

Teacher Incentive Allotment Readiness

Key Practices	Success Criteria
A) Strength of teacher evaluation rubric	<ul style="list-style-type: none"> x District utilizes a research-based teacher evaluation system/rubric that meets the requirements of TEC 21.352 x Teacher evaluation rubric is a nationally recognized rubric such as T-TESS, Marzano, Danielson, NIE, or if district-created, is well aligned to nationally recognized rubrics and includes indicators of instructional effectiveness, supportive learning environments, data driven instruction
	<ul style="list-style-type: none"> consistently throughout the year x Each year, district publishes requirements for number and type of observations to be used in rating teachers
C) Calibration for evaluators	<ul style="list-style-type: none"> x Teacher evaluators are trained and certified annually on the teacher evaluation rubric x District leadership implements a system for calibration within and among campuses
D) Congruence of observation scores to student growth	<ul style="list-style-type: none"> x District leadership analyzes the correlation between teacher observation scores and student growth
E) District review of observation data	<ul style="list-style-type: none"> x Principal managers and district leadership regularly analyze teacher observation trends across campuses, teaching assignments, and appraisers to look for and address potential ratings incongruities x

Success Factor Two: Accurate & Reliable Measures of Teacher's Impact on Student Growth

Key Practice	Success Criteria
A) Student growth measures included in annual teacher summative	

Success Factor Three: Developing a Local Designation System

Key Practice	Success Criteria
A) Stakeholder engagement in building a local designation plan	District Engagement <ul style="list-style-type: none"> x Stakeholder groups include, at minimum, teachers, principals, community members and school board members x District conducts extensive outreach and robust stakeholder input in order to develop

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Success Factor Four TIA Rollout Communication Plan

Key Practice	Success Factors
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| A) District and school board leadership buy in to TIA | x District leadership and school board members are |
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Success Factor Five: Plan Spending Allotment Funds

Key Practice

A) Stakeholder engagement on how to spend funds

Success Criteria

District commits to:

- x Gathering input, prior to TIA implementation, from district leadership, principals, teachers, community members, and other interested parties on how to spend allotment funds
- x Using stakeholder input to inform decisions about how funds will be spent at the campus level

Success Factor Six Sustainability of Local Designation System

Key Practice	Success Criteria
A) Human resources system support	<ul style="list-style-type: none"> x District human resources office is well versed in TIA and can articulate how each of the three designation levels affect the districts overall recruitment and retention plans x District human resources office publishes clear information regarding how the TIA designation levels tie to current staffing policies
B) Budget and finance system support	<ul style="list-style-type: none"> x District has clear plan for handling potential changes to the allotment funds a district receives from year to year based on the allotment funding calculation x District clearly communicates to teachers at the beginning of the year any changes to the TIA amounts that teachers will receive during that school year

C) Payroll system

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