Figure: 19 TAC §150.1012(c)(1)(C)

Local Optional Teacher Designation System Application Statutorily Based Framework

Component	Requirements
Includes a teacher observation component and a percent weight is assigned	• 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	• 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.
Teacher Observation Rubric and Appraiser Certification	• District uses an approved teacher observation rubric that is based on observable, job-related behaviors that are described with progressive descriptors for each dimension, including alignment to §149.1001 of this title (relating to Teacher Standards) and a clear proficiency indicator. • 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	• 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 has reviewed the TIA Statewide Performance Standards with teachers as an overall guide for how to determine designation levels.
District review of teacher observation trends	• Principals and principal supervisors review campus-based teacher observation trends at least quarterly by grade/subject/appraiser. • For districts with more than one campus: District leaders review districtwide teacher observation trends at least quarterly by grade/subject/campus/appraiser. • District explains how it addresses lack of appraiser calibration in both ratings and aligned evidence for ratings.
District reviews correlation of teacher observation and student growth data and develops plan to address any issues	• Campus leaders review the correlation of teacher observation data to student growth data at the campus level at least once a year. • For districts with more than one campus, district leaders review the district-wide correlation of teacher observation and student growth data. • The district explains how it identifies and addresses lack of correlation between teacher observation data and student growth data.

Observation/feedback schedule	• 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.
Student Learning Objectives: Rationale	• District has a clear rationale for using SLOs as a student growth measure in their local teacher designation system.
Student Learning Objectives: Validity in administration of the SLO	• District requires training annually on the administration of SLOs. • District provides guidance, protocols, and rubrics for the administration of assignments, projects, and tasks that are used as part of the SLO body of evidence.
Student Learning Objectives: Updated SLO training	• District received SLO training or plans to have SLO training prior to beginning of the data capture year.
Student Learning Objectives: Alignment to texasslo.org	• District's SLO system aligns to the process described on TexasSLO.org.
Student Learning Objectives: Requirements for writing an SLO	• 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.
Student Learning Objectives: Requirements for approving an SLO	• All SLOs are approved by teacher appraisers who follow guidance for approving SLOs as listed on the Texas SLO website.
Student Learning Objectives: Security of the body of evidence	• District has protocols in place to ensure the security of student assessment/assignment documents used in the SLO.
Student Learning Objectives: Requirements of the body of evidence	• Five or more pieces of student work comprise the body of evidence.
Student Learning Objectives: Setting Expected Growth Targets	• District uses the Initial Skill profile and the Targeted Skill Profile (TSP), based on multiple data points to set individual expected growth targets for each student at the beginning of the year.
Student Learning Objectives: Determining students' end of year growth	• District uses the body of evidence of student work as it aligns to students' expected growth targets on the TSP to determine whether students met their targeted growth at the end of the year.
Portfolios: Rationale	• District has a clear rationale for using portfolios as a student growth measure in their local teacher designation system.
Portfolios: Validity and reliability in portfolio assignment administration	• District has protocols in place to ensure the valid administration of all assignments/projects to be used as part of the student portfolio. • Teachers are trained in procedures for administration of portfolio assignments.
Portfolios: Security of portfolios	• District has procedures in place to ensure the security of all portfolio documents and provides training to teachers regarding portfolio security.

Portfolios: Artifacts to be included in the portfolio	• District has clear guidelines for what is required for a student task/assignment/project to be included as part of the student portfolio.
Portfolios: Number of artifacts	• Student portfolios consist of more than one artifact.
Portfolios: Development of 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. • District identifies which roles will be responsible for creating and approving portfolio scoring rubrics.
Portfolios: Scoring artifacts based on the rubric	• 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.
Portfolios: Setting student expected growth targets	• There are clear procedures and guidelines for how to set student expected growth targets at the beginning of the year using a portfolio system.
Portfolios: Calculation of a teacher's end of year student growth	• 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.
Value-Added Measures: Rationale	• District has a clear rationale for using VAM as a student growth measure in their local teacher designation system.
Value-Added Measures: Assessments used to calculate VAM	• District uses state-approved or nationally normed, standards-aligned assessments to calculate VAM for all teacher groups using this measure.
Value-Added Measures: Multiple Years of Student Data	• VAM calculation based on multi-year data
Value-Added Measures: Setting expected growth targets	• District has clear and well-communicated procedures for how VAM is used to set expected growth targets.
Value-Added Measures: Calculation of a teacher's end of year student growth rating	• 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.
Value-Added Measures: Calculation of VAM	• District uses 3rd party statisticians or has a local process to run statistical VAM calculations that includes multi-year data on a nationally normed or criterion-referenced test.
Value-Added Measures: Locally calculated VAM	• 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: Validity and reliability of pre-test/post-test	• District explains how each assessment used aligns to the standards/content covered in each respective course.
Pre-Test/Post-Test: Administration of pre-test/post-test	• District identifies the protocols and training it gives annually on the valid and reliable administration and security of each specific pre-test/post-test used.
Pre-Test/Post-Test: Setting expected growth targets	• District has clear procedures in place for how to set valid expected growth targets at the beginning of the year using the pre-test.
Pre-Test/Post-Test: Calculating end of year student growth	• District has clear procedures for how to determine students' end of year growth based on the pre-test, expected growth target, and post-test.
Pre-Test/Post-Test: Requirements for writing standards aligned pre-tests/post-tests	• 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 and which positions are authorized to do so.
Pre-Test/Post-Test: Process to review and approve district-created pre-tests/post-tests	• 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).
Spending: Distribution of Allotment Funds	• 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. • District has clear plans for how to spend any funds reserved at the district level to support the local designation system. Compliance with §48.112 is required for full readiness.