

LEGACY PREPARATORY



CHARTER ACADEMY

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CHARTER ACADEMY
TIA MANUAL
2019-2020***



Strength of Teacher Evaluation Rubric

- LPCA utilizes a research-based teacher evaluation system/rubric that meets the requirements of [TEC 21.3521](#)
- Teacher evaluation rubric is a nationally recognized rubric T-TESS, that is aligned to nationally recognized rubrics and includes indicators of instructional effectiveness, supportive learning environments, data-driven instruction, and teacher professionalism
- All indicators have detailed and observable descriptors and correlated growth levels.

Schedule of Observations

- Teachers receive annual extended observations with feedback and shorter observations with feedback consistently throughout the school year from campus and district instructional leaders. Teachers will receive at least one, 45 minute observation that includes a pre and post conference.
- Teachers who have taught between 1-3 years may have an additional unannounced observation.
- Each year, LPCA will publish the requirements for number and type of observations used in rating teachers.

Calibration for Evaluators

- Teacher evaluators are trained and/or certified annually on the teacher evaluation rubric.
- LPCA District leadership implements a system for calibration within and among campuses.

Congruence of Observation Ratings to Student Growth

- District leadership analyzes the alignment between teacher observation ratings and student growth.



District Review of Observation Data

- TIA Manager and LPCA leadership regularly analyze teacher observation trends across campuses, teaching assignments, and appraisers to look for and address potential rating incongruities.
- TIA Manager and LPCA leadership provide coaching and other supports in response to the observation data review to ensure accuracy and reliability across the district’s system.
- LPCA leadership actively reviews inter-rater reliability measures for all raters and provides calibration support as needed within and across campuses.

Student Growth Measures Included In Annual Teacher Summative Ratings

- Training is conducted at the start of each school year to clearly communicate the plan for how student growth measures affect a teacher’s annual summative ratings.
- Student growth measures are clearly defined and used for all teachers put forth for designation.
- Multiple demonstrations of student learning are used to measure student growth.

Quality of Student Growth Measures and Their Implementation

- LPCA utilizes student growth measures such as:
 - MAP tests
 - Pre and Post Tests
 - SLOs
- Assessments used to measure student growth are valid and reliable
- Assessments used to measure student growth are implemented with fidelity, according to vetted testing protocols established by NWEA.

LPCA Rules and Processes Ensure High Levels of Validity and Reliability of Student Growth Measures

- Campus and LPCA leaders disaggregate and analyze student growth trends in multiple ways, including by student groups, teaching assignments, and campuses, as well as historical student growth data to ensure results are accurate and reliable.
- LPCA has appropriate internal procedures to evaluate outlier trends in the data in order to detect and prevent irregularities.



****Note LPCA’s local designation systems includes both teacher observation data and student growth data.***

Resources, Policies and Frameworks
<ul style="list-style-type: none"> • LPCA provides resources for its local designation plan, including: <ul style="list-style-type: none"> ○ Written guidelines for all aspects of the teacher appraisal system, TTESS and for student growth measures using MAP assessment. ○ All information is posted on the K-12 District Drive clearly accessible for LPCA staff, and on the LPCA website for the public ○ Detailed resource manuals for teachers, campus and LPCA leaders, and other stakeholders ○ A written plan for how the allotment funds fits in with the overall strategic compensation plan of the district and timelines for teacher payout will be posted at the start of each school year

Clear Plan For How TIA Will Work With LPCA’s Current Strategic Compensation System
<ul style="list-style-type: none"> • The TIA funds will supplement the current district salary schedule. The funds will be used to compensate teachers working at the highest needs campuses who hold levels of designation (Recognized, Exemplary, Master). • TIA funds will be TRS eligible. • TIA funds will be distributed to designated teachers (65%), supporting teacher (25%), and district cost (10%). • TIA funds are calculated by TEA, campuses are Tiered by Socio-Economic level of the campus and Rural Status (see TEA HB3 in 30 Video presentation). • If a teacher moves to another campus in the district teacher compensation will be compensated with the new campus multiplier if the move occurs before snapshot. If the move occurs after snapshot, the incentive will be calculated using the original campus' multiplier. • National Board designated teachers: New teachers to the District will be required to provide this information during their onboarding process. • Current LPCA teachers will be instructed to inform Human Resources upon receiving a National Board Designation. The Human Resources Department will communicate National Board Certification to the District Leadership when documentation is presented so that the Recognized designation can be assigned.
Onboarding Plan



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| <ul style="list-style-type: none">• LPCA 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. |
| <ul style="list-style-type: none">• The support plan includes an assigned 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. |
| <ul style="list-style-type: none">• All designated teachers new to the same campus receive support as a group, in addition to individual support. |

Retention of Designated Teachers

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| <ul style="list-style-type: none">• LPCA leaders will use data on highly effective teachers to inform staffing plans, professional development, and improve equity of access to effective teachers. |
| <ul style="list-style-type: none">• The District encourages participation in TIA program, evaluation surveys, and local program evaluation surveys and uses the feedback for continuous improvement. |
| <ul style="list-style-type: none">• LPCA has developed a support system for designated teachers to continue to evolve and grow. The designated teachers are offered the opportunity to attend specialized trainings and share this knowledge with their peers. |
| <ul style="list-style-type: none">• They are offered leadership roles and opportunities to facilitate professional learning communities. |
| <ul style="list-style-type: none">• Expectations are derived from the designated teachers' practices and shared. |
| <ul style="list-style-type: none">• Designated teachers are respected and validated when placed in these roles. When afforded these supports and opportunities the likelihood of retention increase tremendously. |

Requirements to receive funds

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| <ul style="list-style-type: none">• No more than the allotted personal and state days in one school year may be used (8) to qualify for TIA funds. This excludes FMLA and bereavement leave. |
| <ul style="list-style-type: none">• A teacher must be the teacher of record for 151 days of the instructional school year. |
| <ul style="list-style-type: none">• The teacher must be a certified teacher to receive funds from the 90% of the designation funds. |

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