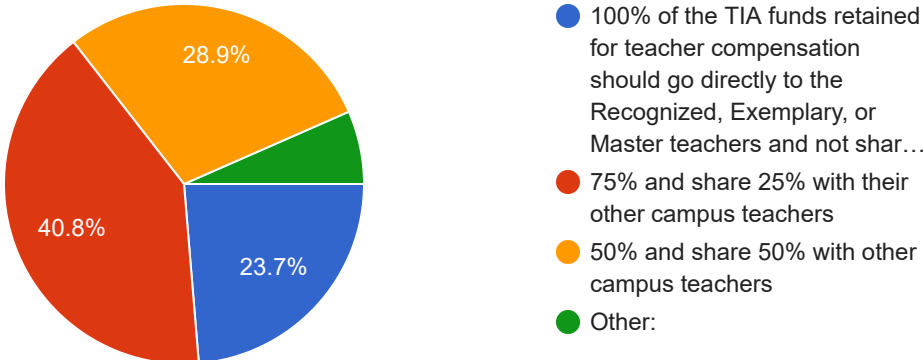
As a Lifeskills teacher, I feel we should get the accreditation we deserve. We have many extra duties that other teachers don't have. We focus on not only teaching curriculum but also need to teach adaptive living skills while managing various





TIA spending requirements in TEC48.112 include spending at least 90% of TIA funds awarded on teacher compensation (specifically on the campuses where the designated teacher works.) With stakeholder input, the district must develop a plan for how to allocate the funds such as what percent will go to designated teachers and what percent will go toward other teacher compensation on the campus, if any. In your opinion, what percent of the teacher compensation funds should go to the designated (Recognized, Exemplary, Master) teachers and what percent should go to other teachers? \*

76 responses



What other questions, comments, or concerns do you have? \*

48 responses

none

None

N/A

The pandemic has caused the learning gap of students to widen exponentially. requiring teachers to close this gap by increasing their workload is unfair and unrealistic. Without parental support teachers can and do hit roadblocks that are unavoidable. I do not believe learning is SOLELY the teachers responsibility and to withhold compensation on the basis of scores is appalling.

The system must recognize good teachers who teach weak students and help them improve. Rewarding AP and pre-AP teachers is not fair, because teaching these students is already easier and in terms of improvement most of these teachers are not moving these students higher, while at lower levels, teachers fight for every point and push students to graduate with no glory or recognition.

