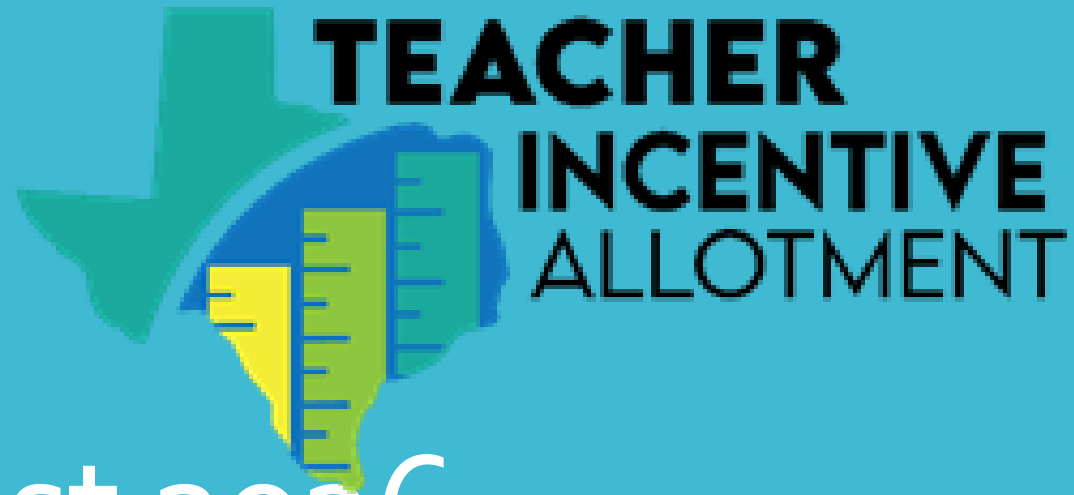




August 2026
Updates

2023 – 2024

ELIGIBLE TEACHERS

- Teachers of Record for:
 - STAAR Tested Content w/Growth Measure
 - 4th Math – Alg 1 & 4th ELA – ENG II
 - Includes Special Education Teachers

2024 – 2025

ELIGIBLE TEACHERS

- Teachers of Record for:
 - STAAR Tested Content
 - 3rd ELA & Math, 5th Science, 8th Social Studies & Science, Biology & US History
 - Creative Writing
 - Mathematics Models with Applications
 - Pre-K 4

2025 – 2026

ELIGIBLE TEACHERS

- Kindergarten, 1st & 2nd Math
- 2nd Departmentalized Reading
- 7th & 10th Band
- 7th & 10th Choir
- 10th Dance
- AP U.S. History
- English Language Development
& Acquisition

2026 – 2027

ELIGIBLE TEACHERS

- High School
 - Literary Genres
 - Business English
 - Research/Technical Writing
 - Algebraic Reasoning
 - Specialized Topics in Science

2026 – 2027

ELIGIBLE TEACHERS

- Middle School
 - 6th Band & Choir (Cobb Only)
- Elementary School
 - PK₃
 - Early Childhood Special Education

TO BE AN

ELIGIBLE TEACHER

- Teacher of Record (o87)
- Must Participate in T-TESS
- Bilingual or ESL Certification by October 1st
- Minimum of 5 Students (2 for Special Ed)

PERFORMANCE STANDARDS – STUDENT GROWTH

% OF STUDENTS MEET OR EXCEED EXPECTED GROWTH	ACKNOWLEDGED	RECOGNIZED	EXEMPLARY	MASTER
	60%	70%	80%	90%

PERFORMANCE STANDARDS

TEACHER OBSERVATION T-TESS

- TIA will only focus on the “observable” domains of T-TESS
 - Domain 2 - Instruction (2.1, 2.2, 2.3, 2.4, 2.5)
 - Domain 3 - Learning Environment (3.1, 3.2, 3.3)
- Each of the eight dimensions is scored on a scale of 1-5: For a possible total of 40 (then divided by 8 for final score)

Designation Level	Minimum Average Score
<i>Acknowledged</i>	3.5
<i>Recognized</i>	3.7
<i>Exemplary</i>	3.9
<i>Master</i>	4.5

EXAMPLE 1 – Did Not Meet Minimum

EXAMPLE 1	5	4	3	2	1	
Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)
2.1 Achieving Expectations			●			3
2.2 Content Knowledge		●				4
2.3 Communication		●				4
2.4 Differentiation			●			3
2.5 Monitor and Adjust			●			3
3.1 Routines, Procedures		●				4
3.2 Managing Behavior			●			3
3.3 Classroom Culture			●			3
						27
					Average Score	3.375

EXAMPLE 2 – ACKNOWLEDGED

EXAMPLE 1	5	4	3	2	1	
Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)
2.1 Achieving Expectations			●			3
2.2 Content Knowledge		●				4
2.3 Communication		●				4
2.4 Differentiation			●			3
2.5 Monitor and Adjust			●			3
3.1 Routines, Procedures		●				4
3.2 Managing Behavior		●				4
3.3 Classroom Culture			●			3
						28
					Average Score	3.5

EXAMPLE 3 – Met Recognized

EXAMPLE 1	5	4	3	2	1	
Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)
2.1 Achieving Expectations		●				4
2.2 Content Knowledge		●				4
2.3 Communication		●				4
2.4 Differentiation			●			3
2.5 Monitor and Adjust			●			3
3.1 Routines, Procedures		●				4
3.2 Managing Behavior		●				4
3.3 Classroom Culture		●				4
						30
					Average Score	3.75

EXAMPLE 3 – Met Exemplary

EXAMPLE 2	5	4	3	2	1	
Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)
2.1 Achieving Expectations	●					5
2.2 Content Knowledge		●				4
2.3 Communication		●				4
2.4 Differentiation			●			3
2.5 Monitor and Adjust			●			3
3.1 Routines, Procedures		●				4
3.2 Managing Behavior		●				4
3.3 Classroom Culture	●					5
						32
					Average Score	4

EXAMPLE 4 – Met Master

EXAMPLE 3	5	4	3	2	1	
Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)
2.1 Achieving Expectations	●					5
2.2 Content Knowledge	●					5
2.3 Communication	●					5
2.4 Differentiation		●				4
2.5 Monitor and Adjust		●				4
3.1 Routines, Procedures		●				4
3.2 Managing Behavior		●				4
3.3 Classroom Culture	●					5
						36
					Average Score	4.5

Review What is Expected

INSTRUCTION DIMENSION 2.2 Content Knowledge and Expertise				
The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C				
Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS		TEACHER-CENTERED ACTIONS		
The Teacher - Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. - Integrates learning objectives with other disciplines, content areas and real-world experience. - Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. - Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). - Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.	The Teacher - Conveys a depth of content knowledge that allows for differentiated explanations. - Integrates learning objectives with other disciplines and real-world experiences. - Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. - Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). - Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.	The Teacher - Conveys accurate content knowledge in multiple contexts. - Integrates learning objectives with other disciplines. - Anticipates possible student misunderstandings. - Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). - Accurately reflects how the lesson fits within the structure of the discipline and the state standards.	The Teacher - Conveys accurate content knowledge. - Sometimes integrates learning objectives with other disciplines. - Sometimes anticipates possible student misunderstandings. - Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	The Teacher - Conveys inaccurate content knowledge that leads to student confusion. - Rarely integrates learning objectives with other disciplines. - Does not anticipate possible student misunderstandings. - Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
			Possible Sources of Evidence: Conferences and Conversations	

TO EARN A DESIGNATION

**TEACHERS MUST MEET THE
MINIMUM IN BOTH
STUDENT GROWTH (60%) &
T-TESS (3.5)**

2026-2027

DATA VALIDATION TIMELINE

(timeline remains the same for each year)

- 2025-2026 Data Capture
- October 2026 – Data Submission to TIA Texas Tech University
- April 2027 – Receive Data Validation or Non-Validation from TEA. If validated, designations valid for 5 years.
- August 2027 – TIA Approved Payouts
- **Campus Allotments – Please see the TEA TIA FUNDING MAP**
 - <https://tiatexas.org/funding-map/>

QUESTIONS ?

TIA District Webpage

GPISD TIA Guide Book

GPISD TIA FAQ