

Teacher Incentive Allotment Readiness

| Key Practices | Success Criteria |
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| 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 observationscores to studentgrowth | <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 |
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- A) Student growth measures included in annual teacher summative

Success Factor Three: Developing a Local Designation System

| Key Practice | Success Criteria |
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| 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

Success Criteria

A) Stakeholder engagement on how to spend funds

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 |
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| 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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