Teacher Incentive Allotment Program

Presented by Holly Eaton and Julie Leahy

Feb. 28, 2023

How Teachers Earn Designations

Local Designation System

- District-created system
- District system requires approval
- District determines and issues teacher designations

National Board Certification

- Individual teacher achieves National Board Certification
- Districts may choose to support cohorts of National Board candidates

Funding for Teachers

The **Teacher Incentive Allotment** provides extra funding, from **$3,000 - $32,000** per teacher per year, with more money for **high needs** and **rural** schools

RECOGNIZED | Base Salary $3 - $9K

EXEMPLARY | Base Salary $6 - $18K

MASTER | Base Salary $12 - $32K

# Board Certification: Recognized Designation Eligibility

Recognized Designation

NATIONAL BOARD
for Professional Teaching Standards®

Teachers with a National Board Certification are eligible to earn a Recognized designation if they meet the following eligibility requirements:

- Working as a teacher (reported as a 087 Role ID in Winter Class Roster)
- Valid National Board certificate
- NBCT directory listing reflects Texas employment
- Recognized designation valid until July following the NB certificate expiration
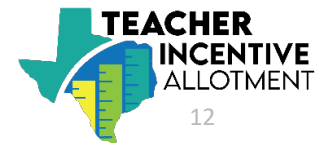
National Board Fee Reimbursements

- With documentation, districts may request up to $1900 for initial certification, $1250 for renewal, $495 for maintenance of certification

- Districts may request reimbursement of fees paid directly to National Board if they were a third party payer or fees paid out of pocket by the NBCT

- Districts must **reimburse the NBCT prior** to submitting a reimbursement request through TIA

- To be eligible for fee reimbursement, the NBCT teacher must:

  - Have earned NB Certification or renewal in 2019 or later

  - Have documentation of fees paid out of pocket to the National Board

- Fees paid by grants or third parties other than the district are not eligible
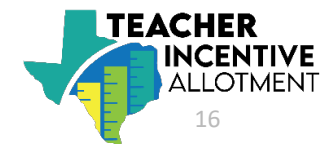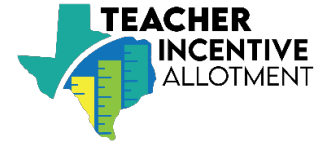
Funding for Eligible NBCTs

Timeline

- NBCTs working as teachers will earn a Recognized designation **beginning 2020 -2021**

- Automatic; TEA will annually process new designations for newly certified NBCTs and NBCTs moving to Texas from out of state and update expiry dates for NBCTs who successfully renewed or maintained certification

- Districts notified of designations and allotment funds in April/May

- NBCTs who move/have moved to Texas must have an updated NBCT directory listing by January 31 to earn a designation for that school year. Designations will not be issued retroactively.

Teacher Compensation Considerations

- Districts must use at least **90%** of the TIA fund on **teacher compensation on the campus** where the designated teacher works

- Districts will need to shape **a local plan** for how to use these funds
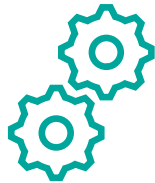
15

System and Approval Timeline

Pre-Application

- System Development
- Stakeholder Engagement

Year 1

- System Application
- TIA Teacher Buy-In Survey

Year 2

- Capture Data
- Option to apply for future system expansions and modifications

Year 3

- Data Submission
- Full System Approval/Denial
- Designate & Compensate
- Option to apply for future system expansions and modifications
- TIA Annual Evaluation Surveys and Program Submission

Post-Approval

- Data Submission if issuing New or Higher Designations
- Expansion and Modifications option
- TIA Annual Evaluation Surveys and Program Submission*

Success Factor 2: System Development and Stakeholder Engagement

Key Practice	Success Criteria

A. District System Development Committee	• District System Development Committee has:
	  ○ a well-publicized application process (for small districts, an application process may not be necessary, if the District System Development Committee is representative of the teaching staff)
	  ○ criteria of eligibility for stakeholders to apply
	• District System Development Committee included multiple teachers, campus leaders, and district leaders at a minimum

B. Stakeholder Engagement	• District gathered input and feedback from stakeholder groups to develop a local teacher designation system including teachers, campus leaders, district leaders, families of students, students (when appropriate), and other stakeholders • District provided various methods to gather input and feedback for the local teacher designation system including focus groups, surveys, professional developments, or other methods • District has a clear plan detailing how feedback from stakeholders was implemented • District System Development Committee made and communicated changes based on input collected from stakeholders
C. Staff Accessible Resources	• District provided informational resources to stakeholders about the district's local teacher designation system • District has a clear plan to ensure that teachers understand the requirements to earn a designation • District provided training materials to implement the district's local teacher designation system to teachers, school leaders, and district leaders
D. Designation System Buy-In	• District has data to support that stakeholders can articulate a clear understanding of the local teacher designation system and support the district's plans to move forward with the application process • District collected evidence that the district's local teacher designation system has investment from teachers • District supported teachers who wanted to earn a designation • District communicated the support available to teachers who want to earn designations

E. Regular Communication Updates	• District has a clear plan to include teachers, campus leaders, district leaders, community members, families of students, students (when appropriate), and others in
	• District has a clear plan detailing the frequency of updates provided to all stakeholders
	• District has a clear plan to provide specific outreach to teachers regarding updates to the district's local optional teacher designation system
	• District has a clear plan detailing how they will communicate to teachers that:
	  ○ they are being put forth for designation
	  ○ their designation is approved
	  ○ they earned a designation
	• District has a plan detailing how they will share the final version of the local optional teacher designation system

F. Texas Tech Teacher Buy-In Survey	• District has a plan detailing how they will use the data gathered from the Texas Tech Teacher Buy-In Survey to improve the district's local optional teacher designation system, improve district systems, tailor professional development, and communicate the results of the survey to all stakeholders

- *Tip: Within the above parameters, consider making eligibility as widely available to as many teachers as possible, meaning don't restrict it to just teachers of tested subjects.*

- *Give special consideration to how special education teachers can be included.*

- *However, consider including an opt-out provision in the local plan for those teachers who don't want to participate.*

- Prior to the 2021 legislative session, teachers were required to hold active Texas teacher certification in order to be eligible to participate. However, HB 1525, passed during the 2021 legislative session eliminated that requirement.

- *Tip: In order to uphold teaching as a profession, consideration should be given to limiting TIA eligibility to teachers holding active Texas teacher certification.*

District System Components

Teacher Observation
Observation based on T-TESS or aligned rubric. District application must show evidence of calibration and data analysis.

Student Growth
Student growth measures determined by district. District application must show evidence of validity & reliability of development, administration, and scoring.

Spending Plan
Districts must spend at least 90% on teacher compensation for student-facing instructional roles and may reserve up to 10% for supporting the TIA system or in supporting teachers in earning a designation by 8/31 each year.
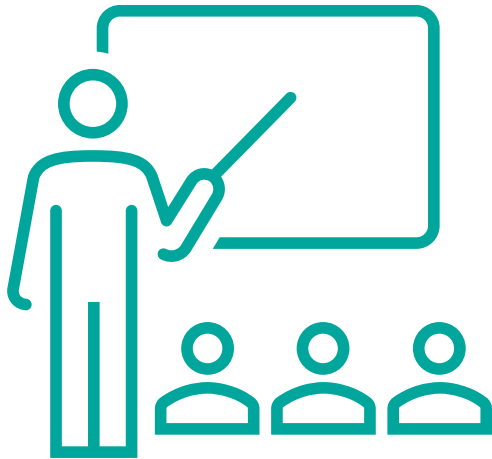
Optional Components
Districts may consider additional factors in make designations (e.g., mentoring other teachers, teacher leadership, family surveys, student surveys, etc.).

Teacher Observation Rubric

Statute:

- Approved teacher observation rubric that
  - Aligns to T-TESS dimensions
  - Complies with §21.351.or§21.352
  - Identifies a clear proficiency marker

Pre-approved Rubrics:

- T-TESS
- Danielson
- Marzano
- NIET TAP

Student Growth Measures for TIA

Pre-Test/ Post-Test
- Vendor or locally created
- Vendor or locally set expected growth targets

Value Added Measures (VAM)
- Compares predicted to actual scores based on multiple years of past testing history
- Based on statistical modeling and often conducted by independent researchers

Student Learning Objectives (SLO)
- Aligned with TexasSLO.org
- Built around a foundational skill and assessed with a body of evidence

Portfolios
- Ideal for Performance-Based Courses
- Must include a skill proficiency rubric with at least 5 proficiency levels and varied artifacts

What Determines Designations?

District Performance Standards

The minimum standards to meet each designation level for student growth and teacher observation.

System Weights

The weighing of teacher observation, student growth, and other optional components used by the district. Example: 40% teacher observation and 60% student growth.

Optional Prerequisites

Components required by the district but not by statute. Example: teacher's attendance must be 90% or above to earn a designation.

Designation Level	Statewide Percentages	Teacher Observation Performance Standards*	Student Growth Performance Standards
Recognized	Top 33%	3.7 or 74% of possible points	55% met or exceeded
Exemplary	Top 20%	3.9 or 78% of possible points	60% met or exceeded
Master	Top 5%	4.5 or 90% of possible points	70% met or exceeded

*Represents average of all dimensions in T-TESS Domains 2 and 3

Teachers must have a minimum score of Proficient in all observable dimensions to be eligible for a new designation.

Percentages May Vary

While designations represent the top performing teachers in the state of Texas, districts that submit teachers for designations through their local designation system may find that they have more or less than the numbers represented. Any teacher that meets a local designation system's eligibility requirements and the minimum proficiency observation ratings may be submitted for designation.

- TEA requires that each year, the district publishes requirements for the number and type of observations used to rate teachers.

- Per TEA, districts must have observation and student data from the data capture year for each teacher put forth for designation. <mark>All teachers in eligible teaching assignments even if not eligible to earn a designation, must have a minimum of one 45-minute observation during the data capture year, including scores on all observable domains.</mark> Download the Cohort D Readiness Checklist (Word)>

- <mark>Teachers not submitted for designation are not required to have an annual observation. Once a teacher has earned a designation, opting out of his/her annual appraisal will be a local decision.</mark> Appraisals must comply with §21.351 and §21.352. https://tiatexas.org/designation-system-faqs/

- *Tip: consider including in plan specific provisions regarding how many appraisals teachers not submitted for designation and/or who have opted out of the system receive. Also include in the plan how many appraisals a designated teacher receives once they have earned the designation.*

- **State law requires that at least 90% of the TIA funds goes to teacher compensation at the campus where the TIA-designated teacher is assigned; and that a maximum of 10% of the district's allotment can be used on implementing TIA and/or supporting teachers in earning designations.**

  There is no requirement that the TIA funds go to the TIA-designated teacher, so the local committee must decide how much of the 90% of the TIA funds will go to the designated teacher.

  Tip: There is no requirement that 90% of the funds go to the designated teacher. Some districts allocate 100% of the TIA funds to teacher compensation, so that should be a consideration for the plan. Also, TCTA strongly encourages that a majority of the 90% of TIA funds go to the designated teacher, although some districts use some of the funds to reward teams of teachers in addition to the designated teacher.

- **What will be done with any % of the funds that doesn't go directly to the designated teacher?**

  In one district, they used remaining % to pay for teachers on that campus to earn their National Board Certification, which automatically qualifies them for TIA funds.

- **Will TIA earnings be eligible for TRS?**
  According to TEA, all compensation from TIA is automatically TRS-eligible.

TIA Designations & Allotment Timeline

Jan-Feb 2022

- Class Roster Winter Submission snapshot date
- LEAs ID designated teachers and NBCTs
- LEAs verify year of service

March-April

- Districts request access to SCOMS
- Class Roster Winter Submission deadline 3/31
- TEA verifies placement and designation/allotment eligibility using Class Roster Winter Submission data

April 2022

- New designations awarded
- Allotments calculated based on campus placement
- Districts attend SCOMS training on 4/25 or 4/28
- Districts confirm or dispute allotments in SCOMS
- Designated teachers notified by TEA

August 31

Deadline to spend scheduled allotment funds (not fees)

Sept 2022

- Year 1 Allotment Funding arrives
- Two separate TIA line items on district SOF report
- Continued funding for 2022-2023 based on projections

District Approval Process

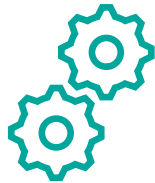**Designations are dependent upon a two-step approval process**

1. Application Approval

Districts submit application, which may include narrative components to TEA

2. System Approval

Districts submit teacher effectiveness data to Texas Tech University. TEA issues final approval.

System and Approval Timeline

Pre-Application

- System Development
- Stakeholder Engagement

Year 1

- System Application
- TIA Teacher Buy-In Survey

Year 2

- Capture Data
- Option to apply for future system expansions and modifications

Year 3

- Data Submission
- Full System Approval/Denial
- Designate & Compensate
- Option to apply for future system expansions and modifications
- TIA Annual Evaluation Surveys and Program Submission

Post-Approval

- Data Submission if issuing New or Higher Designations
- Expansion and Modifications option
- TIA Annual Evaluation Surveys and Program Submission*

What are my options if I disagree with my district's local plan?

The best way to incorporate your concerns is to become involved in the development of the plan before it is submitted to TEA. For example, if you would like to include an opt-out provision, you can negotiate with administration to advocate for the inclusion of this option in the plan. TCTA members have successfully negotiated beneficial changes to TIA plans by using this approach.

If this is not possible, either because the district does not agree or the plan has already been submitted, the next step is to file a grievance. Please contact the TCTA Legal Department at 1-888-879-8282 for information about how to do this.

What are the consequences
if a district violates their TIA plan?

Local designation systems must be submitted to TEA for approval and undergo a data-validation process, which will be conducted by Texas Tech University. If the district attempts to submit a plan that does not meet eligibility requirements, it can be rejected.

Once the plan has been approved, then we see how the plan works in real life. Some TCTA members have encountered difficulties with this aspect of implementation. What if, for example, the plan is approved with a student growth measure that disqualifies you due to your student population, not because of anything you have done? In this instance, you can request that the plan be amended.

If you believe the district has violated their plan as it applies to you, please call the TCTA Legal Department at 1-888-879-8282 to discuss your options.

QUESTIONS?

Thank you for joining us!

These slides will be available with the recording at tcta.org/twt