



# Teacher Incentive Allotment (TIA) & Evaluation Practices 2022-2023



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## ***TEACHERS ARE OUR MOST VALUABLE RESOURCE***

*Ingram ISD believes that our teachers are the most important school-based factor for improving student achievement. The Teacher Incentive Allotment (TIA) allows us to provide additional compensation to our most highly-effective teachers.*

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## TEACHER INCENTIVE ALLOTMENT (TIA)

The Teacher Incentive Allotment (TIA) is state funding given to districts for the purpose of teacher performance-based compensation. The intent of the TIA is to attract and keep effective educators in the classroom, allow districts to identify their most effective educators, and provide incentives for teachers to teach at the most challenging campuses.

The amount of state TIA Funding that Ingram ISD will receive is determined *each year* by 3 funding factors: 1) Teacher Designation Levels (Recognized, Exemplary, or Master), 2) Socio-Economic Level of the students on the campus, and 3) the rural status of the campus. Due to these funding factors changing each year, the amount of TIA that a designated teacher receives will change each year based on the new TIA funding amounts.

## DESIGNATION SYSTEM OVERVIEW

### What components will be part of a teacher's designation?

For *Category A and B* teachers, achieving designation consists of two components:

- (1) Teacher Performance (T-TESS micro-observations and extended observations)
- (2) Student Outcomes (Student growth from STAAR Progress and SLOs – depending on teacher category)

Teachers with at least three years of classroom experience can earn a *Recognized* designation by achieving National Board Certification in the area where the teacher is currently assigned. National Board Certification *automatically* designates a teacher at the recognized level. The National Board Certification Exam (NBCE) consists of 4 components:

- (1) Content Knowledge
  - a. 3 written exercises
  - b. 45 selected response items
- (2) Differentiation in Instruction
- (3) Teaching Practice and Learning Environment
- (4) Effective and Reflective Practitioner

#### Important Notes about NCBE

- Teachers must have been teaching for 3 or more years to be eligible.
- Component 1 is completed at an authorized Assessment Center.
- Components 2-4 are e-portfolios submitted through the teacher's NBCE account.

Teachers who have obtained National Board Certification can still achieve a higher designation by meeting the standards set for Category A and B teachers.

### Who is eligible to earn a designation?

Teachers must be in at least their third year of classroom experience in order to be eligible to go through the designation process.

### How long does the TIA designation last?

A teacher’s designation is submitted to TEA and placed on the teacher’s Texas Educator Certificate. The designation credential is valid for five years from the date of the designation.

### How is the TIA designation process different for some teachers?

All teachers fall into 1 of 2 categories. The designation process for a teacher will be determined by their category. The table below summarizes the two teacher categories and the process used.

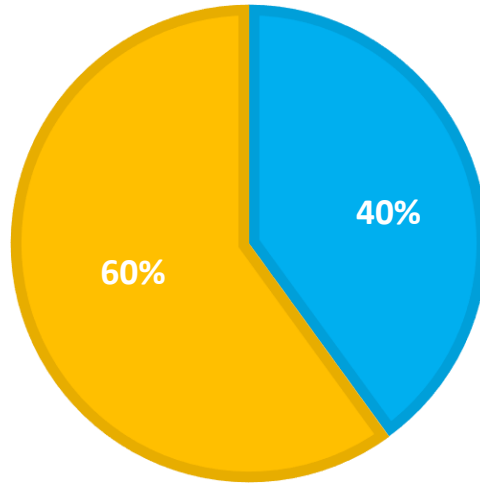
Teacher Category	Destination Criterion 1	Designation Criterion 2
<b>Category A</b> – Teachers who are the teacher of record in a STAAR/EOC tested subject that has a STAAR Academic Growth Measure	T-TESS Summative (Domains 2 & 3) 40%	STAAR Academic Growth Measure 60%
<b>Category B</b> – Any teacher who is not the teacher of record in a STAAR/EOC tested subject that has a STAAR Academic Growth Measure	T-TESS Summative (Domains 2 & 3) 40%	Student Learning Objectives (SLO) Growth Score 60%

### Will the District pay my National Board Certification fees?

All teachers are eligible to pursue National Board Certification without prior approval from Ingram ISD. Ingram ISD does not currently pay for teachers to pursue National Board Certification.

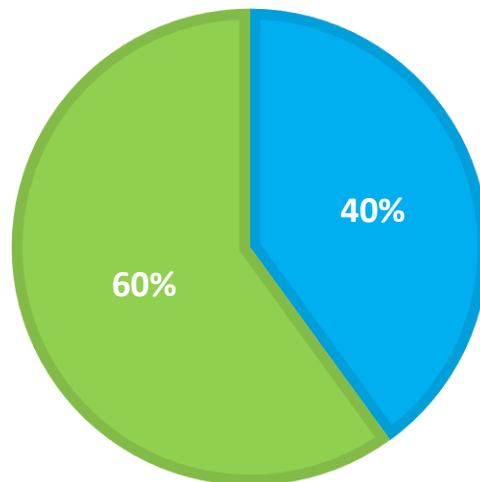
**CATEGORY A: T-TESS & STAAR**

■ T-TESS (Domains 2 & 3)    ■ STAAR Academic Growth



**CATEGORY B: T-TESS & SLO**

■ T-TESS (Domains 2 & 3)    ■ Student Learning Objectives



## What system is used to measure teacher performance?

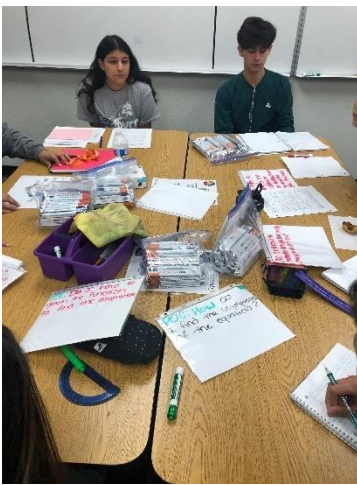
Ingram ISD uses the Texas Teacher Evaluation and Support System (T-TESS) to annually evaluate teacher effectiveness and support teachers in their professional growth. The T-TESS Rubric is comprised of 16 dimensions across 4 domains each with specific descriptors of practice. The T-TESS process includes three components: goal-setting and professional development plan, the evaluation cycle (pre-conference, observation, and post-conference), and student growth measure.

## Who developed T-TESS?

In 2013-2014, a committee of Texas educators, leaders, and policy experts designed the T-TESS system. The system was piloted in multiple districts across the state the following year and has been refined over time using the feedback of participating districts.

## How are the four domains assessed?

Throughout the year, teachers and appraisers collaborate to discuss best practices and strategies for effective lesson design and activities. Artifacts are essential to support Domains 1 and 4. All domains are assessed based on evidence and artifacts gathered by the teacher and appraiser throughout the year. Sources of evidence can include teacher input, formal and informal observations, walk-throughs, instructional documents, and student growth. Domains are scored using 5 performance levels - Distinguished, Accomplished, Proficient, Developing, and Improvement Needed.



## Are some dimensions weighted more than others for TIA?

While all dimensions are essential components of teaching, the eight dimensions that comprise the Instruction Domain and Learning Environment Domain are the only dimensions used for the Teacher Performance Score for TIA. Ingram ISD believes these domains are the primary domains focusing on instructional effectiveness resulting in the greatest impact on student academic achievement.

## TEACHER PERFORMANCE: T-TESS RUBRIC

The four Domains and Dimensions are shown below:

<b>Planning</b> <i>Domain</i>	
1.1	Standards and Alignment
1.2	Data and Assessment
1.3	Knowledge of Students
1.4	Activities

<b>Instruction</b> <i>Domain</i>	
2.1	Achieving Expectations
2.2	Content Knowledge and Expertise
2.3	Communication
2.4	Differentiation
2.5	Monitor and Adjust

<b>Learning Environment</b> <i>Domain</i>	
3.1	Classroom Environment, Routines, and Procedures
3.2	Managing Student Behavior
3.3	Classroom Culture

<b>Professional Practices</b> <i>Domain</i>	
4.1	Professional Demeanor and Ethics
4.2	Goal Setting
4.3	Professional Development
4.4	School Community Involvement

The full Rubric may be found [here](#) on the T-TESS website.

## TEACHER PERFORMANCE: OBSERVATIONS

### **Micro Observations**

#### **What are micro observations?**

A micro observation is a short class visit from a certified evaluator that focuses on the eight dimensions of the Instruction Domain and Learning Environment Domain. Micro observations will last approximately 10-15 minutes but can be longer if additional perspective is needed.

## How many micro observations will I receive?

A teacher's current Designation Level will determine how many annual micro observations are conducted:

- Teachers without a Designation level will receive a minimum of four micro observations annually.
- Teachers with a Designation Level of Recognized will receive a minimum of three micro observations.
- Teachers with a Designation Level of Exemplary or Master require two micro observations.

Extenuating circumstances:

- Teachers employed for less than a full school year (e.g., leave of absence, mid-year hire) will receive a reduced, pro-rated minimum number of micro observations.

Micro observation processes will be evaluated annually with input from relevant stakeholders.

## Who conducts micro observations?

Each teacher will have a primary evaluator, who will usually be a principal or assistant principal at the teacher's school. Additional evaluators may conduct micro observations at the discretion of the primary evaluator. All evaluators are required to hold a current T-TESS evaluator certification in addition to annual district calibration training to ensure inter-rater reliability.



Micro observations from both the primary and additional certified evaluators count toward the required number of micro observations. The primary evaluator must conduct at least half of the required number of micro observations each semester for the teachers assigned.

## Will I receive feedback on micro observations?

One of the primary purposes of micro observations is to provide teachers with frequent feedback to support growth. As a result, teachers will receive written feedback within five working days from the evaluator that conducted the micro observation. Face-to-face feedback conversations are also recommended but not required.



## **Extended Observations**

### **What is an extended observation?**

All teachers receive at least one extended, unscheduled observation, which consists of at least 45 minutes, or one complete lesson if less than 45 minutes. The observation must be a single continuous observation and cannot be divided. The evaluator will provide a 10-working day window in which this observation will occur. All dimensions in Domains 2 and 3 are rated and scored for this observation.

### **Who conducts the extended observation?**

The extended observation is conducted by the primary evaluator.

### **Will I receive feedback on my extended observation?**

The extended observation provides the evaluator and teacher the opportunity to discuss a full lesson. A pre-conference between the teacher and evaluator will take place prior to the observation. Written feedback will be provided, and a post-conference will be held within 10 working days.

## **Informal Observations**

### **What is an informal observation?**

Evaluators conduct informal observations to provide teachers with constructive feedback to improve practice. Evaluators can observe teachers at any time, in any school setting, for any duration, and with any frequency. Any observed actions, evidence, or artifacts may inform a teacher's evaluation.

## **Summary**

The following chart summarizes some of the key features of the observation types discussed above. All data gained from various observation types inform the teacher's summative evaluation at the conclusion of the appraisal cycle.

## Teacher Observation Types: Summary Chart

Type	Duration	Minimum Frequency	Focus	Scored	Written Feedback	Conference
Micro	10-15 minutes	<ul style="list-style-type: none"> <li>• Dependent on designation level</li> <li>• No designation level: 6 annually</li> <li>• Recognized: 4 annually</li> <li>• Exemplary &amp; Master: 2 annually</li> </ul>	Domains 2 & 3	Yes	Required within 5 working days	Recommended
Extended	45 minutes or determined by class length	Minimum of One (1)	Domains 2 & 3	Yes	Required within 10 working days	Pre-conference; Post-conference within 10 days
Informal	Any length	As determined by campus need	Any	No	Optional	Optional

### TEACHER PERFORMANCE: SUMMATIVE EVALUATION

#### How is my TIA total score for teacher performance derived?

Domains are assessed based on evidence and data collected by the teacher and primary appraiser throughout the year. Evidence and data are comprised of classroom observations, teacher and/or student artifacts, and other relevant professional practices.

- Domains 2 and 3 are scored based on classroom observations conducted throughout the year through a combination of micro observations, extended observations, and any type of documented informal observations conducted by evaluators.

No mathematical calculation is used to average the micro observations with each other or with the extended observation to arrive at the Summative score. Rather, the evaluator considers all the evidence, including the micro observations and extended observation, and scores each rubric dimension. In this way, the evaluator can account for anomalies and provide credit for growth during the year.

Each dimension has a maximum score of five points (Improvement Needed = 1, Developing = 2, Proficient = 3, Accomplished = 4, and Distinguished = 5). The Teacher Performance Score is calculated by finding the average score for the eight dimensions in Domains 2 and 3.

## 2020-2021 Teacher Performance Rubric

Domain	Dimension Description	Maximum Points
Domain 2 <b>Instruction</b>	Dimension 2.1 <b>Achieving Expectations</b>	5
Domain 2 <b>Instruction</b>	Dimension 2.2 <b>Content Knowledge &amp; Expertise</b>	5
Domain 2 <b>Instruction</b>	Dimension 2.3 <b>Communication</b>	5
Domain 2 <b>Instruction</b>	Dimension 2.4 <b>Differentiation</b>	5
Domain 2 <b>Instruction</b>	Dimension 2.5 <b>Monitor &amp; Adjust</b>	5
Domain 3 <b>Learning Environment</b>	Dimension 3.1 <b>Classroom Environment, Routines, &amp; Procedures</b>	5
Domain 3 <b>Learning Environment</b>	Dimension 3.2 <b>Managing Student Behavior</b>	5
Domain 3 <b>Learning Environment</b>	Dimension 3.3 <b>Classroom Culture</b>	5
<b>Total Points Earned</b> (sum of all points earned in Domains 2 & 3)		<b>40</b>
<b>Teacher Performance Score</b>		<div style="text-align: right;">                     Total Points Earned  <hr style="width: 50%; margin: 0 auto;"/> <b>8</b> </div>

\*maximum teacher performance score possible is a 5

## **How will I receive my summative evaluation?**

Teachers will engage in a conference prior to the end of the school year, with their evaluator, in which the Summative performance evaluation is shared. In addition, the performance evaluation scores will be available in Eduphoria – Strive, Ingram ISD’s online performance management system.

## **Do all micros need to be conducted before I can receive my summative evaluation?**

Evaluators may determine the summative performance evaluation score and hold the summative conference after half of the minimum number of micro observations and the extended observation have been conducted. This flexibility is to provide evaluators enough time to complete summative performance evaluations before the close of the school year.

## **How will teachers’ performance be accurately assessed no matter the evaluator assigned?**

Once fully certified, T-TESS requires the evaluator to complete a certification process every 3 years. Additionally, Ingram ISD’s process for evaluation certification includes demonstrating accurate T-TESS scoring through video-based calibration exercises, passing an assessment on the T-TESS system, and engaging in annual district calibration training through coaching and feedback field exercises prior to evaluating teachers for TIA.

## **What if I disagree with my summative performance evaluation?**

Employees are encouraged to discuss their concerns and grievances with their supervisor/appraiser, principal, or other appropriate administrator.

Option 1: A teacher may submit a written response or rebuttal within 10 working days of receiving their summative evaluation. Rebuttals submitted by employees are shared with their evaluator and added to the summative performance evaluation within their employee file. Evaluators are not required to respond or act on a rebuttal. A rebuttal is NOT a grievance.

Option 2: When informal discussions fail to resolve the concern or dispute, the employee may file a grievance with the Employee Relations Department. The grievance process precipitates a response and/or action. See the Ingram ISD local board policy [DGBA](#).

A grievance form must be filed no later than fifteen (15) business days from the date the employee first knew or, with reasonable diligence, should have known of the decision or action giving rise to the grievance or complaint.

## STUDENT OUTCOMES

### Which measures of student outcomes will be included in my evaluation?



A teacher's student outcomes score is measured by student academic growth evidence. The student outcomes score makes up 60 percent of the overall TIA Designation evaluation for Category A and B teachers and is used as a component of all teachers T-TESS Summative Evaluation.

For Category A teachers, STAAR Academic Growth will be used to determine Student Outcomes for the TIA designation.

Category B Teachers will use an approved Student Learning Objective (SLO) and Body of Evidence (BOE) along with the Student Data Tracker that the appraiser will use to determine student growth for both the T-TESS Summative Evaluation and the Student Outcomes Score.

\*For guidance on [student growth in T-TESS](#) and more information on [SLO](#) you can visit the [T-TESS](#) website and the [Texas SLO website](#).

### What happens when students are assigned to my class after the school year (or semester) begins?

For year-long classes, any student who is enrolled in the district on the last Friday of October will be used in the calculation of a teacher's Student Outcomes score. Only students who have a STAAR score from the previous school year will be used in the Student Growth component of the Student Outcomes calculation for Category A teachers. In a semester long course, student growth for any student who is assigned to the teacher within the first six weeks of the semester will be used in the Student Outcomes Score.

## STUDENT OUTCOMES: CALCULATION TABLES

The TIA Student Outcomes score calculation comes from one of two components:

- (1) Growth percent is calculated using TEA's growth transition tables available in the accountability manual; or
- (2) the percentage of the Category B teacher's students that meet and exceed expected SLO growth with administrator approval

Formula for SLO Student Growth:

$$SLO\ Growth = \frac{\frac{\#\ of\ students\ that\ met\ or\ exceeded\ growth}{\#\ of\ eligible\ students}}{2} + \frac{\frac{\#\ of\ students\ that\ exceeded\ growth}{\#\ of\ eligible\ students}}{2} \cdot 100$$

## DESIGNATION LEVELS

### How is the calculation determined for Designation?

The two components – Teacher Performance and Student Outcomes – are each weighted to calculate the overall score. The TIA designation score is calculated using 40% from Teacher Performance and 60% from Student Outcomes.

Ingram ISD uses the recommended performance standards from TEA (see below) *as a guide* in determining designations.

#### Teacher Summative Average Ratings

Designation Level	Minimum Average Score Across Domain 2 and 3	Minimum Rating Required for each Dimension in Domain 2 and 3
<b>Recognized</b>	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions
<b>Exemplary</b>	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions
<b>Master</b>	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions

#### Student Academic Growth Score

Recognized Teacher	Exemplary Teacher	Master Teacher
55	60	70

### Who reviews the data and determines designation?

With exception to teachers holding National Board Certification, the Teacher Performance and Student Outcomes data is reviewed by the appraiser and shared with the teacher. The first step of review occurs with the campus principal and assistant principal reviewing data to determine teachers that meet designation standards. All data is reviewed by the TIA Designation Committee who determines the final recommendation made to the superintendent. Once TIA designation recommendations are determined, Ingram ISD will recommend the teachers for designation during the TEA data submission window between October and November of the following school year. Per TEA, teachers must still be employed with the district at time of data submission to be recommended for designation.

## SUMMARY OF EVALUATION PROCESS

The following provides a summary of the evaluation process for the school year.

PROCESS STEP	COMPONENT	TIMELINE	DESCRIPTION
<b>TRAINING &amp; ORIENTATION</b>	<i>Performance Outcomes</i>	August 2022	<ul style="list-style-type: none"> <li>• Training on system</li> <li>• The principal communicates school goals to inform goal-setting</li> </ul>
<b>GOAL-SETTING CONFERENCE: PD PLAN &amp; SLOs</b>	<i>Performance Outcomes</i>	September 2022	<ul style="list-style-type: none"> <li>• Evaluator and teacher agree on Student Learning Objectives (SLOs) and a Professional Development Plan (PDP)</li> </ul>
<b>MICRO OBSERVATIONS</b>	<i>Performance</i>	August 2022 – May 2023	<ul style="list-style-type: none"> <li>• 10-15 minute observations, depending on TIA Designation Level (No level: 4, Recognized: 3, Exemplary or Master: 2)</li> <li>• Focused on the 8 dimensions of T-TESS Domains 2 &amp; 3</li> <li>• Written feedback required</li> </ul>
<b>EXTENDED OBSERVATION W/CONFERENCE</b>	<i>Performance</i>	October 2022 – April 2023	<ul style="list-style-type: none"> <li>• One 45-minute observation per year</li> <li>• Focused on the 8 dimensions of T-TESS Domains 2 &amp; 3</li> <li>• Pre-conference, written feedback, and post-conference required</li> </ul>
<b>SUMMATIVE PERFORMANCE EVALUATION W/CONFERENCE</b>	<i>Performance</i>	March 2023 – May 2023	<ul style="list-style-type: none"> <li>• All four domains (16 dimensions) scored based on all evidence</li> <li>• Written feedback &amp; conference required</li> </ul>
<b>SLO GOAL ACCOMPLISHMENT</b>	<i>Outcomes</i>	Reviewed quarterly; Final review in Spring 2022	<ul style="list-style-type: none"> <li>• Teacher submits body of evidence and preliminary student TSP levels</li> <li>• Appraiser reviews body of evidence against the TSP and determines the Student Growth score</li> </ul>
<b>ASSESSMENTS &amp; BODY OF EVIDENCE</b>	<i>Outcomes</i>	Each six weeks STAAR where applicable	<ul style="list-style-type: none"> <li>• Assessments administered and scored</li> </ul>
<b>DESIGNATION LEVEL</b>	<i>Performance Outcomes</i>	November 2022 Spring 2023 August 2023	<ul style="list-style-type: none"> <li>• Last year’s qualifying teachers are put forward for designation</li> <li>• ISD receives TEA approval</li> <li>• TIA compensation starts for newly designated teachers</li> </ul>

# TIA COMPENSATION



## TIA: TEACHER COMPENSATION

### How is the allotment determined?

The TIA state funding that Ingram ISD receives will be determined based on 3 funding factors: 1) how many teachers are employed by the district with the Recognized, Exemplary, and Master designations; 2) the socio-economic levels of the students from the previous school year, and 3) the rural status of the campus where the teacher works.

A school district will receive \$3,000-\$9,000 for a Recognized Teacher, \$6,000-\$18,000 for an Exemplary Teacher, and \$12,000-\$32,000 for a Master Teacher. The specific amount the district receives is based on the three funding factors previously described.



TIA amounts teachers receive in the 2022-2023 school year are based on the socio-economic status of students in the 2021-2022 school year. To provide an example of TIA amounts Ingram ISD would receive if Ingram ISD employed a teacher with a TIA designation, please see the sample table below. This table is meant to provide an example and does not represent any actual funding received by Ingram ISD. Ingram ISD will not receive any funding under the TIA until we employ a teacher with a designation.

**Ingram ISD’s 2021-2022 TIA Allotments from TEA**

	IES	IMS	ITM
<b>Recognized</b>	\$6,696	\$6,390	\$6,229
<b>Exemplary</b>	\$13,329	\$12,781	\$12,458
<b>Masters</b>	\$24,321	\$23,301	\$22,763

**How much of the TIA will I receive?**

Ingram ISD does incur costs related to implementing the TIA system and submitting teachers to TEA for designation. However, as reflected in our current salary schedule, Ingram ISD believes that our teachers are our most valuable resource and their compensation should reflect that belief. [Ingram ISD’s Spending Plan](#) indicates the district will apply 100% of the TIA funds we receive for a designated teacher, to the teacher who earned the designation. The funds will be used towards additional compensation and TRS benefits for the designated teacher. Using the table above, an Exemplary teacher at IMS would receive additional compensation of approximately \$11,502 in addition to their salary earned based on the teacher salary schedule adopted by the board. Teachers must be employed with the district at the time of payout to receive TIA compensation. See the [Ingram ISD Spending Plan](#) for additional information.

**Is the TIA compensation Teacher Retirement System (TRS) eligible?**

Yes. TIA compensation is TRS eligible.

**Can my TIA compensation ever go down?**

The TIA compensation amount a teacher receives will change every year based on the three funding factors and TIA calculation previously described. The TIA funds Ingram ISD receives will be recalculated by TEA every single year. This means a teacher could receive more or less TIA compensation each year based on the new funding amounts.

**Will my TIA compensation ever go away?**

A teacher’s designation will be placed on their Texas Educator Certificate. The designation will be good for five years. If a teacher does not earn a new designation and their designation expires, the

teacher will no longer receive TIA compensation.

TEA has assured us that the TIA system is sustainable. However, if at any time, the TIA state funding ends, the TIA compensation plan will no longer continue.

## Will stipends continue?

Teachers can still receive additional stipends. Ingram ISD pays stipends for teachers that possess a master's degree and stipends for critical need areas. In addition, teachers can receive stipends as determined each year by their campus administrator due to additional duties assigned.

## IMPLEMENTATION PARAMETERS

- All teachers receive an evaluation rating each year.
- TIA designation and compensation is based off the teacher's performance the previous school year.
- Teachers whose data supports a higher designation can be recommended for a higher designation level even if their current designation is still valid.
- Ingram ISD will does not currently reimburse fees for National Board Certification.
- **Non-Designated:** Teachers with less than 3 years of experience, have not meet minimum score criteria, or have expired designations
- **Recognized:** Teachers with valid and reliable data that have at least three years of classroom experience and meet recognized level scoring criteria.
- **Exemplary:** Teachers with valid and reliable data that have at least three years of classroom experience and minimum exemplary level scoring criteria.
- **Master:** Teachers with valid and reliable data that have at least three years of classroom experience and meet minimum master level scoring criteria.