



**TEACHER  
INCENTIVE  
ALLOTMENT**

January 2025  
Updates & Reminders

# ELIGIBLE TEACHERS

- **Teachers of Record for:**
  - **STAAR Tested Content**
    - Includes Special Education Teachers in Reading & Math
  - **Creative Writing**
  - **Mathematics Models with Applications**
  - **Pre-K 4**
- **Teachers must have a Bilingual or ESL Certification**

# STUDENT GROWTH

<b>Recognized Teacher</b>	<b>Exemplary Teacher</b>	<b>Master Teacher</b>
70% of students meet or exceed expected growth	80% of students meet or exceed expected growth	90% of students meet or exceed student growth

# 2024-2025 Updates

## **All Eligible Teachers Must Have a Minimum of 5 Students**

- **Change from 23-24 Minimum of 1 Student**

## **Phase I Teachers - Scored with the TEA Growth Chart**

- **Change -  $\frac{1}{2}$  point =  $\frac{1}{2}$  point (23-24 scored  $\frac{1}{2}$  = 1)**

## **Phase II Teachers -**

- **STAAR Tests without a Growth Chart**
- **Half the Gap Model**

Academic Growth - By Teacher		2024 STAAR Assessment		May 2024 STAAR Mathematics, Grade						
		2023 STAAR Assessment		May 2023 STAAR Mathematics, Grade						
Annual Growth		2024 STAAR						Annual Growth Summary		
		Low Does Not Meet GL 2	High Does Not Meet GL 9	Low Approaches GL 5	High Approaches GL 6	Meets GL 15	Masters GL 4		# Tests	Points
2023 STAAR	Low Does Not Meet GL 1 <i>[Group 36]</i>	0 <i>[Group 36]</i>	0 <i>[Group 35]</i>	1 <i>[Group 34]</i>	0 <i>[Group 33]</i>	0 <i>[Group 32]</i>	0 <i>[Group 31]</i>	Tests Earning 0.0 point	17	0.0
	High Does Not Meet GL 3 <i>[Group 30]</i>	1 <i>[Group 30]</i>	1 <i>[Group 29]</i>	1 <i>[Group 28]</i>	0 <i>[Group 27]</i>	0 <i>[Group 26]</i>	0 <i>[Group 25]</i>	Tests Earning 0.5 point	3	1.5
	Low Approaches GL 10 <i>[Group 24]</i>	1 <i>[Group 24]</i>	4 <i>[Group 23]</i>	2 <i>[Group 22]</i>	2 <i>[Group 21]</i>	1 <i>[Group 20]</i>	0 <i>[Group 19]</i>	Tests Earning 1.0 point	21	21.0
	High Approaches GL 6 <i>[Group 16]</i>	0 <i>[Group 16]</i>	1 <i>[Group 17]</i>	1 <i>[Group 16]</i>	0 <i>[Group 15]</i>	4 <i>[Group 14]</i>	0 <i>[Group 13]</i>	Total Annual Growth Points Earned (A)		22.5
	Meets GL 17 <i>[Group 12]</i>	0 <i>[Group 12]</i>	3 <i>[Group 11]</i>	0 <i>[Group 10]</i>	4 <i>[Group 9]</i>	8 <i>[Group 8]</i>	2 <i>[Group 7]</i>	# Tests Included in Calculation (C)		41
	Masters GL 4 <i>[Group 6]</i>	0 <i>[Group 6]</i>	0 <i>[Group 5]</i>	0 <i>[Group 4]</i>	0 <i>[Group 3]</i>	2 <i>[Group 2]</i>	2 <i>[Group 1]</i>	Annual Growth Score		55
								4545 Performance Summary		
4545 Performance		2024 STAAR							# Tests	Points
		Low Does Not Meet GL 1	High Does Not Meet GL 1	Low Approaches GL 2	High Approaches GL 0	Meets GL 0	Masters GL 0	Tests Earning 0.0 point	2	0.0
2023 STAAR	Low Does Not Meet GL 1 <i>[Group 36]</i>	0 <i>[Group 36]</i>	0 <i>[Group 35]</i>	1 <i>[Group 34]</i>	0 <i>[Group 33]</i>	0 <i>[Group 32]</i>	0 <i>[Group 31]</i>	Tests Earning 1.0 point	2	2.0
	High Does Not Meet GL 3 <i>[Group 30]</i>	1 <i>[Group 30]</i>	1 <i>[Group 29]</i>	1 <i>[Group 28]</i>	0 <i>[Group 27]</i>	0 <i>[Group 26]</i>	0 <i>[Group 25]</i>	Total 4545 Points Earned (B)		2.0
								# Tests Included in Calculation		4
								4545 Performance Score		
								Academic Growth Summary		
								Total Annual Growth Points Earned (A)		22.5
								Total 4545 Points Earned (B) x 0.25		0.5
								Academic Growth Points Earned		23.0
								# Tests Included in Calculation (C)		41
								Academic Growth Score		

# TEACHER OBSERVATION T-TESS

- TIA will only focus on the “observable” domains of T-TESS
  - Domain 2 - Instruction (2.1, 2.2, 2.3, 2.4, 2.5)
  - Domain 3 - Learning Environment (3.1, 3.2, 3.3)
- Each of the eight dimensions is scored on a scale of 1-5: For a possible total of 40 (then divided by 8 for final score)

<b>Designation Level</b>	<b>Minimum Average Score Across Domain 2 and 3</b>
<i>Recognized</i>	3.7 (74% of possible points)
<i>Exemplary</i>	3.9 (78% of possible points)
<i>Master</i>	4.5 (90% of possible points)

# EXAMPLE 1 – Did Not Meet Minimum

EXAMPLE 1	5	4	3	2	1	
Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)
2.1 Achieving Expectations			●			3
2.2 Content Knowledge		●				4
2.3 Communication		●				4
2.4 Differentiation			●			3
2.5 Monitor and Adjust			●			3
3.1 Routines, Procedures		●				4
3.2 Managing Behavior		●				4
3.3 Classroom Culture		●				4
						29
					Average Score	3.625

# EXAMPLE 2 – Met Recognized

EXAMPLE 1	5	4	3	2	1	
Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)
2.1 Achieving Expectations		●				4
2.2 Content Knowledge		●				4
2.3 Communication		●				4
2.4 Differentiation			●			3
2.5 Monitor and Adjust			●			3
3.1 Routines, Procedures		●				4
3.2 Managing Behavior		●				4
3.3 Classroom Culture		●				4
						30
					Average Score	3.75

# EXAMPLE 3 – Met Exemplary

EXAMPLE 2	5	4	3	2	1	
Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)
2.1 Achieving Expectations	●					5
2.2 Content Knowledge		●				4
2.3 Communication		●				4
2.4 Differentiation			●			3
2.5 Monitor and Adjust			●			3
3.1 Routines, Procedures		●				4
3.2 Managing Behavior		●				4
3.3 Classroom Culture	●					5
						32
					Average Score	4

# EXAMPLE 4 – Met Master

EXAMPLE 3	5	4	3	2	1	
Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)
2.1 Achieving Expectations	●					5
2.2 Content Knowledge	●					5
2.3 Communication	●					5
2.4 Differentiation		●				4
2.5 Monitor and Adjust		●				4
3.1 Routines, Procedures		●				4
3.2 Managing Behavior		●				4
3.3 Classroom Culture	●					5
						36
					Average Score	4.5

# Review What is Expected

## INSTRUCTION DIMENSION 2.2 Content Knowledge and Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS	
<p><b>The Teacher</b></p> <ul style="list-style-type: none"> <li>Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects.</li> <li>Integrates learning objectives with other disciplines, content areas and real-world experience.</li> <li>Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</li> <li>Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> <li>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.</li> </ul>	<p><b>The Teacher</b></p> <ul style="list-style-type: none"> <li>Conveys a depth of content knowledge that allows for differentiated explanations.</li> <li>Integrates learning objectives with other disciplines and real-world experiences.</li> <li>Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</li> <li>Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> <li>Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.</li> </ul>	<p><b>The Teacher</b></p> <ul style="list-style-type: none"> <li>Conveys accurate content knowledge in multiple contexts.</li> <li>Integrates learning objectives with other disciplines.</li> <li>Anticipates possible student misunderstandings.</li> <li>Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> <li>Accurately reflects how the lesson fits within the structure of the discipline and the state standards.</li> </ul>	<p><b>The Teacher</b></p> <ul style="list-style-type: none"> <li>Conveys accurate content knowledge.</li> <li>Sometimes integrates learning objectives with other disciplines.</li> <li>Sometimes anticipates possible student misunderstandings.</li> <li>Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> </ul>	<p><b>The Teacher</b></p> <ul style="list-style-type: none"> <li>Conveys inaccurate content knowledge that leads to student confusion.</li> <li>Rarely integrates learning objectives with other disciplines.</li> <li>Does not anticipate possible student misunderstandings.</li> <li>Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> </ul>
			<p><b>Possible Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>Conferences and Conversations</li> </ul>	



**TO EARN A DESIGNATION**

**TEACHERS MUST MEET THE  
MINIMUM IN BOTH  
STUDENT GROWTH (70%) &  
T-TESS (3.7)**

# TIA PROCESS TIMELINE

- 2023-2024 First Data Capture Year
- October 2024 – Data Submission Due to TIA Texas Tech University
- April 2025 – Initial Designations and Allotments
- August 2025 – First TIA Approved Payouts  
( Timeline remains the same for each year)
- Average Campus Allotment (5 years)
  - Recognized - \$6,415
  - Exemplary - \$12, 829
  - Master - \$23,382



QUESTIONS ?