

Teacher Incentive Allotment Readiness Checklist

Cohort A and Cohort B

For districts paying teachers in the 2019-2020 school year

Success Factor Two: Accurate & Reliable Measures of a Teacher's Impact on Student Growth

Key Practice	Success Criteria
A) Student growth measures included in annual teacher summative ratings	<ul style="list-style-type: none"><li data-bbox="562 248 1925 321">• There is a clearly communicated plan for how student growth measures affect a teacher's annual summative ratings<li data-bbox="562 321 1925 362">• Student growth measures are clearly defined and used for all teachers worth for designation<li data-bbox="562 362 1925 397">• Multiple demonstrations of student learning are used to measure student growth

Success Factor Four: Plan for How TIA Will Work with Current Strategic Compensation Plan

Key Practice	Success Factors
<p>A) District and school board leadership buy in to TIA</p>	<ul style="list-style-type: none"> • District leadership and school board members able to articulate understanding of TIA, including potential implications for their current designation plan, e.g. translating state performance standards back to district's current teacher designations, implications for funding, etc. • District leadership has developed a timeline to seek school board approval for participation in the Teacher Incentive Allotment • School board members can articulate how the current strategic compensation plan and TIA will work together
<p>B) Stakeholder engagement regarding the TIA local plan crosswalk</p>	<ul style="list-style-type: none"> • District commits to conducting extensive stakeholder engagement and feedback in order to develop the crosswalk between the district's current strategic compensation plan and the Teacher Incentive Allotment • Stakeholders included at

Success Factor Five: Plan for Spending Allotment Funds

Key Practice	Success Criteria
A) Stakeholder engagement on how to spend funds	District commits to: <ul style="list-style-type: none"> Gathering input, prior to TIA implementation, from district leadership, principals, teachers, community members, and other interested parties on how to spend allotment funds Using stakeholder input to inform decisions about how funds will be spent on the campus and district levels
B) TIA use of funds: district support for TIA implementation	District commits to: <ul style="list-style-type: none"> Developing a clear plan on how to use up to 10% of the district's allotment (if any) on implementing TIA and/or supporting teachers in earning designation Developing a plan for ongoing support in order to build capacity across the district Communicating this plan to teachers, district staff, and other interested parties including looping back to all stakeholder groups Evaluating effectiveness of the alignment of the current strategic compensation system to TIA
C) TIA use of funds: teacher compensation	District commits to: <ul style="list-style-type: none"> Abiding by the spending requirements TEC 48.112 which includes spending at least 80% of TIA funds awarded to the district on teacher compensation on the campuses where the designated teachers work Developing a plan for how to allocate the funds flowing to campuses for teacher compensation such as what percent will go to designated teachers and what percent will go to other teacher compensation on the campus, if any Providing rationale for their spending decisions which support district goals for

Success Factor Six: Sustainability of Local Designation System

Key Practice	Success Criteria
A) Human resources system support	<ul style="list-style-type: none">• District human resources office is well versed in TIA and can articulate how each of the three designation levels affect the district's overall recruitment and retention plans• District human resources office is well versed in TIA and can articulate how each of the three designation levels affect the district's overall recruitment and retention plans