Cohort D System Application Scoring Rubric

Part One: Statutory Elements

Weighing Tab

Component	Limited or No Readiness	Partial Readiness	Full Readiness
Includes a teacher observation component and a percent weight is assigned	Does not include a teacher observation component as part of the local teacher designation system		Includes a teacher observation component as part of the local teacher designation system and assigns a clear percent weight for it
Includes a Student Growth component and a percent weight is assigned	Does not include a student growth component as part of local teacher designation system	Uses an approved student growth measure for some but not all eligible teaching assignments	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 applies to which eligible teaching assignments. A clear percent weight of the student growth component is assigned
If used, Additional Optional Components included in the local designation system are included as "Additional System Components" and not included as part of the Student Growth components. (Example school STAAR, parent surveys, etc.)	If using additional optional components, district counts additional optional measures that are not directly tied a teacher's specific individual performance as part of the student growth component instead of as part of the "Additional System Components"		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

Component	Limited or No Readiness	Partial Readiness	Full Readiness
Teacher Observation Rubric and Appraiser Certification	District does not use an approved teacher observation rubric and/or appraisers are not required to recertify at least every three years	District uses an approved teacher observation rubric but there are limited requirements for initial certification and/or renewal	District uses an approved teacher observation rubric that accurately measures teacher effectiveness, aligns to all of the dimensions of T-TESS, and is in compliance with § 21.351 and § 21.352. Thorough training/certification is required for all appraisers. Calibration component required during certification. Recalibration to the rubric is required at least annually. Recertification of appraisers required at minimum every 3 years.
Reliability of teacher appraisers within and across campuses	No annual calibration of appraisers is required	Calibration of appraisers required only within the campus and/or not required annually	Calibration among appraisers both within and among campuses, including district leadership, is required at least once a year. At least some district leaders are certified appraisers. (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 on video
District review of teacher observation trends	Principals do not review campus-based trends in teacher observation and/or district leaders do not review districtwide trends	Principals review campus-based teacher observation trends infrequently and/or do not require a campus-based plan to address trend issues. District leaders review districtwide data infrequently and/or do not require a plan to address skew in districtwide observation trends	Principals and principal supervisors review campus-based teacher observation trends at least quarterly by grade/subject/appraiser. Results are shared with campus based instructional leadership team, who addresses any issues of skew. Trend data shared with teachers when possible. 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.

Component	Limited or No Readiness	Partial Readiness	Full Readiness
District reviews correlation of teacher observation and student growth data and develops plan to address any issues	District does not review correlation data	District leaders review correlation data, but do not require school leaders to review campus-based data and/or there is no actionable plan to determine the root cause of the lack or correlation or address issues with the lack of correlation	District and campus leaders review correlation data at the campus and district level at least once a year and develop a plan to determine the root cause of any lack of correlation. District identifies whether the root cause stems from teacher observation or from the student growth measure being used, or both, as well as an actionable plan to address any issues with skew.
Observation/feedback schedule	Teachers are not appraised annually, and/or teachers do not receive written feedback. District does not comply with §21.351 or §21.352	Some teachers receive at least one 45 min. observation including scores on all observable domains, with no other scored observations or feedback annually	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. **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.
Alignment to Statewide Performance Standards	District does not use the statewide performance standards	Statewide performance standards are used inconsistently	District aligns teacher observation data to the statewide performance standards for teacher observation.

Full Readiness required for all indicators of this component

Valid and Reliable Measures of Student Growth

Component	Limited or no Readiness	Partial Readiness	Full Readiness
Valid and reliable student growth measure used for each eligible teaching assignment	District does not use state approved or nationally normed student growth measures and/or student growth measures are not standards aligned for any eligible teacher groups.	District uses state approved or nationally normed student growth measures for some eligible teacher groups, but not all.	District uses state approved or nationally normed, standards-aligned student growth measures for all eligible teaching assignments. Teacher input was gathered and considered in the determination of which student growth measure would be used for each eligible teaching assignment
Teacher Student Growth rating aligns to statewide performance standards for student growth	District does not use the statewide performance standards.	District does not use the statewide performance standards consistently.	District ensures that teacher student growth data used to determine designation aligns to the statewide performance standards for student growth. District has widely communicated the statewide performance standards to teachers

Student Learning Objectives

Component	Limited or no Readiness	Partial Readiness	Full Readiness
Validity in administration of the SLO	District has few or no standard procedures in place for the reliable and valid administration of SLOs.	District has procedures in place for the valid and reliable administration of SLOs for some eligible teaching groups, but not all. District provides minimal guidance on the scoring of district-created student growth measures. District uses limited two or fewer data points to determine growth using the SLO	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
Security of all assessments/assignments used in SLO	There are no specific requirements for the security of student assessments/assignment documents used in the SLO	District has protocols in place to ensure the security of some student assessments/ assignments used in the SLO, but not all	District has protocols in place to ensure the security of student assessment/assignment documents used in the SLO
Alignment to texasslo.org	District's SLO process does not align to texasslo.org		District's SLO process aligns to texasslo.org
Requirements for writing an SLO	There are no specific requirements for writing an SLO	There are requirements/standards in place for writing SLOs for some eligible teaching assignments but not all	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	Teacher appraisers do not approve SLOs	Some teacher appraisers approve SLOs but not all	All SLOs are approved by teacher appraisers who follow guidance for approving SLOs as listed on the Texas SLO website
Requirements for tracking a body of evidence for an SLO	There are no procedures in place to track evidence that will be used to determine student growth using the SLO	Procedures are in place to track evidence that will be used in determining student growth using the SLO for some teachers, but not all and/or there are limited data points instead of a body of evidence	Clear procedures and protocols are in place for teachers to track a body of evidence they will use to determine student growth based on the SLO and teacher appraisers review this evidence. A body of evidence with multiple data points is required

Calculation of teachers' end of year student growth rating using an SLO	Student growth data based on the SLO is not calculated at the individual teacher level	Student growth data based on the SLO is calculated at the level of the individual student, but the process by which it is calculated is unclear or unknown	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 shares individual teacher's student growth ratings with teachers in a clear and timely manner

Pre-test/Post-Test

Component	Limited or no Readiness	Partial Readiness	Full Readiness
Validity and reliability in administration and scoring of pre-tests/post-tests	District has few or no standard procedures in place for the reliable and valid administration of the pre-test/post-test. District provides no guidance on the scoring of district-created pre-tests/post-tests	District has procedures in place for the valid and reliable administration and scoring of some pre-tests /post-tests for some eligible teaching assignments, but not all. District provides minimal guidance on the scoring of district-created student growth measures	District requires training annually on the administration each specific pre-test/post-test used. District has protocols in place to ensure the security of pre-test/post-test documents. District provides guidance, protocols, and rubrics for the administration and scoring of each pre-test/post-test used, and/or scoring is provided by the 3rd party test creator. District ensures that pre-tests/post-tests used are aligned to the standards for the course
Security of pre-tests/post-tests	District has few or no standard procedures in place to ensure the security of pre-test/post-test documents	District has procedures in place to ensure the security of some but not all pre-test/post-test documents.	District has procedures in place to ensure the security of all pre-test/post-test documents and provides training to teachers regarding test security
Requirement for standards aligned pre-tests/post tests	District does not ensure that pre-tests/post-tests align to and measure the standards for the course	District ensures that the pre-test/post-tests used are aligned to standards for the course only for some of the tests and/or for only some eligible teaching assignments	District uses valid and reliable criteria-referenced or nationally normed Commissioner approved assessments as the pre-test/post-test for each eligible teaching assignment or district has rigorous protocols in place to ensure the validity and reliability district created pre-tests/post-tests that are aligned to the standards for the course
Required qualifications to create pre-tests/post-tests	The district does not require any qualifications to create a pre-test/post-test	The district requires minimal qualifications to create a pre-test/post-test or requires qualifications only for creating pre-tests/post-tests in some eligible teaching assignments but not all	The district uses pre-tests/post-test that are nationally normed or criteria-referenced tests on the list of Commissioner approved assessments or the district requires qualifications to create pre-tests/post-tests, including multiple levels of review at both the campus and district level
Approval process for pre-tests/post-tests	Teacher created or district created pre-tests/post-tests do not require approval	Teacher or district created pre-tests/post-tests either do not require an approval process or are not aligned to standards	All pre-tests/post-tests are either approved for use by district leaders as a Commissioner approved assessment or require a rigorous approval process for district or teacher created pre-tests/post/tests, including checks for alignment to standards of the course, and for the ability of the

	process and/or are not aligned to standards		tests to measure student growth across a wide variety of student ability levels, ("stretch" of the test)
Calculation of a teacher's student growth data	Student growth data based on pre-tests/post-tests is not calculated at the individual teacher level	Student growth data based on pre-tests/post-tests is calculated at the level of individual teacher, but the process by which it is calculated is unclear or unknown	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. The district shares individual teacher's student growth ratings with teachers in a clear and timely manner

Value Added Measures

Component	Limited or no Readiness	Partial Readiness	Full Readiness
Assessments used to calculate VAM	District does not use approved or nationally normed, standards-aligned assessments to calculate VAM	District uses state approved or nationally normed, standards-aligned assessments to calculate VAM for some teacher groups	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	The time interval of the data used to calculate VAM is not clear, and/or is data from less than one year	VAM is based on data from only one year	VAM calculation is based on multi-year data.
Calculation of a teacher's student growth rating	Student growth data based on VAM is not calculated at the individual teacher level	Student growth data based on VAM is calculated at the level of individual teacher, but the process by which it is calculated is unclear or unknown.	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 shares individual teacher's student growth ratings with teachers in a clearly communicated and timely manner
Collection and calculation of VAM data	District does not have clear procedures for calculating growth based on VAM	District has clear procedures for calculating VAM but does not use a 3rd party vendor or does not use statistical modeling aligned to VAM models run by 3rd party statisticians.	District uses 3rd party to run VAM calculations, or the local statistical modeling used aligns to VAM models run by 3rd party statisticians.

Portfolios

Component	Limited or no Readiness	Partial Readiness	Full Readiness
Validity and reliability in portfolio assignment administration	District has few or no procedures to guarantee valid administration and security of portfolio assignments	Limited procedures are in place to guarantee valid administration and security of portfolio assignments, and/or procedures exist at some campuses but not districtwide	District has protocols in place to ensure the valid administration and security of student portfolio assignment documents. Teachers and appraisers are trained in procedures for administration of portfolio assignments.
Security of portfolios	District has few or no standard procedures in place to ensure the security of portfolio documents	District has procedures in place to ensure the security of some but not all portfolio document	District has procedures in place to ensure the security of all portfolio documents and provides training to teachers regarding portfolio security.
Validity and reliability in creation of portfolio rubric	Portfolio rubric not required to include clear indicators that describe what students need to know and be able to do across a variety of skill levels. And/or district does not ensure that rubrics aligns to the standards of the course	Portfolio rubric required to provide details of what students need to know and be able to do only for one or two skill levels, and/or district requires that portfolio rubrics align to content standards only for some courses or only some teaching assignments	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 Best practice is to include a portfolio rubric with detailed descriptors across five different skill levels
Validity and reliability in portfolio scoring practices	District has few or no standard procedures in place for the reliable and valid scoring of portfolios. Teachers are expected to score their own portfolios with few or no calibration practices.	District has some procedures in place for the valid and reliable scoring of portfolios (see Full Readiness) but not enough to guarantee validity and reliability.	District requires training annually on the scoring of rubrics. Scoring is completed by trained appraisers with calibration practices in place. District provides guidance and protocols for using rubrics to score portfolios. Both teachers and appraisers are trained in portfolio scoring procedures.
Calculation of a teacher's student growth data	Student growth data based on portfolios is not calculated at the individual student level, for each teacher in eligible teaching assignments	Student growth data based on portfolios is calculated at the level of individual students, but the process by which it is calculated is unclear or unknown and/or it is not calculated for each teacher in eligible teaching assignments	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. The district shares individual teacher's student growth ratings with teachers in a clear and timely manner

Other Student Growth Measure

Component	Limited or no Readiness	Partial Readiness	Full Readiness
Requirements for creating/approving the growth measure	Limited or no procedures in place to create or approve growth measure. Growth measure is not aligned to standards.	District ensures standards alignment for some for only some groups of eligible teachers and/or uses student achievement measures instead of student growth measures	District uses a valid and reliable 3rd party student growth measure, such as NWEA MAP growth, or STAAR Progress Measure, or district has rigorous protocols in place to ensure the validity and reliability of district-created student growth measures that align to content standards for each course Best Practice: If using STAAR Progress Measure as the student growth measure, using at least one of the other four approved student growth measures in addition is recommended.
Security of the growth measure	District has few/no procedures in place to ensure the security of the student growth measure	District has procedures in place to ensure the security of some but not all student growth measures use	District has procedures in place to ensure the security of all student growth measures used and provides training to teachers regarding security.
Procedures to ensure valid administration and scoring of the student growth measure	District has few or no standard procedures in place for the reliable and valid administration and/or scoring of the student growth measure.	District has procedures in place for the valid and reliable administration and scoring of some student growth measures for some eligible teaching assignments, but not all. District provides minimal guidance on the scoring of district-created student growth measures	District requires training annually on the administration of all student growth measures used. District has protocols in place to ensure the security of student growth measure documents. District provides guidance, protocols, and rubrics for the administration and scoring of each district-created student growth measure used. District ensures that all student growth measures used are aligned to the standards for the course
Calculation of a teacher's student growth data	Student growth data e is not calculated at the individual teacher level	Student growth data is calculated at the level of individual teacher, but the process by which it is calculated is unclear or unknown.	Clear and published procedures exist for how student growth data based on the student growth measure is calculated at the level of each individual teacher for all teacher in applicable eligible teacher assignments and the district shares individual teacher's student growth results with teachers in a clearly communicated and timely manner

Part Two: Non-Statutory Requirements

Full readiness required for all indicators of this component

System Development and Stakeholder Engagement

Component	Limited or no Readiness	Partial Readiness	Full Readiness
District System Development Committee	Isolated group of district leaders created local designation system. No teachers or campus leaders were involved. Less than one semester was spent in the design process. Teacher recruitment and retention, especially on the highest needs campuses was not considered	District leaders created the designation system, with occasional input from teachers or campus leaders. Less than one school year was spent in the design process. Teacher recruitment and retention, especially on high needs campuses was considered only minimally	A clear and transparent process was used to form the district system development 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 development process took place over the course of at least one school year. Teacher recruitment and retention on the highest needs campuses was considered as part of the development process
District plan for stakeholder feedback and input on the teacher designation system	Throughout the development of the teacher designation system, there was no process for gathering stakeholder feedback	The district implemented some stakeholder engagement strategies to share the plans for the teacher designation system, but there were no opportunities for input or feedback. The task force met with stakeholders infrequently	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. A clear, transparent, and equitable process was used to select stakeholder groups
Staff accessible resources	Most teachers are not aware of how designations will be earned in the district. Very limited or no information/resources are available to district staff	Some teachers on some campuses understand how designations can be earned. Limited information is available with few to no resource tools published for teachers. It is not clear how TIA will work with or	Clear information and multiple resources are available to district and campus staff electronically. Teachers understand the requirements to be eligible to earn a designation. Both teachers and principals have access to training manuals.

		replace the district's current compensation system	

System Development and Stakeholder Engagement

District leadership, school board and teacher system buy-in	District leaders and school board members are not able to articulate a clear understanding of the local designation system. Teachers are not able to articulate a clear understanding of the local designation system. School board does not support moving forward.	Some district leaders, some school board members, and some teachers can articulate a clear understanding of the local teacher designation system. School board has not voted on support of the system application	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 who want to earn designations
Regular stakeholder communication updates	No plans exist for regular stakeholder updates. Teachers do not receive support for how to earn designations. No campuses have campus-based TIA support in place	District leaders receive some updates, but campus leaders and teachers rarely receive updates. Teachers receive inconsistent support for how to earn designations. Some campuses have campus level TIA support, and some do not	Clear information and multiple resources are available to district and campus staff electronically. Teachers understand the requirements to be eligible to earn a designation. 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. *Best practice is to have a TIA teacher ambassador on all applicable campuses*
Use of Texas Tech Teacher Buy-In Survey	Very few or no teachers completed the teacher buy-in survey, or fewer than half of the teachers surveyed support moving forward	Some teachers completed the teacher buy-in survey, but the district does not have plans to use the feedback for continuous improvement and/or only half of the teachers support moving forward	A clear majority of teachers completed the teacher buy-in survey and support moving forward with the teacher designation system. The district has clear plans to use feedback gathered from the teacher survey as part of a continuous improvement cycle. District has shared or plans to share survey results with teachers and other stakeholders

Best practices for all "Full Readiness" descriptors highly encouraged

Spending Plan

Component	Limited or no Readiness	Partial Readiness	Full Readiness
TIA funds spent on teacher compensation and on district support for TIA (if applicable)	District cannot verify that it spends at least 90% of TIA funds received on teacher compensation on the campuses where the designated teachers work and/or funds are distributed to employees who are not teachers. District cannot verify that it spends no more than 10% of TIA funds received on district support for TIA		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 Compliance with §48.112 is required for full readiness
Distribution plan for allotment funds	District does not specify how TIA funds will be distributed on all applicable campuses and/or plan to spend funds was made in isolation with no stakeholder input	District has a general framework for how to distribute funds, but has not determined the specific breakdown for each applicable campus and has not created resources to communicate the plan	District publishes clear explanation of how TIA funds will be allocated for all applicable campuses, including specifying what percent of the funds go to designated teachers and what percent goes to other teachers on that campus. Development of the spending plan had stakeholder input, including teachers. Teachers are trained on the details of the spending plan.
General Spending Plan	There is no clear plan explaining how TIA funds will work in conjunction with the district's current strategic compensation plan. The majority of teachers do not understand how TIA will affect their compensation.	District leadership has begun to create a plan for how TIA funds will work in conjunction with their current strategic compensation plan, but details have not been finalized. District has not received stakeholder input on the plan nor has the plan been communicated	District has a clear, written plan for how TIA funds will be allocated that is readily accessible to teachers. Clear resources, including visual aids, are made available that explain the district spending plan including when and how teachers will receive TIA funds. Process for when and how teachers will receive TIA funds was developed with input from teachers and other stakeholders. District has a clear plan to communicate the local teacher designation system and spending plan to new hires.

			District has clear plan for how to allocate TIA funds to teachers who earned designations in a different district.
School Board approval budget with TIA compensation	There is no indication that the school board is aware of the funding/spending implications of TIA	School board has discussed TIA in general, but has not set a date to approve a budget that includes expenditure of TIA funds	There is a plan and a date set for the school board to approve TIA compensation. If the district has chosen to make TIA compensation TRS eligible, there is a TRS-verified plan.
Movement of teachers	District has no plan to address the financial impact of designated teachers moving to/from a campus or to/from the district during the school year	District has a general plan either for teachers moving to/from campuses within their district or to/from another district, but not both. Plan has not been communicated	District has a detailed plan for how to address the financial impact of designated teachers moving to/from a campus/district during the school year and has communicated the plan widely. There is specific information about the financial impact of teachers moving to/from a campus or to/from the district both before and after the winter class roster date. There is specific information about the financial impact of a teacher moving to/from a campus or to/from the district after Class Roster Winter Submission but prior to scheduled teacher TIA payout
Plan to track payout to NBCT	District does not have a plan to disseminate TIA funds to NBCTs who earn a Recognized designation automatically		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.

Best practices for all "Full Readiness" descriptors highly encouraged

District Systems Support

Component	Limited or no Readiness	Partial Readiness	Full Readiness
Central office system support	District systems are not in place to support the mechanics of TIA rollout and implementation	Some district structural supports are in place, but key personnel needed for rollout and implementation of TIA are missing or not yet identified	District system support for TIA includes: • human resources support for recruitment and retention • 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 tracking student growth measures and teacher observation data • curriculum and instruction support tied to valid and reliable student growth measures • assessment support tied to valid and reliable student growth measures • professional development support tied to earning TIA designations and using student growth data, etc. • 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 • There is at least one staff member on every applicable campus who serves as the point person for TIA

Support for designated teachers new to a campus	District has no specific plans to support designated teachers new to a campus	District provides some support to designated teachers new to a campus, but does not provide a teacher mentor and/or support is limited to initial contact at the beginning of the year only. No ongoing support is evident.	District has a detailed plan to support designated teachers who are new to a campus in order 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 highly effective teachers/designated teachers	District does not have a plan to recruit highly effective teaches	District has minimal plans in place to recruit highly effective/designated teachers	District has a plan for how to use their local teacher designation system as a means to recruit highly effective teachers and support them to earn a designation. District has a plan for how to recruit teachers.
Plan to retain designated teachers	District does not have a plan to support and retain designated teachers	District has minimal plans in place to support and retain designated teachers	District has a plan to retain designated teachers including the development of teacher career pathways
Plan for the equitable distribution of designated teachers	District does not have a plan for the equitable distribution of designated teachers	District has minimal plans in for the equitable distribution of highly effective/designated teachers	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
Use of data on highly effective teachers to improve/rethink district systems	District leaders do not review data on highly effective teachers	District leaders review data on highly effective teachers, but do not use the data to inform staffing, professional development or equity of access to effective teachers	District leaders use a variety of data on highly effective teachers to inform staffing plans, professional development. District has a plan to use teacher observation and student growth data to improve district systems
Internal program evaluation	District does not have an internal program evaluation for TIA	District conducts a limited internal program evaluation with few data sources, less than annually	District conducts a thorough internal program evaluation at least annually to determine the effectiveness of their TIA local teacher designation system, using multiple data sources, annually. District encourages participation in TIA program evaluation surveys, and local program evaluation surveys and uses the feedback for continuous improvement. District communicates the results of the program evaluation survey annually.

Data Analysis and Submission	District does not have any assigned staff positions to track observation and student growth data and/or the district does not monitor the movement of designated teachers or the eligibility of teachers to earn a designation	District tracks student growth or teacher observation data, but not both. District does monitors either eligibility of teachers to earn a designation or the movement/placement of designated teachers, but not both	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 placement/movement and eligibility to earn a designation and there is a clear understanding of how each of these procedures affect how the annual allotment is generated.