ORE CITY
Independent School District

Teacher Growth Initiative

Implementation of HB3 Teacher Incentive Allotment

ORE CITY INDEPENDENT SCHOOL DISTRICT
100 Rebel Road, Ore City, TX 75683
Revised 2023

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Introduction & Rationale:

The Teacher Incentive Allotment (TIA) was created by the Texas Legislature in June of 2019, with a stated goal of a six-figure salary for teachers who prioritize teaching in high needs areas and rural district campuses. The intent is to provide a realistic pathway for highly effective teachers to earn more while remaining in the classroom, and to help attract and retain highly effective teachers at traditionally hard-to-staff schools. In summary, the program has several major stages:

- Districts submit a Letter of Intent to participate (LOI)and develop their local system to designate highly effective teachers as Master, Exemplary, or Recognized.
- Districts design & submit plan for approval by TEA & Texas Tech University.
- Data capture year allows districts to implement their plan to designate teachers and submit designations to TEA.
- After district designation data is validated and approved, districts receive & distribute the funds – at least 90% to campuses where designated teachers work.

At Ore City ISD, we desire to acknowledge and reward outstanding teachers in all content areas as well as maintain a competitive edge for recruiting and retaining effective teachers, especially in those areas hardest to fill, for the sake of our students – now and in the future. We want to provide the best learning opportunities available so that graduates of Ore City ISD are prepared for the world beyond high school. It is imperative that we support our teachers in their professional growth, which is why we implemented the Teacher Incentive Allotment (TIA) eligibility at all grade levels and content areas.

Implementing the Teacher Incentive Allotment (TIA) supports our district goals for student achievement average to exceed state average on all STAAR tested subjects and grade levels. We also offer instructional staff professional development opportunities with the expected result of effective instruction in the classroom & increased student achievement especially in math.

Designation System Weighted Components

Category	Teacher Group	Teacher Observation*	Student Growth
1	Pre-K	50% T-TESS (Domains 2-3)	50% Children's Learning Institute (CLI) Circle Progress Monitoring
2	K-2	50% T-TESS (Domains 2-3)	50% mCLASS
3	STAAR Tested Subjects	50% T-TESS (Domains 2-3)	Spring STAAR Test – Progress Measure (Transition Tables) Or if not available - Gap Closure Model
4	ELA & Math Grades 11-12	50% T-TESS (Domains 2-3)	Renaissance STAR Test
5	Other – Social Studies, Science, Electives	50% T-TESS (Domains 2-3)	District Approved Pre-Post Tests with Gap Closure Model

*For teachers who teach more than one content area/grade level, district will make clear which content area/grade level will be used for purpose of TIA for all the teachers in each respective eligible teacher category.

Teacher Observation Measures

A) Validity of Teacher Observation Rubric

The Texas Teacher Evaluation and Support System (T-TESS) requires that all appraisers successfully complete appraisal training and pass a certification exam prior to conducting formal observations. Appraisers will calibrate and/or recertify annually. OCISD administrators will utilize the DMAC T-TESS reporting feature to analyze evaluator scoring. The district uses annual calibration to ensure that teachers are accurately evaluated according to the rubric. In addition, we invite teachers to review their evaluation and provide evidence for any dimension. Sources of evidence could also include conferences and conversations with the teacher, classroom artifacts, student growth processes.

B) Reliability of Teacher Observation Rubric Within and Across Campuses

Teacher appraisers are required to norm on scoring, using the district's teacher observation rubric annually, either by conducting an in-person observation or video scoring. To improve inter-rater reliability and ensure continued calibration across the district, joint observations are conducted at least annually to calibrate and establish inter-rater reliability between appraisers/observers. Appraisers utilize resources from National Institute for Excellence in Teaching at (https://tiatexas.org/niet-ee-pass/) and Teach for Texas (https://www.teachfortexas.org/Views/Resources) for continuous improvement in utilizing T-TESS rubric with fidelity.

C) District Review of Teacher Observation Trends

District and campus leaders review teacher observation trends quarterly. Principals, district leaders, and superintendent review trend reports from DMAC by grade/subject and by appraiser. This information is shared at the instructional leadership team during the regular meeting to address any issues of skew through further calibration practice or additional joint observations.

D) District Procedures to Review Congruence of Teacher Observation and Student Growth Data

Principals, district leaders, and superintendent review the T-TESS observation data and student growth reports annually between May and September to evaluate congruence and develop action plan to address any skew.

Student growth measure protocols are evaluated in collaboration with the district testing coordinator & curriculum director.

E) Observation/Feedback Schedule

Ore City ISD complies with TEC Section 21.3521. (Note: teachers must have a minimum of one 45-minute scored observation during the data capture year in order to be eligible to earn a designation).

In addition to at least one 45-minute observation, teachers will be provided at least four scored walk-through visits.

Student Growth Measures

Beginning 2021-2022, Ore City ISD utilizes pre and post tests to measure student growth as indicated in the Designated System Weighting table above . For 3rd party tests such as CLI, mCLASS, STAAR, and Renaissance, the expected annual student growth targets set by the testing program will be utilized to determine student growth over time.

For district created tests or STAAR tests without a growth measure, the district will use a "gap closure model" where the growth target for meets growth is calculated as 50% of the difference between 100% and the pre-test percentage score.

• For example: a student scores a 20 on the pre-test

100 – 20 = 80, half of 80 is 40…. the student would need to make 40 percentage points of improvement 20 (pre-test score) + 40 (amount of growth required) = 60 (the score the student must make on the post-test to "meet growth")

Student Growth Percentage = The number of students who met or exceeded their expected growth targets divided by the total number of students in the teacher's class(es). District leaders including testing coordinator and curriculum & instruction department in collaboration with campus principals will compute these statistics.

The district plan uses TEA's student growth performance standards

Recognized Teacher	Exemplary Teacher	Master Teacher
55% of students meet or exceed expected growth	60% of students meet or exceed expected growth	70% of students meet or exceed expected growth

Pre-Post Test Growth Measures

Most tests are administered by the testing coordinator, monitored by multiple teachers in a group setting with state testing protocols (distance, timing, supplemental materials, etc.). Tests are scored either automatically online by the third party (Renaissance, STAAR or DMAC). For younger grades not using online testing, teachers are trained in appropriate testing protocols and administration is supervised by campus administrators.

Pre and post tests will be comprehensive in nature and aligned to the TEKS of the course. Teachers, campus leaders and/or district leaders create tests. Teacher created pre and post-tests must be approved by campus principals, curriculum & instruction, and/or testing coordinator. In most cases with STAAR subjects, the pretest will be administered via state-approved software platforms (Cambium, Pearson, etc.)

STAAR Growth Measure Details:

For more information about using STAAR progress to measure growth, OCISD will follow protocols found at https://tea.texas.gov/student-assessment/testing/staar/progress-measures.

Portfolio Growth Measure Option

OCISD reserves the portfolio growth measure option to measure growth where pre and post tests are not appropriate. If a campus principal in conjunction with district leadership determines that a portfolio is a more appropriate method of measuring growth for a particular class or student, TEA guidance for portfolios will be followed. https://tiatexas.org/using-portfolios-as-a-student-growth-measure/ including the following specifics:

TIA requires the implementation of a strong student growth measure(s) to support the determination of a teacher's effectiveness. Like all student growth measures approved for TIA use, portfolios need to be a valid and reliable measure of growth. Portfolios for TIA include the development of a quality skill-progression rubric, student artifacts (work tasks), and strong protocols around administration and scoring. This student growth measure works well for performance-based courses.

- Skill progression rubrics to be used to evaluate student portfolios:
  - Are aligned to curricular standards for the course
  - Clearly align to the identified focus of the portfolio
  - Include specific descriptors or what student work/artifacts/performances look like across a variety of proficiency levels
  - Include at least 5 levels of skill proficiency (for example: Significantly Limited Proficiency, Limited Proficiency, Partial Proficiency, Proficient, Advanced")

Ore City System Development

District Design Team

In 2020, the OCISD TIA Steering Committee was formed by inviting all staff district-wide to participate in the process. A public invitation to participate was posted on the district website. Volunteers from all campuses gathered in online meetings and in small groups to discuss, research, and develop our system.

In creating the weighting formulas for the different components, our steering committee utilized the statewide performance standards as a qualifying document and guide. District leaders outside the steering committee verified designation system alignment with these statewide performance standards.

In order to meet the state criteria for TIA, districts were required to take into consideration of teacher recruitment and retention on the highest needs campuses. Of our three campuses, the elementary school currently has the highest percentage of economically disadvantaged students. All teachers are eligible at all campuses to earn designations, and the elementary school personnel played an integral part in developing the designation system in order to give that campus consideration.

Stakeholder Engagement

Stakeholder groups included in the design of our plan included teachers, campus administration, district administration, community members, and families of students. Stakeholders were invited to participate by group emails, faculty meetings, and individual emails. We elicited volunteer membership to promote individual self-selection.

OCISD surveyed stakeholders about different components of the Teacher Incentive Allotment. Their feedback was aggregated and shared with the steering committee, for example in selecting the most appropriate student growth measures for each teacher group.

Because all teachers and all campuses are eligible, we communicated details about the plan districtwide through email, screencast informational videos, website postings, and most importantly, through in-person trainings at back-to-school in-service. Teacher leaders from the steering committee on each campus were be designated as TIA representatives to assist, train, and support teachers.

Staff Accessible Resources

Details were published via our school website at https://www.ocisd.net/district/teacher-incentive-allotment. Updates were provided by email and in-person meetings.

Communication Plan

It is important that district leaders, school board members, and teachers have a clear understanding of our local designation system. OCISD teachers (38%) and principals participated in our system development. Our school board members participated in updates of the process in two board meetings and individually indicated approval of our system. The curriculum & instruction department and campus principals provided support by communicating with teachers, guiding PLC's in the process, and providing guidelines to support teachers in earning designations.

Stakeholder Communication Updates

Updates will be emailed and posted to district website. Teachers will be notified in writing whether they are being put forth for designations. Any changes to our designation system will be shared via email to all teachers as well as posted on the district website. For more details about the statewide plan see https://tiatexas.org/.

Spending Plan

Distribution of Allotment Funds

Distribution of Teacher Incentive Allotment funds will comply with state law and Texas Education Agency guidance*. Funding for teachers designated as Recognized, Exemplary, and Master under TIA will flow to districts, which in turn must spend at least 90% of the funds on teacher compensation on the campuses where the designated teachers work. Statute states that allotment funds are not considered a property right.

Allotment funds will be paid as stipends in addition to the current salary schedule. **Funds are TRS eligible.** Fund distribution methods will be communicated to staff at summer in-service, through the OCISD TIA documents, and electronically. In compliance with state law and Texas Education Agency guidelines, OCISD will retain 10 percent of allotment funds received from the state to support the local TIA program.

*TEC Section 48.114 (i)(1)(A): A district shall annually certify that funds received under this section were used as follows: At least 90% of each allotment received was used for the compensation of

teachers employed at the campus at which the teacher for whom the district received the allotment is employed.

Allotment Funding Average for Ore City ISD 2022-2023

Recognized Teacher	Exemplary Teacher	Master Teacher
$7,045	$14,090	$25,484

Allotment amounts generated by designated teachers are paid to the district. Ore City ISD will pay out 90% of the generated allotment to the designated teachers (minus the withholding amounts required for benefits and taxes.) The other 10% of the allotment will be retained by the district for support of the TIA program.

Allotment funding amounts are determined annually by the TEA with regard to a campus's rural status and high-need status with a formula which considers the level of socio-economic need of students on the campus. Given that a school's student enrollment changes yearly, the campus' socioeconomic tier will be recalculated annually. Allotment funds for each designated teacher will be based on the campus, and not the individual students assigned to the designated teacher. The allotment funding for OCISD listed in the table can be found at https://tiatexas.org/teacher-incentive-allotment-funding-map/ . For more information: https://tiatexas.org/

Eligibility

All Ore City ISD teachers are eligible to receive designations if they meet the state requirements below.

Texas Education Agency requires that each teacher submitted for a designation must be coded as 087 (Teacher) per the Public Education Information Management System (PEIMS) description of codes for 90 days at 100% of the day (equivalent to four and one-half months or a full semester) or 180 days required at 50-99% of the day and compensated for that employment.

Designations are added to a teacher's SBEC certificate and are valid for five years. If a teacher moves to a new district, the allotment funding by the state follows the teacher to the new district regardless of whether the new district has an approved designation system in place. Teachers with National Board Certification may be eligible to earn an automatic Recognized designation regardless of whether the district in which the teacher works is participating in TIA.

Movement of Teachers

The campus at which the teacher works determines allotment funding for designated teachers. Funding amounts are determined by the state based on rural status of the school and whether the campus is considered high-needs by the state. Allotment amounts are determined at winter class roster snapshot date as determined by TEA. Principals are encouraged to only move teachers at the end of a semester when possible. A policy that addresses financial impact of designation will be published in the updated

Employee Handbook or other policy documents. For more information about allotment funding, see https://tiatexas.org/teacher-incentive-allotment-funding-map/ .

Ore City ISD requires teachers who earn designations to be employed the following year in order to receive the funds which will be paid by August 31 upon returning to school from the summer.

National Board Certification

National Board Certified Teacher payouts will follow the same spending plan as recognized teachers under the local designation plan. It is the teacher's responsibility to notify the district upon receipt of NTBC certification; however, our HR department will verify and process the needed changes as soon as the certification is reported by the teacher. (The National Board Certification organization does not currently have a system for automatically notifying districts upon teacher receipt of certification.)

Teacher Observation Performance Standards

To implement the Teacher Incentive Allotment, House Bill 3 also requires the setting of "performance and validity standards" to ensure that the identification of highly effective teachers under the three designation categories – Master, Exemplary, and Recognized – yield reliable and comparable results across the state. When released, applicants will be expected to use performance standards along with district teacher observation and student performance standards to determine which teachers qualify for designations. Part of the data validation process will include a review of the accuracy of how district systems align their designations to the statewide performance standards. For more information, see https://tea.texas.gov/sites/default/files/teacher_observation_performance_standards.pdf

The data validation process will confirm the validity of the reported teacher observation and student growth measures. The statewide performance standards are aligned with T-TESS.

Overall Minimum Average Scores

The following shows the minimum average scores across T-TESS domains 2 and 3 to achieve each level of designation (Recognized, Exemplary, and Master). The minimum average scores were derived from a statewide analysis of T-TESS observations with scores on a 1 to 5 scale. The minimum average for a Master teacher shows the 95th percentile score, the minimum average for an Exemplary teacher shows the 80th percentile score, and the minimum average for a Recognized teacher shows the 67th percentile score. These overall minimum average scores will be reflected in commissioner rules.

Scores derived from equivalent domains on approved observation rubrics should reflect the percentage score. Teachers in each of the three designated categories tend to have scores above these minimum averages, however, the overall holistic review may allow for scores that are nominally lower than these stated minimums in some cases.

Teacher Observation Minimum Average Ratings

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

T-TESS Domain and Dimension Score Averages

The table below shows the state average dimension and domain scores for each designation level. The average scores were derived from the statewide analysis of T-TESS observations with scores on a scale from 1 to 5. This table reflects the average scores of the teachers in the statewide analysis that qualified for each designation. The average score for Master reflects the average score for teachers in the 95th percentile and above, the average score for

Exemplary reflects the average score for teachers in the 80th to 94th percentile, and the average score for Recognized reflects the average score for teachers in the 67th to 79th percentile. These overall dimension averages can be used to guide teacher designations with respect to scores in each of the dimensions referenced below. Note that while this table was based on TTESS data, the categories for Instruction and Learning Environment can translate to other rubrics that include similar categories.

	Master	Exemplary	Recognized
Average Domain 2 (Instruction)	4.56	3.97	3.55
Dimension 2.1 (Achieving Expectations)	4.51	3.95	3.52
Dimension 2.2 (Content Knowledge and Expertise)	4.63	4.04	3.61
Dimension 2.3 (Communication)	4.61	4.01	3.64
Dimension 2.4 (Differentiation)	4.49	3.9	3.44

Dimension 2.5 (Monitor and Adjust)	4.56	3.98	3.52
Average Domain 3 (Learning Environment)	4.9	4.19	3.97
Dimension 3.1 (Classroom Environment, Routines, and Procedures)	4.89	4.16	3.97
Dimension 3.2 (Managing Student Behavior)	4.87	4.19	3.97
Dimension 3.3 (Classroom Culture)	4.92	4.24	3.98

Teacher Observation Performance Descriptors

(aligned to T-TESS)

The following table lists observable teacher behaviors in each of the three TIA teacher designation levels and represent a guide for high impact instructional moves that appraisers can look for during teacher observations that correspond the three teacher designation levels. Behaviors noted in **green** correspond to **Distinguished** teacher actions on the T-TESS rubric. Behaviors noted in **blue** correspond the **Accomplished** teacher actions on the T-TESS rubric Behaviors noted in **red** correspond to **Proficient** teacher actions on the T-TESS rubric.

All of the teacher behaviors noted below can correspond to the Instructional and Learning

Environment components of other teacher rubrics. While these behaviors were based on TTESS, districts do not have to use T-TESS in order to be able to use these descriptors. For districts using rubrics other than T-TESS, Texas Tech University will work with districts to develop a performance standards crosswalk during the system application process prior to district data submission.

NOTE: There likely will be more than one way to achieve the average numerical score rating for each designation level in each dimension and domain listed in the table above. For example, the table below lists a guiding example of one way the dimension averages above could be achieved. For example, to achieve an average score of 4.5 on dimension 2.1, an appraiser could observe two teacher behaviors in the Master column below (worth 5 points each) and two behaviors in the Exemplary column below (worth 4 points each) for an average of 4.5 in this dimension. This is the example shown. However, an observer also could observe three behaviors in the Master column and one behavior in the Recognized column, which also averages to a 4.5. The table is meant as a guide and does not necessarily represent a 1:1 correspondence.

Category One: Instruction

Achieving Expectations (4 descriptors required)

Master	Exemplary	Recognized
Example: 2 of the 4 following behaviors observed: • **Provides opportunities for students to establish high academic and social-emotional expectations for themselves.** • **Persists with the lesson until there is evidence that all students demonstrate mastery of the objective.** • **Provides opportunities for students to self-monitor and self-correct mistakes.** • **Systematically enables students to set goals for themselves and monitor their progress over time** AND Up to 2 of the 4 following behaviors observed: • **Provides opportunities for students to establish high academic and social-emotional expectations for themselves.** • **Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.** • **Anticipates student mistakes and encourages students to avoid common learning pitfalls. • Establishes systems where students take initiative of their own learning and self-monitor**	*Example: 3 of the 4 following behaviors observed:* • **Provides opportunities for students to establish high academic and social-emotional expectations for themselves.** • **Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.** • **Anticipates student mistakes and encourages students to avoid common learning pitfalls. • Establishes systems where students take initiative of their own learning and self-monitor** AND Up to 1 of the 4 following behaviors observed: • **Sets academic expectations that challenge all students.** • **Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.** • **Addresses student mistakes and follows through to ensure student mastery.** • **Provides students opportunities to take initiative of their own learning**	*Example: 2 of the 4 following behaviors observed:* • **Provides opportunities for students to establish high academic and social-emotional expectations for themselves.** • **Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.** • **Anticipates student mistakes and encourages students to avoid common learning pitfalls. • Establishes systems where students take initiative of their own learning and self-monitor** AND Up to 2 of the following behaviors observed: • **Sets academic expectations that challenge all students.** • **Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.** • **Addresses student mistakes and follows through to ensure student mastery.** • **Provides students opportunities to take initiative of their own learning**

Content Knowledge and Expertise (5 descriptors required)

Master	Exemplary	Recognized
Example: 3 of the 5 following behaviors observed: *Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. *Integrates learning objectives with other disciplines, content areas and real-world experience. *Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. *Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). *Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real world scenarios. **AND Up to 2 of** the 5 following behaviors observed: *Conveys a depth of content knowledge that allows for differentiated explanations. *Integrates learning objectives with other disciplines and real world experiences. *Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. *Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). *Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.	Example: 4 of the 5 following behaviors observed: •Conveys a depth of content knowledge that allows for differentiated explanations. • Integrates learning objectives with other disciplines and real world experiences. • Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. AND Up to 1 of the 5 following behaviors observed: • Conveys accurate content knowledge in multiple contexts. • Integrates learning objectives with other disciplines. • Anticipates possible student misunderstandings. • Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Accurately reflects how the lesson fits within the structure of the discipline and the state standards.	Example: 2 of the 5 following behaviors observed: •Conveys a depth of content knowledge that allows for differentiated explanations. • Integrates learning objectives with other disciplines and real world experiences. • Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. AND Up to 3 of the 5 following behaviors observed: • Conveys accurate content knowledge in multiple contexts. • Integrates learning objectives with other disciplines. • Anticipates possible student misunderstandings. • Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and researchbased). • Accurately reflects how the lesson fits within the structure of the discipline and the state standards.

Communication (5 or 6 behaviors required)

Master	Exemplary	Recognized
Example: 4 of the following 6 behaviors observed: • Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. • Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson. • Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning. • Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content. AND up to 2 of the following 6 behaviors observed: • Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. • Anticipates possible student misunderstandings and proactively develops techniques to address obstacles • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. • Skillfully uses probing questions to clarify, elaborate and extend learning. • Provides wait time when questioning students.	Example: All 6 of the following behaviors observed: • Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. • Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. • Skillfully uses probing questions to clarify, elaborate and extend learning. • Provides wait time when questioning students.	Example: 3 of the following behaviors observed: • Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. • Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. • Skillfully uses probing questions to clarify, elaborate and extend learning. • Provides wait time when questioning students. AND Up to 2 of the following behaviors observed: • Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. • Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. • Provides explanations that are clear and uses verbal and written communication that is clear and correct. • Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. • Uses probing questions to clarify and elaborate learning.

Differentiation (4 behaviors required)

Master	Exemplary	Recognized
Example: 2 of the 4 following behaviors observed: • **Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.** • **Consistently monitors the quality of student participation and performance.** • **Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.** • **Consistently prevents student confusion or disengagement by addressing learning and/or social/ emotional needs of all students.** AND Up to 2 of 4 following behaviors observed: • **Adapts lessons to address individual needs of all students.** • **Regularly monitors the quality of student participation and performance.** • **Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.** • **Proactively minimizes student confusion or disengagement by addressing learning and/or social/ emotional needs of allstudents.**	Example: All 4 of the following behaviors observed: • **Adapts lessons to address individual needs of all students.** • **Regularly monitors the quality of student participation and performance.** • **Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.** • **Proactively minimizes student confusion or disengagement by addressing learning and/or social/ emotional needs of all students.**	Example: 2 of the following behaviors observed: • **Adapts lessons to address individual needs of all students.** • **Regularly monitors the quality of student participation and performance.** • **Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.** • **Proactively minimizes student confusion or disengagement by addressing learning and/or social/ emotional needs of all students.** AND Up to 2 of the 4 following behaviors observed: • **Adapts lessons to address individual needs of all students.** • **Regularly monitors the quality of student participation and performance.** • **Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.** • **Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.**

Monitor and Adjust (3 behaviors required)

Master	Exemplary	Recognized
Example: 2 of the 3 following behaviors observed: • **Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement.** • **Uses discreet and explicit checks for understanding through questioning and academic feedback.** AND Up to 1 of the 3 following behaviors observed: • **Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.** • **Adjusts instruction and activities to maintain student engagement.** • **Continually checks for understanding through purposeful questioning and academic feedback.**	Example: All 3 of the following behaviors observed: • **Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement.** • **Continually checks for understanding through purposeful questioning and academic feedback.**	Example: 2 of the 3 following behaviors observed: • **Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement.** • **Continually checks for understanding through purposeful questioning and academic feedback.** AND Up to 1 of the following 3 behaviors observed: • **Consistently invites input from students in order to monitor and adjust instruction and activities.** • **Adjusts instruction and activities to maintain student engagement.** • **Monitors student behavior and responses for engagement and understanding.**

Category Two: Learning Environment

Classroom Environment, Routines and Procedures (3 behaviors required)

Master	Exemplary	Recognized
Example: 2 of the 3 following behaviors observed: • **Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility.** • **Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment.** • **The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives** AND Up to 1 of the following 3 behaviors observed: • **Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.** • **Students take some responsibility for managing student groups, supplies and/or equipment.** • **The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.**	Example: All 3 of the following behaviors observed: • **Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.** • **Students take some responsibility for managing student groups, supplies and/or equipment.** • **The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.**	Example: 2 of the 3 following behaviors observed: • **Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.** • **Students take some responsibility for managing student groups, supplies and/or equipment.** • **The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.** AND Up to 1 of the following behaviors observed: • **All procedures, routines and transitions are clear and efficient.** • **Students actively participate in groups, manage supplies and equipment with very limited teacher direction.** • **The classroom is safe and organized to support learning objectives and is accessible to most students.**

Managing Student Behavior (2 behaviors required)

Master	Exemplary	Recognized
Example: Both of the following behaviors observed: • **Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.** • **Students and the teacher create, adopt and maintain classroom behavior standards.**	Example: Both of the following behaviors observed: • **Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.** • **Most students know, understand and respect classroom behavior standards**	Example: At least one of the following behaviors observed: • **Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.** • **Most students know, understand and respect classroom behavior standards** AND Up to 1 of the following behaviors observed: • **Consistently implements the campus and/or classroom behavior system proficiently.** • **Most students meet expected classroom behavior standards.**

Classroom Culture (2 behaviors required)

Master	Exemplary	Recognized
Example: Both of the following behaviors observed: • **Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students.** • **Students collaborate positively and encourage each other's efforts and achievements.**	Example: Both of the following behaviors observed: • **Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.** • **Students collaborate positively with each other and the teacher.**	Example: At least one of the following behaviors observed: • **Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.** • **Students collaborate positively with each other and the teacher.** AND Up to one of the following behaviors observed: • **Engages all students in relevant, meaningful learning.** • **Students work respectfully individually and in groups.**

Long-Term District Support

Support for Designated Teachers New to a Campus/District

Designated teachers new to the campus will receive new teacher orientation during summer in-service, meet with HR & payroll personnel to verify designations and allotment earnings. They will meet with the TIA point person for onboarding training. All new designated teachers on each campus may receive group and individual support through assigned mentors.

Plan to Retain Designated Teachers

District will provide campus level training specifically targeted toward gaining TIA designations, incorporating student growth measures and using that data to drive instruction. Curriculum and instruction support will be provided through professional development opportunities, one-on-one meetings, and TIA meetings as needed. Designated teachers will be given access to Region 7 trainings as well as annual meetings as a cohort for recognition, feedback, and support. For retention purposes, the district will offer teacher experience surveys to gather data for areas of need with particular emphasis on perception of support by campus & district administration.

OCISD will use surveys to evaluate teacher experience & perception as well as to inform decision making for continuous improvement to the TIA system.

Use of Data to Improve Systems

OCISD will use surveys to evaluate teacher experience & perception as well as to inform decision making for continuous improvement to the TIA system. We seek feedback through these surveys to learn what PD is essential and needed as well as use data on highly effective teachers to allow them to provide PD to all staff.

Highly effective teacher data will be used to inform decisions specifically about which classes will be taught by these teachers in order to provide access to these teachers to our students in need. At-risk students will have access to highly effective teachers, particularly in high-stakes testing areas.

Program Evaluation

Program evaluation surveys will be a part of end-of-year procedures for teachers at each campus. In addition, campus leaders will provide feedback at the district level meetings. TIA point person will collect feedback to determine how program implementation could be improved.

Resources

Timeline for Teachers

August-September	October -December	January -February	March - May
TEACH – Do your highly effective teaching! Complete TTESS Part 1 in DMAC (GSPD) PLAN– YAG, Units, Weekly plans. ASSESS - Use baseline/benchmark evaluation of students to establish beginning of year growth targets.	TEACH: Do your highly effective teaching. REFLECT on your plans, practices, & collaboration with others. Help students reflect & track their progress. LEARN: Practice continuous improvement by tracking your progress using T-TESS domains as a rubric. (teachfortexas.org) COLLECT evidence of Distinguished or Accomplished descriptors and your best practices	TEACH – Do your highly effective teaching. ASSESS - Conduct Middle of Year assessments and track student progress. Continue to REFLECT LEARN COLLECT COMMUNICATE with your principal about reaching goals.	TEACH – Do your highly effective teaching REFLECT on your plans, practices, & collaboration with others. Help students reflect & track their progress. LEARN: Practice continuous improvement by tracking your progress using T-TESS domains as a rubric. (teachfortexas.org) TTESS Part II in DMAC (Goal Reflection) EOY Conference

Timeline for Principals

See Annual Appraisal Calendar provided by district.

August-September	October - December	January -February	March - May
Communicate & Train teachers on completing TTESS Part 1 in DMAC (GSPD) CALIBRATE: Complete TTESS Calibration exercises. SUPPORT & Instruct teachers for completing their– YAG, Units, Weekly plans. OBSERVE: Begin Walkthroughs ASSESS - Use baseline/benchmark evaluation of students to establish beginning of year growth targets.	OBSERVE: Continue Walkthroughs & Observations - documented in TTESS. Teachers will receive 4 walkthroughs in addition to the full 45-minute observation (all with feedback in DMAC).	OBSERVE: Continue Walkthroughs & Observations ASSESS – Supervise Middle of Year assessments and tracking of student progress. COMMUNICATE with teachers about reaching goals	OBSERVE: Finish Walkthroughs & Observations according to Annual Appraisal Calendar LEAD teachers in reflecting & tracking their student growth progress. ASSESS – Supervise end of year assessments. TTESS Part II in DMAC (Goal Reflection) CONDUCT EOY Conferences