

# **Gladewater Independent School District Teacher Incentive Allotment 2022-2023**

## **Introduction and Rationale**

The Texas Legislature created the Teacher Incentive Allotment (TIA) 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 opt-in (Cohorts A-D) 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.

In Gladewater ISD, student learning is our top priority. Gladewater ISD believes that the most important asset in any classroom is the classroom teacher. Highly effective teachers are vital to the success and growth of all students in an educational system. Our main function as a school district is to educate all of the students of Gladewater ISD. With teachers exerting such an influence on student success, it is the district's aim to support and compensate highly effective teachers. To do this the district will establish designations of highly effective teachers. Further, identifying highly effective teachers will also allow the district to support those teachers not meeting the designation standards of an effective teacher. This system of support will allow us to reward highly effective teachers while simultaneously supporting teachers in need.

Implementing the Teacher Incentive Allotment (TIA) will support our District Goal to “recruit, train and retain high-character teachers who connect well with students and help them grow”. The ability to recruit and retain effective teachers will have a positive impact on student outcomes in academics.

## **System Development & Stakeholder Engagement**

### Teacher Incentive Allotment Committee

GISD utilized a Teacher Incentive Allotment Committee (TIAC) made up of teachers with differing years of experience. Teachers were representative of core content, CTE, Interventionist, and Special Education. Additionally, all four of our Campus Principals were members of the committee. TIAC members represented all four campuses of GISD. The following district vision statement and goals drove committee meetings and discussions:

Gladewater ISD: Achieving Excellence Together.

1. Utilize monitoring systems and supports that ensure the appropriate academic growth and preparation of all students.
2. Recruit and retain QUALITY teachers
3. Foster a positive work environment that encourages professional growth, teamwork, and high morale.

The TIAC met five times. Meeting dates were:

- Monday, March 1, 2021
- Monday, March 8, 2021
- Monday, March 22, 2021
- Monday, March 29, 2021
- Monday April 12, 2021

The minutes to each meeting are available in the Staff Resources on our TIA district webpage.

### Stakeholder Engagement

The district gathered input and feedback from stakeholder groups to develop a local teacher designation system including teachers, campus leaders, district leaders, and the school board. GISD has used surveys, campus information meetings and the district website to gather input and feedback. The district committee has shared feedback from campuses to help create the local designation plan.

### Staff Accessible Resources

District provided informational resources to stakeholders about the district's local teacher designation system on the district webpage. GISD will provide training materials to implement the district's local teacher designation system to teachers, school leaders, and district leaders before the beginning of the data capture school year. Updates and changes to the Local Designation Plan (LDP) will be emailed and posted to the TIA district page. The district will use the Texas Tech buy in survey to determine how well the plan was communicated. The survey will be used to provide additional information and support as needed.

At the beginning of each school year, all teachers will participate in a Teacher Incentive Allotment training. This training will outline the local designation plan to include all components, weights, payouts, and timelines to be included.

## **Communication Plan**

At the beginning of each school year, all teachers will participate in a Teacher Incentive Allotment training. This training will outline the local designation plan to include all components, weights, payouts, and timelines to be included.

## **Eligibility**

The Texas Education Agency requires that each teacher submitted for a designation “must have a valid SBEC certificate. Eligible types of certificate include Standard, Professional, Provisional. Eligible classes of certificates include Classroom Teacher (Chapter 233), Reading Specialist (Chapter 239), and Legacy Master Teacher. For more info: <http://ritter.tea.state.tx.us/sbecrules/tac/index.html> . The teacher must be coded as 087 (Teacher) per the Public Education Information Management System (PEIMS) description of codes for 140 days at 100% of the day (equivalent to three nine-weeks) or 187 days required at 50-99% of the day and compensated for that employment.

During the data capture year of 2021-2022, all teachers will participate in the local designation plan. Gladewater ISD allows and encourages all teachers to participate in the TIA local plan. Teachers with National Board Certification will be eligible to earn an automatic Recognized designation.

## **Designation System Weighted Components** \* updated obdervation rubric (2022-23)

Category	Teacher Group	Teacher Observation	Student Growth	Other Measures
1	PK-2 Core Academic Teachers	50% NIET Rubric	50% Pre/Post Test	N/A
2	3-8 Core Academic Teachers	50% NIET Rubric	50% Pre/Post Test	N/A
3	9-12 Core Academic Teachers	50% NIET Rubric	50% Pre/Post Test	N/A
4	K-12 Physical Education Teachers	50% NIET Rubric	50% FitnessGram	N/A
5	PK-12 Non Core Teachers	50% NIET Rubric	50% Pre/Post Test	NA

## GISD Teacher Observation Measure

GISD will use the NIET Teaching and Learning Standards Rubric (NIET Rubric) for observations. All Administrators will be trained on the NIET Rubric before the beginning of the school year. All district appraisers will be certified through the appraisal certification process led by an NIET-certified trainer. This includes a 24-hour training session for new appraisers. All district appraisers must take and pass NIET's calibration test upon completion of the appraiser training. District and campus appraisers will regularly participate in district wide calibration of the NIET observation system. Teachers that are eligible for a designation will follow the below observation cycle.

Three (3) Formal Observations per year

At least One Observation per semester

One Announced Observations, One Semi-Announced and One Unannounced Observation

At least Two Different Certified Appraisers for the Observations

Teacher Observation Minimum Average Ratings

Table using point system dimensions listed below

Unsatisfactory = 1

Slightly below proficient = 2

Proficient = 3

Slightly above proficient = 4

Exemplary = 5

Designation Level	Minimum Average Score Across Dimensions	Minimum Rating Required for each Dimension
Recognized	3.5 (70% of possible points)	At least 3 (proficient) on all dimensions
Exemplary	4 (80% of possible points)	At least 3 (proficient) on all dimensions
Master	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions

12 dimensions x 5 maximum points for dimension = 60 possible points

Total Dimension Score to Calculate Component Score

Total dimension scores / 8 total dimensions = Average Dimension Score

	Exemplary - 5		Proficient - 3		Unsatisfactory - 1
Standards and Objectives					
Teacher Content Knowledge					
Thinking					
Presenting Instructional Content					
Teacher Knowledge of Students					
Academic Feedback					
Lesson Pacing and Structure					
Grouping					
Expectations					
Engaging Student and Managing Behavior					
Environment					
Respectful Culture					

Raw Score = Overall average = Overall percentage =

**Calibration & Observation Trends**

Regular appraisal calibrations will take place on campuses and district wide. During calibration activities, appraisers observe instruction, collect evidence, come to an agreement on observation ratings, and determine how evidence is to be collected during evaluations. Campus principals will calibrate with all certified appraisers on their campus (assistant principals, master and mentor teachers). Central administration will schedule district wide calibration events.

GISD will review teacher observation trends at the end of each nine weeks. This will be done at both the district and campus levels. Skew in teacher observation trends at the campus level will be identified by reviewing and comparing trend data by subject, grade, appraiser, department and dimensions in DMAC reports. If there is skew, we will continue to calibrate as a team to norm on clearly identifying the areas that are skewed. We will utilize NIET resources for our calibration. Skew in teacher observation trends at

the district level will be identified by reviewing and comparing trend data by subject, grade, appraiser, campus, department and dimensions in DMAC reports. If there is skew, we will continue to calibrate as a team to norm on clearly identifying the areas that are skewed. We will utilize NIET resources for our calibration.

After our data review protocol process, campus and district leaders will meet to determine possible root causes of any skew found. We will consider many possibilities including issues with appraiser calibration, teacher instructional practice, campus-specific issues, content specific issues and alignment of curricular resources and ancillaries, etc. We will also request teacher input as to possible root causes quarterly through PLC meetings or Cluster Meetings. If the data shows a skew (too high/too low) by an appraiser, then the district addresses such limitations by retraining appraisers and conducting calibration exercises for all appraisers and there will be continuous monitoring of calibration and incorporation of calibration practices with the appraiser(s) which displayed the excessive skew to ensure fidelity of the rubric. If excessive skew continues, the appraiser(s) will be removed from the appraisal process with teachers and receive a NIET Rubric refresher with calibrations with NIET staff.

Skew could be due to an appraiser consistently rating teachers too high or too low. Irregularities could also be due to teacher instructional practice deficiencies on individual dimensions of the teacher appraisal instrument. If the skew is related to appraiser scoring, the individualized coaching and mentoring support is provided to teacher appraisers by principal, district officials, or NIET staff. A principal, district official, or NIET staff member will accompany the teacher appraiser to observe a minimum of two teaching lessons. When the skew is due to teacher deficiencies, support is provided through individualized mentoring/coaching and PLCs or Cluster Meetings. The content for PD sessions are tailored to the needs of teachers based on identified instructional deficiencies. The district's HR leader monitors the impact that PD is having on teacher observation scores to see whether teacher instructional behaviors are improving.

GISD reviews the congruence of teacher observation data and student growth data annually as a part of its needs assessment and district improvement plan process. GISD will routinely implement collaboration walkthroughs for all appraisers and will address root causes of lack of correlation of observations and student growth data. GISD will compare teacher observation data with student growth data annually as a part of its annual needs assessment district improvement plan process to determine if there is a positive correlation. If there is a lack of congruency in the teacher observation and student growth data, our district leadership team will conduct a thorough analysis of the datasets to determine the root cause. It may be that there is a lack of congruency at individual campuses or the district as a whole. It is important for the district and campus administrators to understand exactly where the lack of congruency is coming from. It may be that there are issues with the validity and reliability of a particular student growth measure, or it could be due to inconsistency in teacher appraisal scoring, or it could be due to teacher instructional practices. The district will examine the data to determine whether the skew is likely attributable. District and campus instructional teams will then provide individualized coaching support to address the root cause of lack of congruency. If it is determined that there is a lack of correlation in teacher observation data and student growth, GISD will address the root cause by one of the following ways: (1) have NIET staff provide additional support to teacher appraisers if the skew is due to a lack of appraiser calibration; (2) provide additional support to teachers on instructional practices through mentoring/coaching and

through regularly scheduled PLCs or Cluster Meetings if the skew is due to teacher instructional practice deficiencies; or (3) provide additional oversight on student growth implementation processes/procedures if the skew is due to invalid or unreliable student growth measures.

### **Student Growth Measure**

The percentages below are the current statewide average performance standards for student growth in each of the three teacher designation levels, regardless of the student growth measure used. District may adjust these growth measures to correlate with actual student growth and achievement numbers.

Recognized Teacher	Exemplary Teacher	Master Teacher
55% of students meet or exceed expected growth	65% of students meet or exceed expected growth	70% of students meet or exceed expected growth

Calculating:

Number of students who met or exceeded growth expectation / Total number of students with an expected growth score (who completed final assessment) = Percentage of Students

#### **District Pre/Post Tests**

Gladewater ISD has selected to use locally-created pre/post tests for the student growth measure, knowing that validity and reliability can be ensured through appropriate training and guidance from the local ESC or another outside agency. The lone exception is the Physical Education curriculum, for which the district will use the Fitnessgram assessment to measure student growth. All district-created pre/post tests will be reviewed for alignment to standards and for appropriate grade-level rigor. The bulk of the assessment items will be taken from DMAC, the TEKS Resource System, and STAAR/EOC resources. Teacher input was gathered via in person meetings, surveys, digital communication, etc. and considered in determination of which student growth measure would be used for each eligible teaching assignment.

Gladewater ISD will ensure that teacher student growth data used to determine designation aligns to the statewide performance standards for student growth. Our district's calculations will utilize TEA standard recommendation calculations to identify the designation level in which a specific teacher's growth measure qualifies. This percentage, in conjunction with the other weighted measures, will be used to determine the final designation eligibility for a teacher. GISD has and will continue to widely communicate the statewide performance standards to teachers through internal messaging, or website (the proposed plan posted), and in various campus meetings (PLC's assemblies, etc). Gladewater ISD will use PRE and POST Test for a Student Growth Measure. The state approved platforms will calculate an individual student predicted growth score. The district will provide all eligible teachers training in how student growth will be calculated. When an approved platform is not used, individual predicted growth measures will be calculated using a cut measure of 10% growth to determine meets or exceeds. Students scoring 90% or better on the pre-test must score 90% or higher on the post-test to show growth.

To ensure validity and reliability, GISD requires training annually on the administration of all student growth measures used. GISD will contract with appropriate professionals and/or the local ESC to provide this training. Scanning and scoring of assessments will be completed at the Campus Leader and District Leader levels and scores shared and discussed with teachers through the lens of the State Standards and percentages. GISD will utilize protocols similar to those used for state academic assessments. District and campus testing coordinators as well as the district HR director will be involved in this process. The campus testing coordinator in turn trains each teacher in those protocols.

Once all persons charged with creating valid and reliable pre/post tests have been trained, GISD will ensure the alignment of each test to the appropriate standards through a vetting process involving appropriate instructional personnel and administrators. An outside vetting agency will be employed if there are any alignment concerns. Additionally, all content with assessment questions in DMAC and TAG will utilize this resource to ensure standards alignment is in place.

Teachers of the course content along with district instructional leaders certified in the content for which a standards-aligned pre-test/post-test is being developed are included in developing reviewing, and approving the initial assessment to be used. One of the qualifications required for creating the assessment is to be a district instructional staff member with 3+ years experience in the subject or we will seek assistance from outside source that provided the assessment training or the ESC for assistance. Pre/post tests will be created by committees of certified teachers and administrators. These persons include the classroom teachers, district and campus leaders, and possible outside sources in the vetting and final approval process. The outside agency that provides training on the process may also assist in the creation of pre/post tests.

Gladewater ISD will require a rigorous approval process for the creation of all pre-tests/post-tests. The persons listed above in #5 - classroom teachers, district and campus leaders, and possible outside sources will: check standards alignment along with scope and sequence; check the measure of growth in the test of representative body of students and teacher ability for growth.

GISD is using the "Statewide Student Growth Performance Standards" as its model for calculating a teacher's end-of-year student growth percentage. The procedures are reviewed in August and published for teachers to access. After the pre-test is administered, a baseline performance data point will be determined for each individual student, which together with other data points will be used to establish a predicted growth score for each student. Once the post-test is administered, a growth score will be determined for each individual student by comparing the final assessment result to the initial predicted growth score. Students who meet or outperform their predicted score will be acknowledge as achieving expected growth. These results will be shared with teachers within one week of the assessment administration. BOY assessments will be given in the first 6 weeks of the school year. EOY assessments will be administered after the third 9 weeks of the school year.



### Local Designation Worksheet

Teacher Observation Component 50%		Dimension Score
<b>Instruction</b>		
Standards and Objectives		
Teacher Content Knowledge		
Thinking		
Presenting Instructional Content		
Teacher Knowledge of Students		
Academic Feedback		
Lesson Pacing and Structure		
Grouping		
<b>Learning Environment</b>		
Expectations		
Engaging Student and Managing Behavior		
Environment		
Respectful Culture		
	Total Domain Score	x/60
	Domain Average	
	Domain Percentage	
	Teacher Observation Score	

Student Growth Component 50%		
Pre and Post Test Growth Measure	Number of Students who met growth goal	Number of Total students with a growth score
	Total Growth %	
	Student Growth Score	

Designation Score:	
Teacher Observation Score	
Student Growth Score	
Designation Score	
Teacher Name:	

Local Designation	
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	Cut Points
Recognized Score Range	*
Exemplary Score Range	*
Master Score Range	*varies from year to year based on state data averages

**Spending Plan**

Funding for teachers designated as Recognized, Exemplary, and Master under the Teacher Incentive Allotment (TIA) will flow from the state to Texas school districts. The statute requires that 90 percent of the funds earned through the district’s local designation system be spent on teacher compensation on the campus where the designated teacher works. TEC Section 48.114 (i)(1)(A) states that: “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.”

The statute states that TIA funds **are not considered a property right**. The district should spend no more than 10 percent of TIA funds at the district level to support rollout and implementation of TIA. The state will calculate rural and socio-economic tier funding status annually based on student enrollment. Allotment funds will be based on the socio-economic status of the campus and not the individual students assigned to the designated teacher. If a designated teacher moves campuses from one school year to another, the allotment that designated teacher generates will be recalculated based on the new campus rural and socio-economic tier funding status.

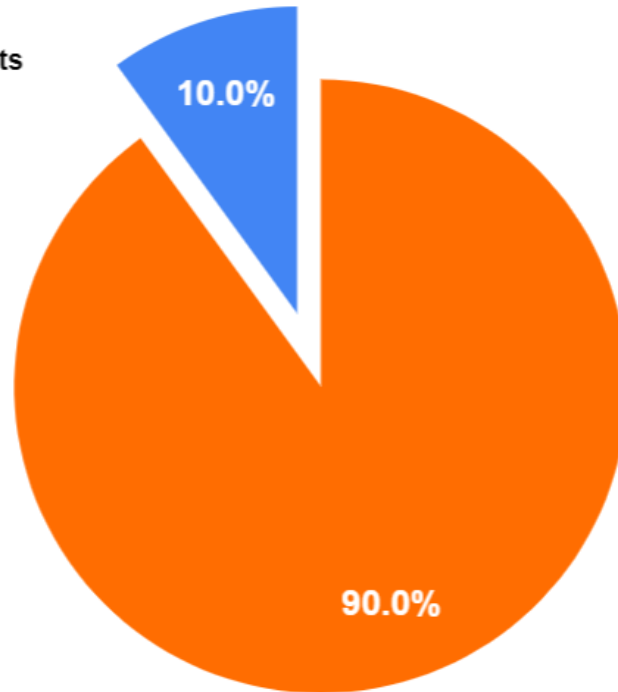
**Teacher Designation Award Amount Determinations**

The funding available from the Teacher Incentive Allotment varies by designation. The exact amount of funding per teacher is determined by a formula that takes into account the designation earned, the level of socio-economic need at the teacher’s assigned campus and whether the campus is rural. Funding for a Recognized designation ranges from \$3-9K, Exemplary designation ranges from \$6-18K, and Master designations range from \$12-32K.

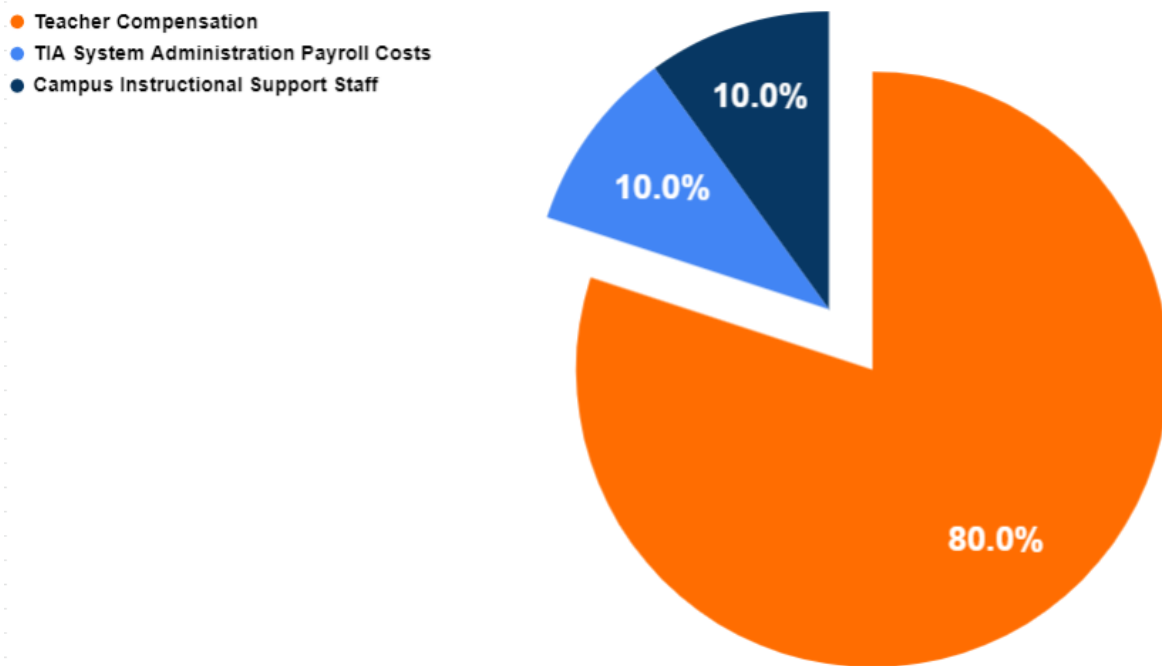
### Distribution of Compensation

Statute requires that 90% of TIA funds be distributed directly to teachers at the campus in which the designated teacher is employed at the time the TIA funds are allotted. The remaining 10% will be used to cover employer paid benefit and payroll costs related to the TIA compensation. TIA funds will be reported as TRS eligible wages.

- Teacher Compensation
- TIA System Administration Payroll Costs



Of the 90% required to be spent on teacher compensation, TIA designated teachers will receive a direct payment equal to 80% of the 90% required to be spent on teacher compensation. 10% of the 90% will be spent on instructional support staff.



### **Frequency of Compensation**

Allotment funds will be paid in addition to the designated teacher's current salary schedule. The allotment funds will work in conjunction with the current district salary schedule. TIA monthly payments will be made from May to August. All allotment funds will be paid by August 31.

For any funds received by Gladewater ISD for a designated teacher under the Teacher Incentive Allotment (TIA), (80) percent will be paid to the designated teacher. The other (10) percent will be paid equally to the qualifying instructional staff on the designated teacher's campus. If there are no qualifying instructional staff, the teacher would receive the entire amount. The remaining (10) percent will be used for training and support of the system, expansion of the system, administrative expenses, professional development. Should the district receive funding for a designated teacher who has resigned or retired, the district will forward payment to the resigned or retired teacher as soon as practicable.

GISD involved a variety of stakeholders, including central office administrators, business office, HR personnel, and teachers from each school selected by their peers, in the TIA planning process. As a committee, these stakeholders reviewed and analyzed a number of possible methods for the distribution of TIA funds. Once the committee agreed on a suggested plan for fund distribution, that information was taken back to the schools for teacher approval. The decision reflected debate, collaboration, and compromise. GISD will use the same plan for newly hired teachers with a previous designation as with teachers who earn a designation through our local system

### **Impact of Compensation**

TIA compensation stipends will be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits. TRS benefits are subject to TRS rules and regulations.

### **Criteria for Instructional Support Staff Members to Earn TIA Funds**

Instructional support staff members who meet the following criteria will have the opportunity to earn TIA funds. The instructional support staff member must directly impact the growth of students, be assigned to a Designated Teacher at least 90% of the school year and have a minimum of 90% attendance rate for the school year. 10% of funds generated by designated teachers will be divided among support teachers who meet the above criteria.

### **Movement of Designated Teachers**

If a Designated Teacher leaves the district prior to Winter Class Roster Verification (generally in February of each school year), Gladewater ISD will not receive allotment funding for the designated teacher and therefore no TIA compensation will be given to that teacher nor the instructional support staff member. If a Designated Teacher leaves the district after Winter Class Roster Verification (generally in February of each school year) due to retirement or resignation, Gladewater ISD will provide TIA compensation at the time of payoff. The instructional support staff member will receive compensation the year of payoff as long as he/she was assigned to the Designated Teacher at least 90% of the school year and had at least 90% attendance. The instructional support teacher will not receive compensation for future years after the Designated Teacher has left the district. If the Designated Teacher retires or does not return to a Texas classroom, no further TIA compensation will be received after the payoff. In order for a Designated Teacher that has moved to another classroom in a new Texas school district to receive TIA compensation for the remaining years, the Designated Teacher will need to work with their new Texas school district or charter school to be compensated under TIA. In this case, the amount of funds earned under TIA would follow the new district's TIA spending plan and allotments provided by the state for the particular campus based on "rural/non-rural" and "economically disadvantaged" Tier status.

If a Designated Teacher moves between campuses within Gladewater ISD during the school year, Gladewater ISD will provide TIA compensation to the designated teacher based on the campus where the Designated Teacher was assigned during Winter Class Roster (generally in February of each school year). If an instructional support staff member moves between campuses and/or between teachers within Gladewater ISD during the school year, Gladewater ISD will provide TIA compensation to the instructional support member during the school year if the support staff member directly served students of the Designated Teacher he/she was assigned to at least 90% of the school year, with at least 90% attendance and was assigned during Winter Class Roster.

If a Designated Teacher moves into the district prior to Winter Class Roster Verification (generally in February of each school year), the Designated Teacher will receive TIA compensation based on the campus where the Designated Teacher was assigned during Winter Class Roster. Instructional support

staff are not eligible for compensation for teachers that move into the district because they were not assigned to the Designated Teacher during the data capture year.

If a Designated Teacher moves into the district after Winter Class Roster Verification (generally in February of each school year), Gladewater ISD will not be responsible for paying TIA compensation to the Designated Teacher. In order for a Designated Teacher to receive TIA compensation the Designated Teacher will need to work with their former Texas school district or charter school to be compensated under TIA. Gladewater ISD will provide the Designated Teacher's compensation for the remaining years of the teacher's designation. The amount of funds earned under TIA would follow the GISD TIA spending plan and allotments provided by the state for the particular campus based on "rural/non-rural" and "economically disadvantaged" Tier status. Instructional support staff are not eligible for compensation for teachers that move into the district because they were not assigned to the Designated Teacher at the time the designation was awarded.

If a Designated Teacher is no longer serving in an eligible teaching position the year following the data capture year, Gladewater ISD cannot recommend a teacher to the state for a TIA Designation. For example, if a teacher is Designated as a result of data collected in the 2021-22 school year, but the teacher moves into an Assistant Principal position in the 2022-23 school year, that teacher cannot be put forth for a designation because they are no longer serving in an eligible teaching position. Instructional support staff are not eligible for compensation since the district will not recommend the teacher to the state for a TIA Designation.

### **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 Human Resources 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.)

### **Board Approval of Spending Plan**

Allotment funds will be paid as a stipend in addition to the designated teacher's current salary schedule. Funds are TRS eligible. Funds distribution methods will be communicated to staff during in-service training prior to the beginning of school. Our board will approve the expenditure of funds once the funds have been designated.

## **Questions and Appeals**

Questions regarding award amount or determinations of eligibility may be directed to Kimberly Dolese at (903) 845-6991 or via email at dolesek@gladewaterisd.com.

Appeals must be submitted in writing and emailed to Mrs. Dolese no later than January 31, each year. Appeals submitted after this deadline will not be reviewed. The appeals committee will meet to review written appeals regarding meeting eligibility criteria as adopted by the Gladewater ISD Board of Trustees in February of each year. The appeals committee will be made up of the Assistant Superintendent and two campus administrators from other campuses. Eligibility criteria approved by the Gladewater ISD Board of Trustees will not be changed or amended.

Notifications regarding the results of the appeal will be submitted in writing by the end of February, via postal service mail and electronic mail. Documentation to be reviewed are: Personnel file, attendance records, employee assignment, achievement or growth results, Accountability Reports, and any other pertinent documentation submitted for review.

## **Board Support**

The Board of Trustees has acknowledged its support of the District taking the actions necessary to participate in the Teacher Incentive Allotment Program, including submitting an application, submitting a plan, and engaging in the plan development process with the State of Texas. The district's compensation plan is approved annually by the Board of Trustees. TIA compensation is included in the district compensation plan. The Board of Trustees will approve the expenditure of TIA funds as part of the annual budgeting process in August of each year. The district may propose a budget amendment to the Board of Trustees in April or May of each year after the final allotment is determined for the district by the state.

## **District Support**

Designated teachers that are new will participate in the campus/district training on the Teacher Incentive allotment and the Local Designation System. Designated teachers new to a campus will receive support individually from campus principals, department heads, master and mentor teacher and professional learning community (PLC) leaders. Campuses will provide flex days and other training targeted to support teachers in obtaining a designation. Campus leaders will support designated teachers through mentorships, meeting, and targeted professional development. The campus needs assessments will include a review of designated teachers and the Local Designation System. Data collected will be used to determine need by campus and teaching field, and if teachers receiving designation are distributed across the district in an equitable manner. GISD will use the needs assessment process to evaluate teacher experiences and perceptions about the local designation system. Gathered information will help determine PD planning.

When TIA funds are received, they will be highlighted and used to promote GISD as a desired work place. GISD will utilize Regional Education Centers, job fairs, and virtual conferences to recruit effective teachers to the district. Campuses will provide flex days and other training targeted to support teachers in obtaining

a designation. Teacher career pathways similar to those of the NIET TAP System, Career Teacher, Mentor Teacher, Master Teacher, may evolve as a result of our implementation of the TIA program.

Gladewater ISD will track and collect employee retention data, employee satisfaction data and student achievement results as well as other data to monitor the impact other TIA program on the district. The district will encourage participation in the TIA annual program evaluation surveys through the TIA website, email, and faculty meetings. The district will track and collect employee retention data, employee satisfaction data and student achievement results.

All teachers will participate in the local designation plan. Campus and district administrators will ensure that all teachers are observed three times and that their students are pre and post tested. During the data capture year and all TIA years, district and campus administrators will work to ensure that teachers know the TIA plan, receive appropriate NIET Teaching and Learning Standards training and coaching, and are observed/evaluated according to the plan. Additionally, district and campus administrators will ensure that our local designation plan is carried out with fidelity.