

A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to a group of young students. The students are also sitting on the floor, looking at the book. They are in a classroom setting with bookshelves filled with books and blue storage bins in the background.

Teacher Incentive Allotment (TIA) Guidance for PEIMS Coding

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Objectives

Understand the eligibility requirements and mechanics of TIA teacher designations

Use guidance to correctly identify and code Role IDs for atypical teaching positions

Teacher Incentive Allotment Theory of Action

“In addition to helping **attract and keep their effective educators** in the classroom, public schools implementing these systems would be able to identify their more effective educators and then provide **incentives for them to teach at their most challenged campuses**, increasing the equitable distribution of effective educators.”

- Texas Commission on Public School Finance

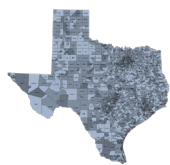
Key Points: Teacher Incentive Allotment (TIA)



3 new designations (Master, Exemplary, Recognized) based on teacher effectiveness, added to teacher's SBEC certificate



LEAs will receive \$3-32K annually per designated teacher



Greater funding for designated teachers on high-needs and/or rural campuses



LEAs must use at least 90% of funds on teacher compensation on designated teacher's campus



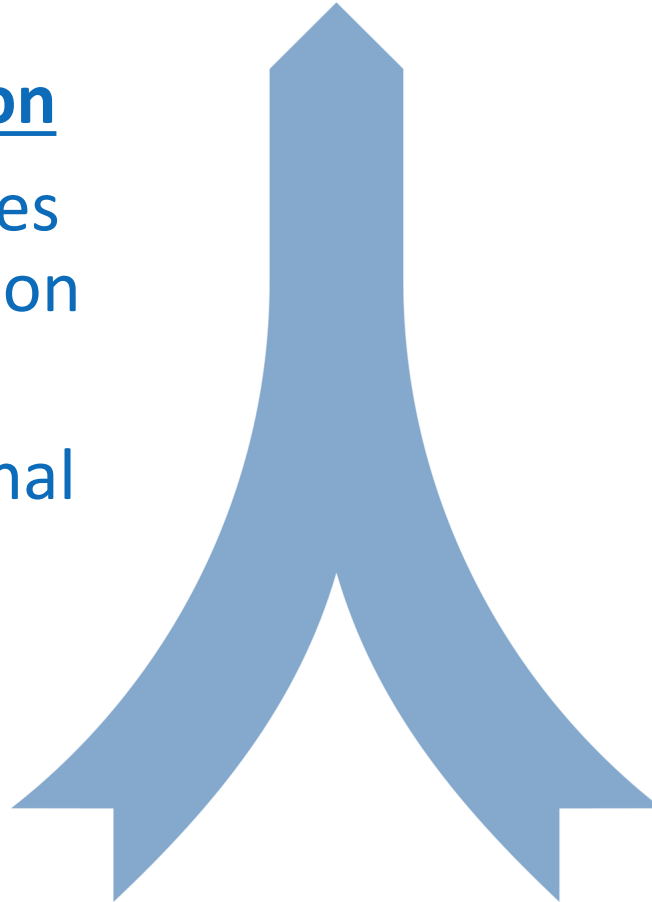
5-year designation validity, regardless of teacher placement (subject, school, LEA)

Two Pathways to Earn Designations

National Board Certification

- Individual teacher achieves National Board Certification
- Districts may choose to support cohorts of National Board candidates.

fairly automatic

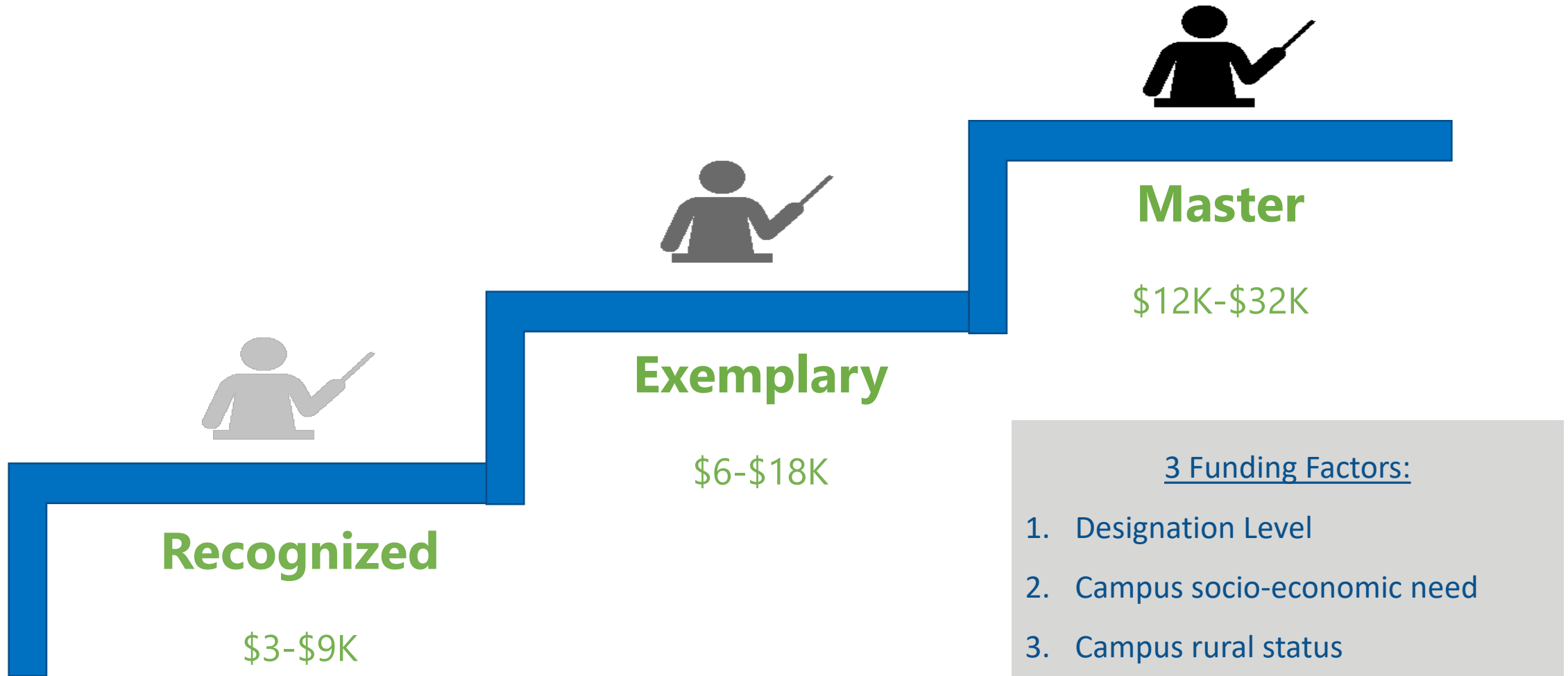


Local Optional Teacher Designation System

- District-created system
- District system is approved
- District determines and issues teacher designations

application & approval process

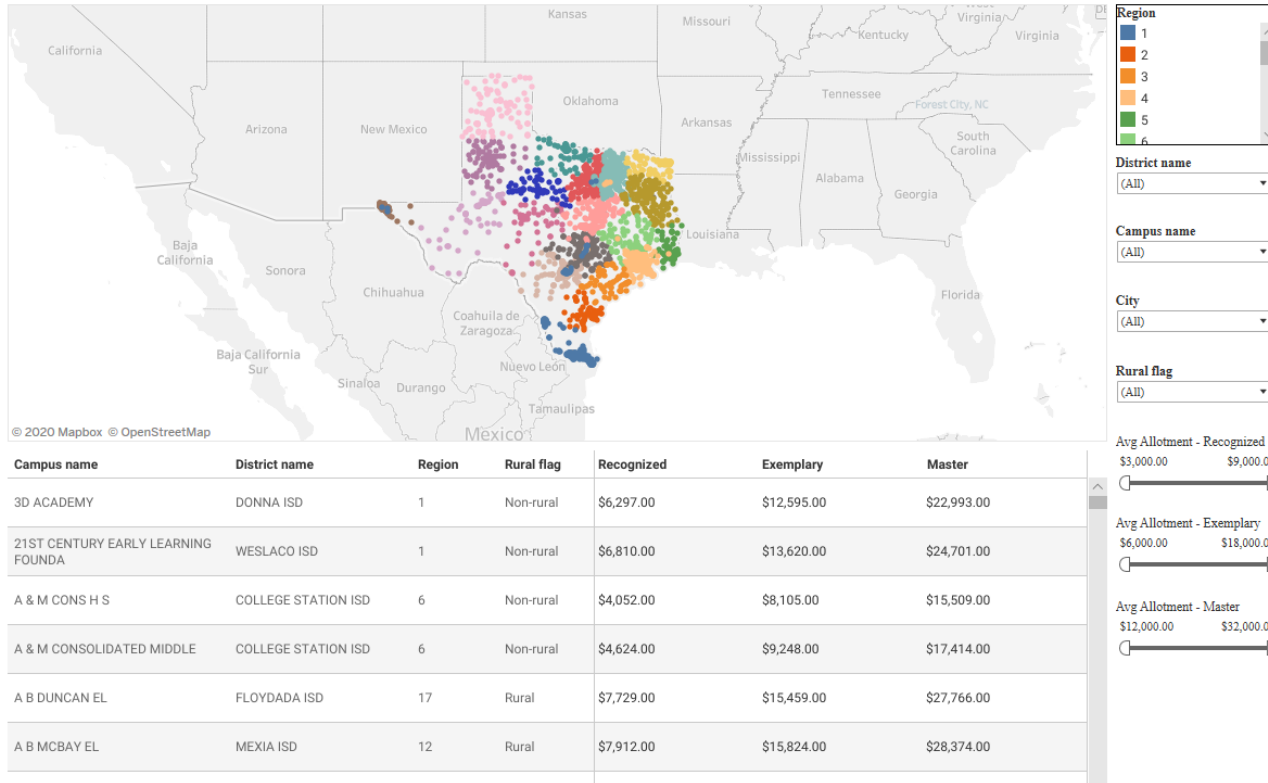
Funding per Designation



Eligibility for Designations under TIA

- Districts may only submit teachers for designation if they are coded 087 Teacher Role ID.
- Are **NOT** required to be a teacher of record or a campus-based classroom teacher
- TEA will ensure that designated teachers only generate annual allotment funds if coded 087 in Winter Class Roster
- Goal: 100% of eligible designated teachers generate annual allotment

Allotment Funding Considerations



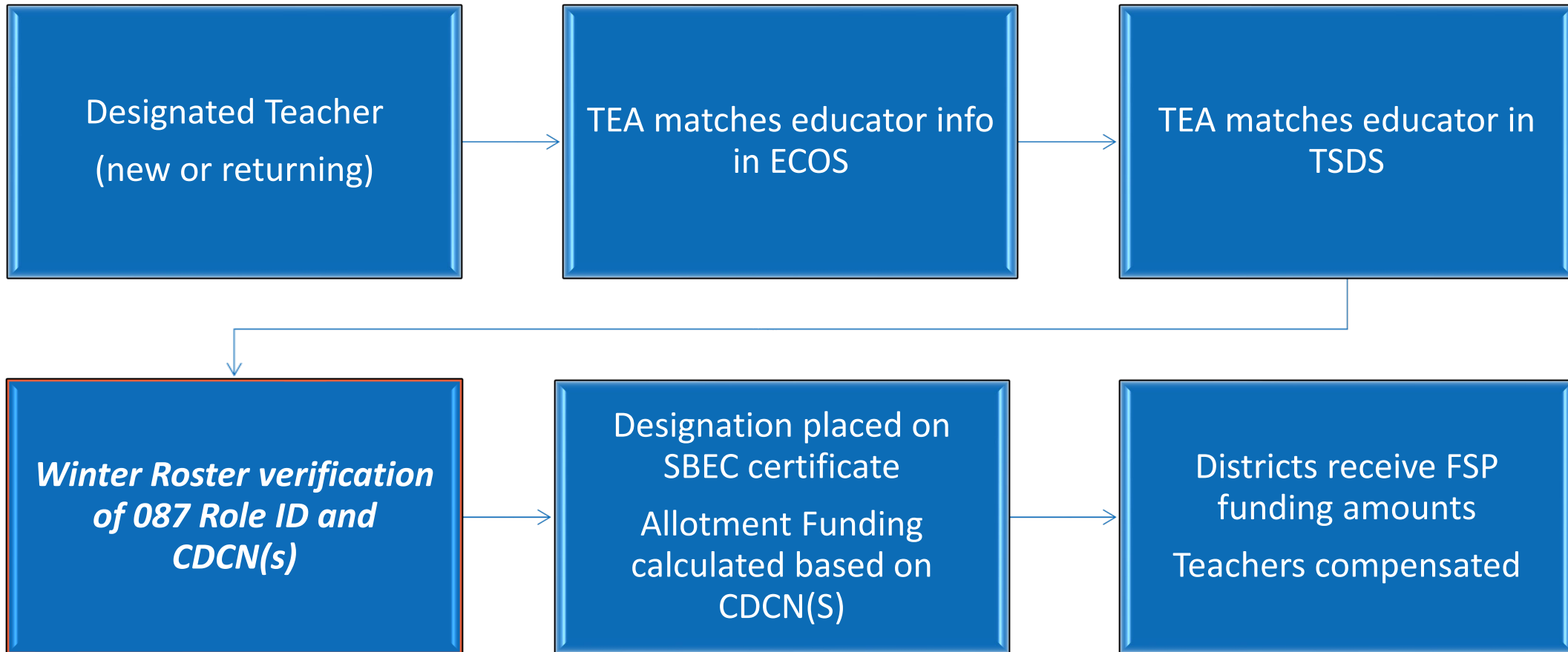
- Annual funding ranges from \$3-\$32K based on the campus(es) where the designated teacher works.
- For teachers working at multiple campuses as an 087, the payout will be calculated as an average of each campus' allotment.
- Districts will receive an annual report of funding by designated teacher and campus.
- Allotments for centrally assigned teachers will default to the district average.

Why Winter Roster?

- Spirit of legislation: reward highly effective teachers, incentivize highly effective teachers to work with *students* at high needs and rural campuses.
- Once a teacher is designated, must have an automated method to determine eligibility, placement, and position *annually*.
- Commissioner rules for eligibility:
 - 087 Teacher
 - Creditable year of service
- Statute: Allotment funding calculated based on campus of employment and designation level.



Winter Roster Impact on Designations and Funding



Atypical Teaching Positions and TIA

- Theory of action: the most highly effective teachers will be incentivized to work at highest needs campuses and/or hard to staff positions.
- Districts/campuses often place their most valuable teachers in flexible positions where they can work with the highest number of students based on an identified need for specific instruction.
 - Reading specialist
 - Dyslexia teacher
 - Interventionists (all subjects)
 - Serving students at multiple campuses
 - GT
 - Adaptive PE
 - BVI
 - Campus-created positions using Title One funding

Push-in Support vs. Pull-out Support

Push-in support

Generally 087, Classroom Position Type 02, 03

- Teacher is working in the classroom
- May provide general support to the teacher of record or work with specific students with special needs (co-teacher, inclusion teacher, behavior support)
- Provides instruction to students

Pull-out support

Could be miscoded 113 or 114, should be 087, Classroom Position Type 01

- Provides instruction to students, possibly in a separate setting
- May be assigned to a campus or centrally assigned
- Often not linked to students in attendance system or class roster
- Campus and students may vary or rotate based on:
 - *State and local data*
 - *Progress through IEP goals, achievement goals, or a program*

General Guidance for 087 - Teacher

Verify before coding an atypical position 087

- Is the primary job function providing regular instruction to students? **Instruction is tied to TEKS or program standards.**
- Must they have a valid teaching certificate to perform their duties?*

**Charter exception*

Positions NOT coded 087

May also be in the classroom, but main job function is not providing regular instruction to students

041 - Teacher Facilitator

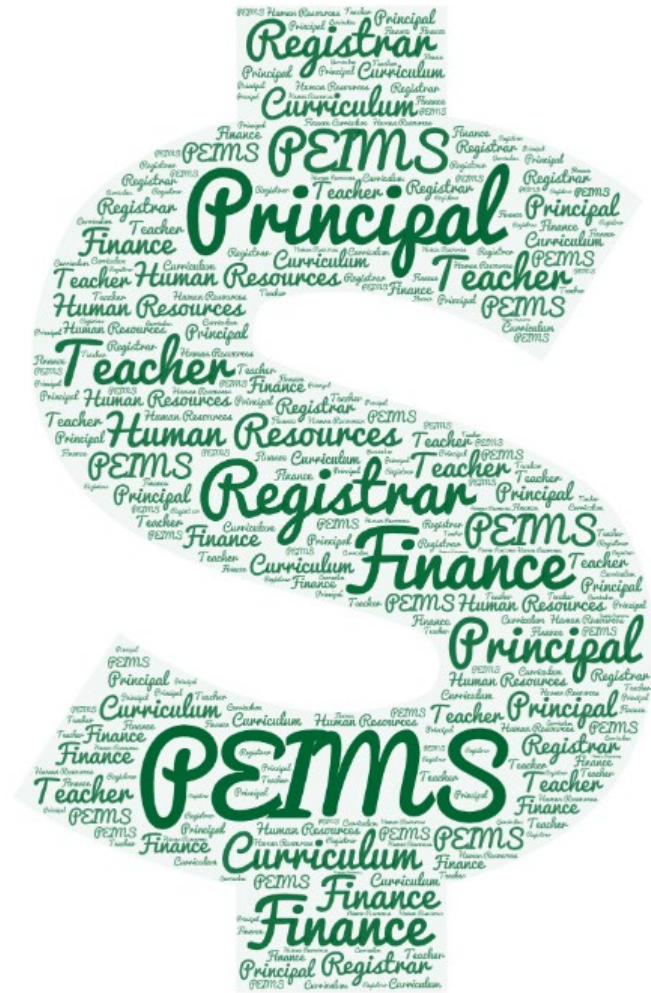
aka Instructional Coach, Instructional Specialist, Teacher Leader, Mentor Teacher

114 - Other Campus Exempt Professional Auxiliary

113 - Other District Exempt Professional Auxiliary

Identifying Teachers in Atypical Roles

- Who is responsible?
- What happens when a teacher is not on the master schedule?
- If a teacher is on more than one campus, who is responsible?
- If a teacher is assigned to the district office, who is responsible?
- Collaborative effort between, PEIMS, Campus, HR and Finance



Scenarios: Flower ISD, Centrally Assigned Teacher

- *Glenda has a Recognized designation for being a National Board Certified Teacher (NBCT). She provides dyslexia **instruction** at five campuses in her district. Students begin and exit the program at varying times based on progress. She **rotates** on a regular schedule, **pulls** students to work in the library or small classroom, and takes attendance by hand. She is **not linked** to her students in PEIMS. Her supervisor is a district-level employee.*

Scenario Reporting:

- What should be reported in Winter Class Roster:

Glenda should be reported as a teacher (087) in Winter Class Roster.
Additional guidance will be released on the nature of reporting.

Fiscal Impact: \$3,000 - \$9,000 **received** by LEA.

Scenarios: Flower ISD, Teacher Leader

- *Flower ISD hired Jarrod for a Teacher Leader position. Jarrod is a Master designated teacher. He provides **classroom support** to developing **teachers**. He **occasionally** works with students or **covers** classes for teachers to attend ARD meetings. His **primary function** is to **improve teacher performance** through observation and feedback cycles. His supervisor is the campus principal.*

Scenario Reporting:

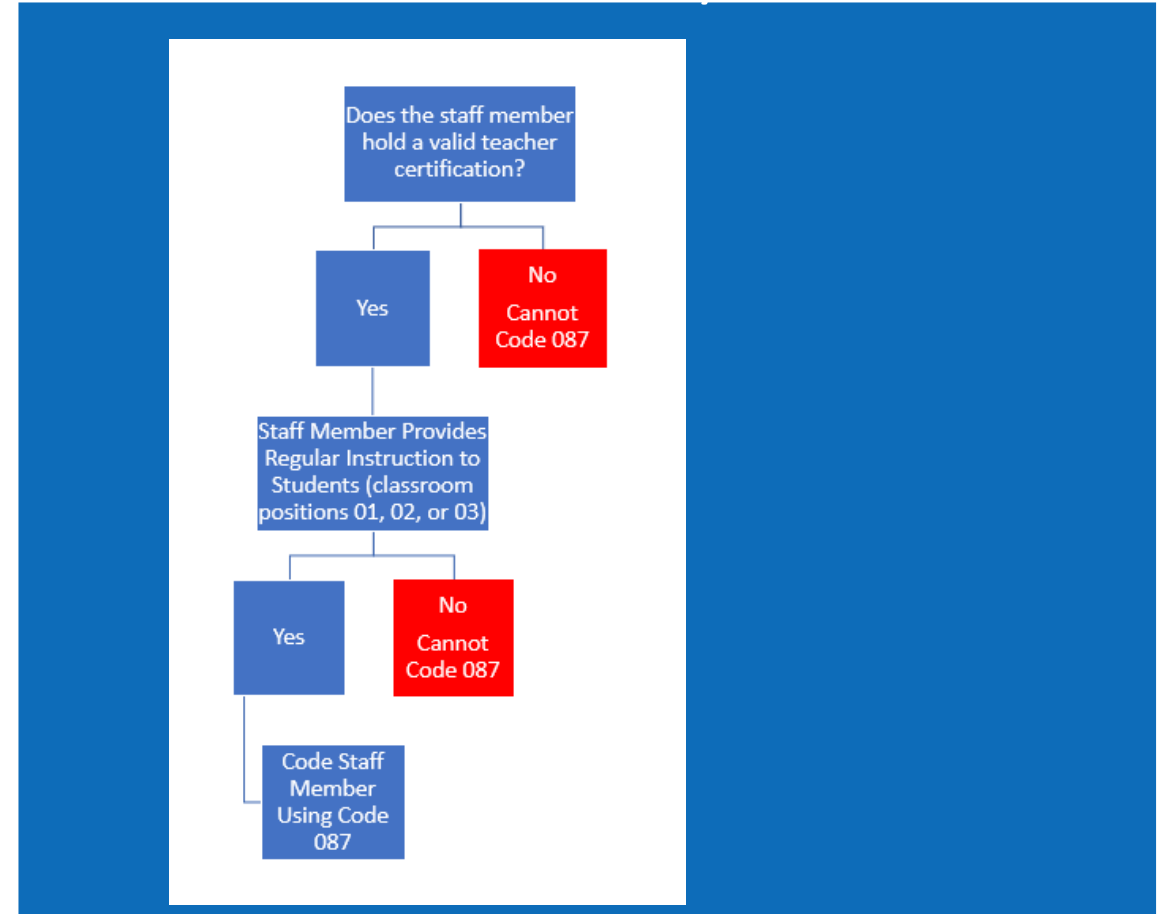
- What should be reported in Winter Class Roster:

Jarrod should not be reported in Class Roster since he does not provide student instruction.

Fiscal Impact: \$12,000-\$32,000 received by LEA. LEA is ineligible to receive funds.

Role ID 087 Complexities

- Depending on SIS, staff member may need an independent course built to show the values in TeacherSectionAssociationExtension.
- Staff member may need to be reported with multiple courses on multiple campuses.
- LEA must consider all certified staff members to determine if they provide regular instruction.



Key Takeaways

- Teacher Incentive Allotment funding is dependent on accurate reporting in Winter Class Roster.
- Atypical teaching positions may require more investigation prior to assigning Role ID 087.
- Teachers providing instruction to students must be coded 087 in Winter Class Roster and tied to the campuses they serve.



Resources

[Today's Deck](#)

Questions?

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