



Cohort E System Application Scoring Rubric

This rubric lists the requirements for Full Readiness on each of the tabs of the TIA Cohort E System Application. Full readiness is required on weighting, teacher observation, student growth measures, and the spending part A tab for system application approval.

Weighting Tab (Full Readiness on the Weighting tab required for system approval)

Component	Full Readiness
Includes a teacher observation component and a percent weight is assigned	<ul style="list-style-type: none">• Includes a teacher observation component as part of the local teacher designation system and assigns a clear percent weight for it.• For teachers who teach more than one content area/grade level, it is clear which content area/grade level will be used for purpose of TIA for all the teachers in each respective eligible teacher category.
Includes a Student Growth component and a percent weight is assigned	<ul style="list-style-type: none">• Uses approved student growth measures as part of the local teacher designation system for all eligible teaching assignments, and clearly identifies which student growth measures apply to which eligible teaching assignments.• A clear percent weight of the student growth component is assigned.
If used, Additional Optional Components are included as “Additional System Components” and not as part of the Student Growth components. (Examples include school STAAR, parent surveys, etc.)	<ul style="list-style-type: none">• If using additional optional components that are not directly tied to a teacher’s specific individual performance, they are listed as “Additional System Components” and are not listed as part of the student growth component, and a clear percent weight is assigned for each additional system component included.



Teacher Observation Tab (Full Readiness on the Teacher Observation tab required for system approval)

Component	Full Readiness
Teacher Observation Rubric and Appraiser Certification (Part A)	<ul style="list-style-type: none"> District uses an approved teacher observation rubric that accurately measures teacher effectiveness, aligns to §149.1001, and is in compliance with §21.351 or §21.352. Thorough training/certification is required for all appraisers. Calibration component required during certification. Recertification of appraisers required at minimum every 3 years.
Reliability of teacher appraisers within and across campuses (Part B)	<ul style="list-style-type: none"> Calibration among appraisers both within and among campuses, including district leadership, is required at least once a year. (Note: for districts with fewer than 3 appraisers districtwide, calibration component includes partnering with additional trained appraisers, such as teacher leaders, ESC partners, etc.) Appraisers calibrate on scoring using the district’s teacher observation rubric at least annually by conducting a multi-appraiser observation either in-person or on video.
District review of teacher observation trends (Part C)	<ul style="list-style-type: none"> Principals and principal supervisors review campus-based teacher observation trends at least quarterly by grade/subject/appraiser. Results are shared with campus leaders and with teachers when possible. Campus leaders determine the root cause of any skew in observation trends and have a plan to address the root causes. For districts with more than one campus: District leaders review districtwide teacher observation trends at least quarterly by grade/subject/campus/appraiser. Results shared at district level and there is a district plan to determine the root cause of the skew as well as address areas of skew at both the teacher and the appraiser levels.
District procedures to review correlation of teacher observation and student growth data (Part D)	<ul style="list-style-type: none"> Campus leaders review the correlation of teacher observation data to student growth data at the campus level at least once a year and develop a plan to determine the root cause of any lack of correlation. For districts with more than one campus, district leaders review the district-wide correlation of teacher observation and student growth data and have a plan to identify the root cause. The district has a plan to address possible root causes such as lack of appraiser calibration, teacher instructional practice, unreliable student growth measures and any other possible causes.
Observation/feedback schedule (Part E)	<ul style="list-style-type: none"> All teachers in eligible teaching assignments receive at least one 45 min. observation or multiple observations that aggregate to 45 min. during their data capture year, including scores on all observable domains. Full teacher observation and student growth measures are required for all teachers in eligible teaching assignments during the data capture year. If using multi-year appraisal system, both teacher observation data and student growth data are from the same school year. <p>**Encouraged best practice: Teachers receive multiple scored observations annually. Teachers receive multiple partial observations/spot observations with written feedback and a verbal conference for all scored observations.</p>
Alignment to Statewide Performance Standards (Part F)	<ul style="list-style-type: none"> District utilizes the TIA statewide performance standards to guide the district's performance standards for teacher observation.



Student Growth Measures (Full Readiness on all Student Growth tabs that are a part of the district’s designation system are required for system approval.)

Student Learning Objectives (SLO)

Component	Full Readiness
Rationale (#1)	<ul style="list-style-type: none"> District has a clear rationale for using SLOs as a student growth measure in their local teacher designation system.
Validity in administration of the SLO (#2)	<ul style="list-style-type: none"> District requires training annually on the administration of SLOs. District provides guidance, protocols, and rubrics for the administration of each district-created student growth measure used in the SLO process. District requirements for data used to determine growth on the SLO align to state guidelines for SLOs.
Updated SLO training (#3)	<ul style="list-style-type: none"> District received SLO training in June 2020 or after or plans to have SLO training at the beginning of the data capture year.
Alignment to TexasSLO.org process (#4)	<ul style="list-style-type: none"> District’s SLO system aligns to the process described on TexasSLO.org.
Requirements for writing an SLO (#5)	<ul style="list-style-type: none"> District ensures that all SLOs used are aligned to the standards for the course and focus on a foundational skill that is addressed throughout the school year.
Requirements for approving an SLO (#6)	<ul style="list-style-type: none"> All SLOs are approved by teacher appraisers who follow guidance for approving SLOs as listed on the Texas SLO website.
Security of the body of evidence (#7)	<ul style="list-style-type: none"> District has protocols in place to ensure the security of student assessment/assignment documents used in the SLO.
Requirements of the body of evidence (#8)	<ul style="list-style-type: none"> Five or more pieces of student work comprise the body of evidence.
Setting Expected Growth Targets (#9)	<ul style="list-style-type: none"> District uses the Initial Skill profile and the Targeted Skill Profile, based on multiple data points to set individual expected growth targets for each student at the beginning of the year.
Determining students’ end of year growth (#10)	<ul style="list-style-type: none"> District uses the body of evidence of student work as it aligns to student’s expected growth targets on the TSP to determine whether students met their targeted growth at the end of the year.
Calculation of teachers’ end of year student growth rating in alignment to statewide performance standards (#11)	<ul style="list-style-type: none"> Clear and published procedures exist for how student growth data based on the SLO is calculated for each individual student and how this data is used to determine the teachers’ end of year student growth rating for all teachers in applicable eligible teaching assignments. The district’s use of SLOs to determine a teacher’s end of year student growth rating aligns to the TIA statewide performance standards for student growth.

Portfolios



Component	Full Readiness
Rationale (#1)	<ul style="list-style-type: none"> District has a clear rationale for using portfolios as a student growth measure in their local teacher designation system.
Validity and reliability in portfolio assignment administration (#2)	<ul style="list-style-type: none"> District has protocols in place to ensure the valid administration of all assignments/projects to be used as part of the student portfolio. Teachers and appraisers are trained in procedures for administration of portfolio assignments.
Security of portfolios (#3)	<ul style="list-style-type: none"> District has procedures in place to ensure the security of all portfolio documents and provides training to teachers regarding portfolio security.
Artifacts to be included in the portfolio (#4)	<ul style="list-style-type: none"> District has clear guidelines for what is required for a student task/assignment/project to be included as part of the student portfolio.
Number of artifacts (#5)	<ul style="list-style-type: none"> Student portfolios consist of more than one artifact.
Development of Scoring Rubric (#6)	<ul style="list-style-type: none"> District has a clear plan for who creates the portfolio scoring rubric. Portfolio rubric required to align to content standards of the course and required to specify what students need to know and be able to do across at least four different skill levels.
Scoring artifacts based on the rubric (#7 and #8)	<ul style="list-style-type: none"> District has clear plan for who will use the scoring rubric to assess student portfolios, including a selection and training process for all scorers. District requires training annually on the scoring of rubrics. District provides guidance and protocols for using rubrics to score portfolios.
Setting student expected growth targets (#9)	<ul style="list-style-type: none"> There are clear procedures and guidelines for how to set student expected growth targets at the beginning of the year using a portfolio system.
Calculation of a teacher's student growth data in alignment with statewide performance standards (#10)	<ul style="list-style-type: none"> Clear and published procedures exist for how student growth data based on the portfolio is calculated for each individual student and how this data is used to determine the teachers' end of year student growth rating for teachers in all applicable eligible teaching assignments in alignment with the TIA statewide performance standards for student growth.

Value Added Measures (VAM)

Component	Full Readiness
Rationale (#1)	<ul style="list-style-type: none"> District has a clear rationale for using VAM as a student growth measure in their local teacher designation system.
Assessments used to calculate VAM (#2)	<ul style="list-style-type: none"> District uses state approved or nationally normed, standards-aligned assessments to calculate VAM for all teacher groups using this measure.
VAM based on multi-year data	<ul style="list-style-type: none"> VAM calculation based on multi-year data and aligned to the statewide VAM model is encouraged but not required.



(#3)	(This question is not scored)
Setting expected growth targets (#4)	<ul style="list-style-type: none"> District has clear and well communicated procedures for how VAM is used to set expected growth targets.
Calculation of a teacher’s student growth rating (#5)	<ul style="list-style-type: none"> Clear and published procedures exist for how student growth data based on VAM is calculated for each individual student and for how this data is used to determine the teachers’ end of year student growth rating for teachers in all teachers in applicable eligible teaching assignments. The district’s use of VAM to set teachers’ growth ratings is in alignment with the TIA statewide performance standards for student growth.
Calculation of VAM (#6)	<ul style="list-style-type: none"> District uses 3rd party statisticians or has a local process to run statistical VAM calculations that includes at least one year of test data on a nationally normed or criterion referenced test.
Locally calculated VAM (#7 and #8)	<ul style="list-style-type: none"> District has clear and specific policies and procedures for how they calculate VAM locally that are informed by the standards used for calculating statewide value-added measures.

Pre-test/Post-Test

Part A: Assessment Selection

Component	Full Readiness
Pre-test used for each eligible teaching category	<ul style="list-style-type: none"> It is clear which pre-test is being used for each eligible teaching assignment. If more than one pre-test is being used, it is clear how the multiple tests are used together.
Expected growth targets set using each pre-test selected	<ul style="list-style-type: none"> It is clear who is setting expected growth targets for each pre-test that the district is using for each eligible teaching category.
Post-test used for each eligible teaching category	<ul style="list-style-type: none"> It is clear which post-test is being used for each eligible teaching assignment. If more than one post-test is being used, it is clear how the multiple tests are used together.



Part B: Questions by category of pre-test/post-test system being used

Option 1: 3rd party pre-test, 3rd party growth targets, 3rd party post-test

Component	Full Readiness
Validity and reliability of 3rd party pre-test/post-test (#1)	<ul style="list-style-type: none"> All of the assessments selected in the Assessment Selection tab above are valid and reliable 3rd party assessments, aligned to the standards of the course, that assess the majority of the content covered in the course/grade level for each eligible teaching category.
Administration of pre-test/post-test (#2)	<ul style="list-style-type: none"> District requires training annually on the valid and reliable administration each specific pre-test/post-test used.
Security of pre-tests/post-tests (#3)	<ul style="list-style-type: none"> District has procedures in place to ensure the security of all pre-test/post-test documents and provides training to teachers regarding test security.
Calculation of a teacher's student growth data (#4)	<ul style="list-style-type: none"> Clear and published procedures exist for how student growth data based on the pre-test/post-test is calculated for each individual student and how this data is used to determine the teachers' end of year student growth rating for teachers in alignment with the statewide performance standards for student growth.

Option 2: 3rd party pre-test, district created growth targets, 3rd party post-test

Component	Full Readiness
Validity and reliability of 3rd party pre-test/ post-test (#1)	<ul style="list-style-type: none"> All of the assessments selected in the Assessment Selection tab above are valid and reliable 3rd party assessments, aligned to the standards of the course, that assess the majority of the content covered in the course/grade level for each eligible teaching category.
Administration of pre-test/post-test (#2)	<ul style="list-style-type: none"> District requires training annually on the valid and reliable administration each specific pre-test/post-test used.
Security of pre-tests/ post-tests (#3)	<ul style="list-style-type: none"> District has procedures in place to ensure the security of all pre-test/post-test documents and provides training to teachers regarding test security.
Setting expected growth targets (#4)	<ul style="list-style-type: none"> District has clear procedures in place for how to set valid expected growth targets at the local level using a 3rd party pre-test or released test. Note: clear information on how expected growth targets are set for EACH pre-test/post-test listed above is required.
Calculating end of year student growth (#5)	<ul style="list-style-type: none"> District has clear procedures for how to determine each student's end of year growth based on the 3rd party post-test.
Calculation of a teacher's student growth data (#6)	<ul style="list-style-type: none"> Clear and published procedures exist for how student growth data based on the pre-test/post-test is calculated for each individual student and how this data is used to determine the teachers' end of year student growth rating for teachers in alignment with the statewide performance standards for student growth.



Option 3: District created pre-test, district created expected growth targets, district created post-test

Component	Full Readiness
Valid and reliable administration of pre-tests/post-tests (#1)	<ul style="list-style-type: none"> District requires training annually on the administration each district-created pre-test/post-test uses. District ensures that pre-tests/post-tests used are aligned to the standards for the course.
Security of pre-tests/post-tests (#2)	<ul style="list-style-type: none"> District has procedures in place to ensure the security of all district-created pre-test/post-test documents and provides training to teachers regarding test security.
Requirements for writing standards aligned pre-tests/post tests (#3)	<ul style="list-style-type: none"> District has rigorous protocols in place for writing district-created assessments that align to the standards of the course and that follow best practices in assessment design. District requires qualifications to be able to design district-created tests that include, at minimum, in depth content knowledge of the subject matter/grade level being assessed.
Process to review and approve district-created pre-tests/post-tests (#4)	<ul style="list-style-type: none"> All district-created pre-tests/post-tests require a rigorous approval process including multiple levels of review, checks for alignment to standards of the course, and for the ability of the tests to measure student growth across a wide variety of student ability levels (stretch of the test).
Setting expected growth targets (#5)	<ul style="list-style-type: none"> District has clear procedures and guidelines for how to set expected growth targets at the beginning of the year using district-created pre-tests.
Determining end of year student growth (#6)	<ul style="list-style-type: none"> District has clear procedures and guidelines for how to determine end of year student growth based on district-created post-tests.
Calculation of a teacher's student growth data (#7)	<ul style="list-style-type: none"> Clear and published procedures exist for how student growth data based on the pre-test/post-test is calculated for each individual student and how this data is used to determine the teachers' end of year student growth rating for teachers in applicable eligible teaching assignments.

Option 4: District-created pre-test, district created growth targets, 3rd party test

Component	Full Readiness
Valid and reliable administration of pre-tests/post-tests (#1)	<ul style="list-style-type: none"> District requires training annually on the administration of each district-created pre-test/post-test uses. District ensures that pre-tests/post-tests used are aligned to the standards for the course.
Security of pre-tests/post-tests (#2)	<ul style="list-style-type: none"> District has procedures in place to ensure the security of all district-created pre-test/post-test documents and provides training to teachers regarding test security.
Requirements for writing standards aligned pre-tests (#3)	<ul style="list-style-type: none"> District has rigorous protocols in place for writing district-created pre-tests that align to the standards of the course and that follow best practices in assessment design. District requires qualifications to be able to design district-created tests that include, at minimum, in depth content knowledge of the subject matter/grade level being assessed.



Process to review and approve district-created pre-tests/post-tests (#4)	<ul style="list-style-type: none">All district-created pre-tests require a rigorous approval process including multiple levels of review, checks for alignment to standards of the course, and for the ability of the tests to measure student growth across a wide variety of student ability levels (stretch of the test).
Setting expected growth targets (#5)	<ul style="list-style-type: none">District has clear procedures and guidelines for how to set expected growth targets at the beginning of the year using district-created pre-tests.
Determining end of year student growth (#6)	<ul style="list-style-type: none">District has clear procedures and guidelines for how to determine end of year student growth based on 3rd party post-tests.
Calculation of a teacher's student growth data (#7)	<ul style="list-style-type: none">Clear and published procedures exist for how student growth data based on the pre-test/post-test is calculated for each individual student and how this data is used to determine the teachers' end of year student growth rating for teachers in applicable eligible teaching assignments.



System Development and Stakeholder Engagement

Component	Full Readiness
TIA Planning Committee (Part A)	<ul style="list-style-type: none"> • A clear and transparent process was used to form the TIA Planning Committee charged with creating the local teacher designation system in alignment with statewide performance standards. • The group includes district and campus-based leaders, as well as teachers. • The local designation system aligns to district core values and goals.
Stakeholder Engagement (Part B)	<ul style="list-style-type: none"> • Robust stakeholder engagement strategies were implemented including information sharing, input gathering and a plan to use input received from representative teacher, principal, and district level groups. • The district system development committee implemented feedback from stakeholder groups into the design of the local designation system. • The committee met with stakeholder groups at least quarterly.
Staff Accessible Resources (Part C)	<ul style="list-style-type: none"> • Clear information and multiple resources are or will be available to district and campus staff electronically and/or in hard copy. • Teachers understand the requirements to be eligible to earn a designation. • Both teachers and principals have access to training manuals.
Designation System Buy-in (Part D)	<ul style="list-style-type: none"> • There is data to support that district leaders, school board members, and teachers are able to articulate a clear understanding of the local teacher designation system and support the district’s plans to move forward with the application process. • There is a clear plan for how the district will support teachers in eligible teaching assignments to earn designations.
Regular communication updates (Part E)	<ul style="list-style-type: none"> • Regular updates to stakeholder groups are planned, including plans to share the final version of the local teacher designation system once the System Review process is complete. • There is a clear plan to communicate to teachers when they are being put forth for designation, and when they are approved for a designation.
Texas Tech Teacher Buy-In Survey (Part F)	<ul style="list-style-type: none"> • There is a clear plan to have the majority of teachers complete the teacher buy-in survey. • The district has clear plans to use feedback gathered from the teacher survey as part of a continuous improvement cycle. • District plans to share survey results with teachers and other stakeholders.



Spending Plan (Full Readiness on Spending tab, Part A is required for system approval.)

Component	Full Readiness
Distribution of Allotment Funds (Part A)	<ul style="list-style-type: none"> • District spends at least 90% of TIA funds on teacher compensation on the campuses where the designated teachers work. • District spends no more than 10% of TIA funds at the district level to support rollout and implementation of TIA and/or to support teachers in earning a TIA designation through professional development. • District has plans to expend all allotment funds by August 31st, annually. • Compliance with §48.112 is required for full readiness.
Stakeholder Engagement on Spending Plan (Part B)	<ul style="list-style-type: none"> • There is a clear rationale, aligned to district goals for the distribution of allotment funds. • Development of the spending plan had stakeholder input, including teachers. • Teachers receive training on details of the spending plan. • District has a clear, written plan for how TIA funds will be allocated that is accessible to teachers.
General Spending Plan and Board Approval (Part C)	<ul style="list-style-type: none"> • Clear explanation around how the district spending plan works in conjunction with or replaces the current district salary schedule, including when and how teachers will receive TIA funds. • There is a clear plan including month and year for when the school board will approve a budget that includes expenditure of TIA funds.
Movement of teachers (Part D)	<ul style="list-style-type: none"> • District has a detailed plan for how to address the financial impact of designated teachers or other eligible staff moving to/from a campus/district before or after Class Winter Roster Submission and has communicated the plan widely.
National Board and New Hires (Part E)	<ul style="list-style-type: none"> • District has a clear spending plan for allotment funds generated by NBCTs who earn a Recognized designation automatically. • If the district compensation plan for NBCTs is different than the compensation plan for teachers who earned a Recognized designation via the local teacher designation system, published resources provide a comparison of the two and a rationale for why they are different. • District has a plan for how to allocate TIA funds to teachers who earned designations in different districts.



District Systems Support

Component	Full Readiness
Central office system support (Part A)	<ul style="list-style-type: none"> • District system support for TIA includes a majority of the following supports: <ul style="list-style-type: none"> ○ human resources support for recruitment, retention, and equitable distribution of designated teachers ○ finance/budget/payroll support tied to managing the allotment funds the district receives each year, including planning for potential changes to the allotment funds the district might receive from year to year and a clear system of payment to teachers ○ technology support tied to managing student growth and teacher observation data ○ curriculum and instruction support tied to valid and reliable student growth measures and teacher observation practices ○ assessment support tied to developing/implementing valid and reliable student growth measures ○ professional development support for existing and aspiring designated teachers ○ legal support tied to meeting all requirements in statute • At least one district level leadership position is responsible for coordinating the collaboration of all the district departments supporting the execution of the local teacher designation system and spending plan.
Support for designated teachers new to a campus (Part B)	<ul style="list-style-type: none"> • District has a detailed plan to support designated teachers who are new to a campus to ensure that they are as highly effective at the new campus as they were at the campus where they earned their designation. • The support plan includes being assigned a mentor teacher at the new campus who is a highly effective teacher, and paid time for both the mentor teacher and the designated teacher new to the campus to meet at least monthly. • All designated teachers new to the same campus receive support as group, in addition to individual support. • Support is provided throughout the entire school year in addition to initial support at the beginning of the year.
Plan to recruit and retain designated teachers (Part C)	<ul style="list-style-type: none"> • District has a plan for how to use their local teacher designation system to recruit highly effective teachers. • District has a plan to retain designated teachers.
Equitable distribution of designated teachers (Part D)	<ul style="list-style-type: none"> • District has a plan for how to distribute designated teachers across the district and across highest needs. positions/subjects/grade levels in an equitable manner so that the students who have the greatest needs have access to the most effective teachers.
Program evaluation (Part E)	<ul style="list-style-type: none"> • District conducts a thorough internal program evaluation at least annually to determine the effectiveness of their local teacher designation system annually. • District encourages participation in TIA program evaluation surveys, and local program evaluation surveys.
Data Analysis and Submission (Part F)	<ul style="list-style-type: none"> • The district has specific personnel who are responsible for compiling student growth and teacher observation data, as well as running correlation data between the two. • The district has clear procedures in place to ensure successful data capture during the data capture year. • The district tracks designated teacher and NBCT placement/movement and there is a clear understanding of how each of these procedures affect how the annual allotment is generated.