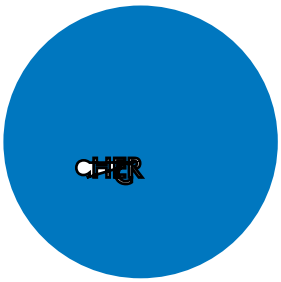
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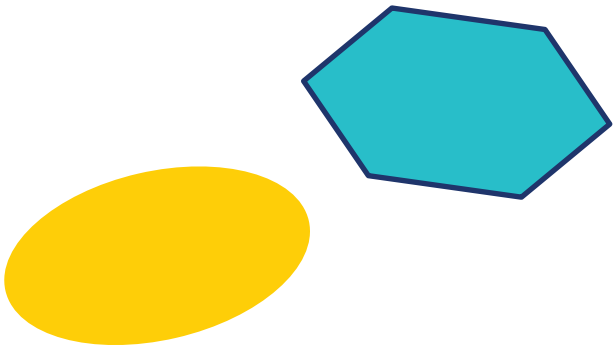


1 WELCOME TO IDEA TEACHER

All new to IDEA teachers, who do not yet have a record of results on an IDEA campus or those who need a second year of highly-prescriptive development after joining the organization.

2 EMERGING IDEA TEACHER

IDEA teacher with at least one year of experience and record of results. Student achievement is nearing expectations, but not yet meeting campus and district goals. Teachers' skills as rated on the Guideposts for Excellent Teaching are typically beginning pro cient.

3 HIGH PERFORMING IDEA TEACHER

IDEA teacher who consistently meets goals, with at least one year of experience, average rating of proficient on GET Oubric, positive relationships with students, parents, and colleagues. Approximately 40-50% of our teachers at IDEA.

4 ADVANCED HIGH PERFORMING IDEA TEACHER

IDEA teacher who exceeds goals, with at least two years of experience at IDEA, average rating of advanced on the GET O o Z l b [, models strong relationships with all stakeholders. These teachers represent the top 15-20% of teachers in the organization.

5 MASTER IDEA TEACHER

IDEA teacher who consistently exceeds goals and sets innovative and visionary goals for teachers throughout district, at least 5 years of experience, average rating of advanced to exceptional on GET O o Z l b [exemplary relationships with students, parents, and colleagues unequivocally irreplaceable. These teachers are in the highest 10% of teachers in the organization.

TCP Process Overview

JANUARY - MAY

- TCP RUBRICS, POLICIES, RESOURCES ARE REVIEWED AND DRAFTED
- WINTER TEACHER ASSIGNMENT SNAPSHOT USED TO DETERMINE TCP RUBRICS

MAY - JUNE

- ALL TEACHER APR GET WITH EMBEDDED CORE VALUES ARE APPROVED BY TEACHER MANAGER

JUNE - EARLY AUGUST

- TCP HUBSITE, HANDBOOK & RESOURCES ARE APPROVED AND UPDATED
- STUDENT GROWTH & GET WITH EMBEDDED CORE VALUES DATA IS COLLECTED AND IMPORTED TO TCP DASHBOARD
- TCP RUBRICS ARE UPDATED IN TCP DASHBOARD

LATE AUGUST

- TCP DASHBOARD TEACHER PROFILES ARE UPDATED FOR REVIEW
- CAMPUS COMPLETES TCP PREWORK FOR CAMPUS TCP PLACEMENT REVIEW

SEPTEMBER

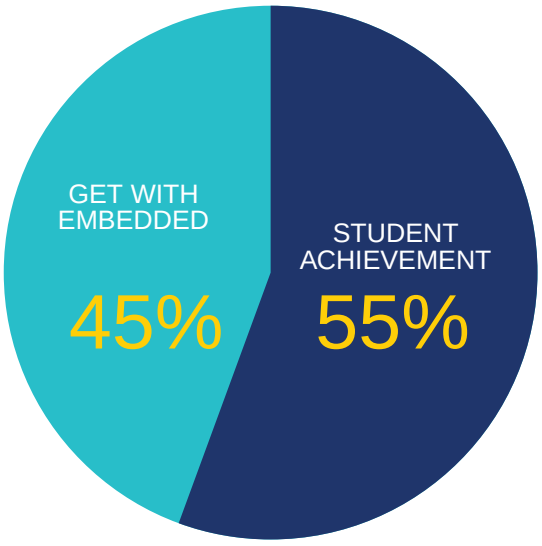
- CAMPUS TCP PLACEMENT & MANAGER REVIEWS

TAMPUS HANDBOOK &GS0 (GEWITH)P
2311 >>BDC (Y UNE7 (EM. 8C)37 (CEMENT REVIEW)]TJ EMC /P (en-US)/4

Required Criteria for

1. TCP COMPOSITE SUMMARY ✓
2. YEARS OF TEACHING EXPERIENCE ✓
3. MANAGER & VP APPROVAL ✓

TCP COMPOSITE SUMMARY



Required Criteria:
Years of Teaching Experience

Standard minimum years of total teacher experience required to achieve each Q ? M level

In the rst year with IDEA, all teachers, regardless of prior experience, begin at the Welcome to IDEA Level. After the rst year, all prior teaching experience is included. Each TCP level corresponds with a minimum required number of years of teaching experience.

NEW TO IDEA	Welcome To IDEA Level 1
1+ YEARS OF EXPERIENCE	Emerging Level 2 High Performing Level 3
2+ YEARS OF EXPERIENCE	Advanced High-Performing Level 4
5+ YEARS OF EXPERIENCE	Master Level 5

TCP Composite Summary:

★ Student Achievement Component 55%

STUDENT ACHIEVEMENT DATA

Student achievement data is heavily weighted because of its great impact on IDEA students' future options. Student Achievement is measured di erently for each course based on available international (IB), national, state, and local assessments.

Additionally, many courses - such as electives - have unique measures of success, created internally at IDEA in order to measure the course's bene t for students. It is important to ensure that all teachers have a clear understanding of how student performance impacts pathway placement. Thus, rubrics for each grade level and content are published in the appendix of this handbook.

Please Note:
Given this is the heaviest weighted component on the TCP's scorecard, teachers who do not have a student achievement metric cannot earn higher than a Level 3 placement. This includes courses that do not already have a student achievement rubric created.

SLO Teacher Roles

- AP Teachers
- IB Teachers
- RISE Teachers
- Special Education Teachers

Please refer to the policy section of this handbook to review the multi-prep policy and other relevant policies that may apply to your situation. This will help you understand how to calculate the student achievement component accurately.

TCP MANAGER & VP APPROVAL

Once years of experience and a teacher's composite score are accounted for, it's time for the nal step in pathway placement:

- Campus lead team members add context to the teacher evaluations and may make appeals based on their knowledge of special campus situations from the previous year.
- Principals and all teacher-managers review pathway placements on their campus with the support of their VP and a Teacher Career Pathway Team member.
- Manager and Vice President approval.

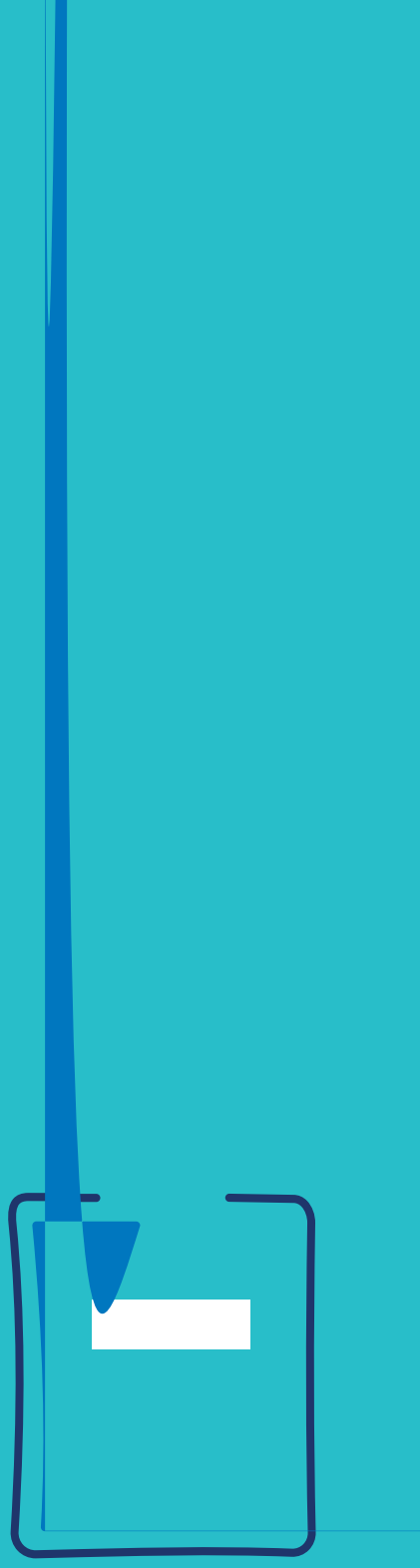
Managers and VPs of Schools should carefully review the following steps when approving a teacher's TCP Placement:

1. Refer to the TCP Rubrics to determine the necessary data for Teachers' Student Achievement Results. Retrieve Student Achievement Results Data for the Teacher prior to reviewing Teacher TCP
2. Placement. Access APR Data for GET with Embedded Core Values Ratings from Cornerstone.
3. Verify the Teacher's Name, Campus, Grade, and Content on the TCP Dashboard.
4. Ensure that accurate Student Achievement Data is displayed on the Teacher Dashboard by verifying that the corresponding Grade and Content assessment are accurately represented, along with the correct count of students.
5. ?ih^blg naXn na] [ill][n Q?M OoZlb[br Pno\]hn =[ab]p]g]hn @XnX¥
6. S]lb^s naXn na] CAQ Ratings are imported fro APR into the Teacher's TCP Placement.
7. Validate that the TCP Composite Score and TCP Years of Experience align with the TCP Placement.
8. If adjustments are necessary, provide comments specifying the areas requiring modi cation.
9. Once reviewed and adjusted, approve the n]X[a]l je X[]g]hn¥

TEACHER CAREER PATHWAY TCP POLICIES		
Policy Title	Policy	Policy Rationale
Teacher Career Pathway		

SECTION 3

TCP RUBRICS IDENTIFICATION & METHODOLOGY



How To Read A TCP Student Achievement Rubric

Find My Course Find My Find My Course3eE17.6ehr9US

TYPE	GRADE	CONTENT	SUBJECT/ COURSE	STUDENT ACHEIVEMENT MEASURES	POP	CATEGORY 1	CATEGORY 2	CATEGORY 3	CATEGORY 4	WEIGHT

POP: shows the Student population, which tells you what group of students the results represent.

TEXAS STUDENT ACHIEVEMENT CONTENT RUBRIC DIRECTORY

- Pre-K & Kindergarten Self-contained 28
- ELA - Reading - Writing 29
- Math 30
- Social Studies 31
- Science 33
- Seminar & TOK 35
- Special Education - RISE - Intervention 36
- Spanish 37
- Art 38
- Physical Education 39
- RTTC - ACT 40
- CTE - Technology 42
- Film - Theater 43
- Blended Learning 44
- On Ramps 45

Methodology for TCP Rubrics

STATE TESTED CONTENTS

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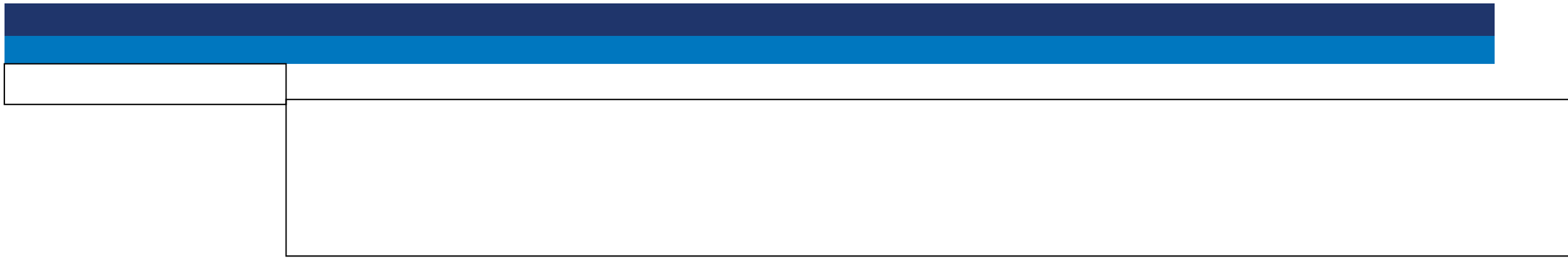
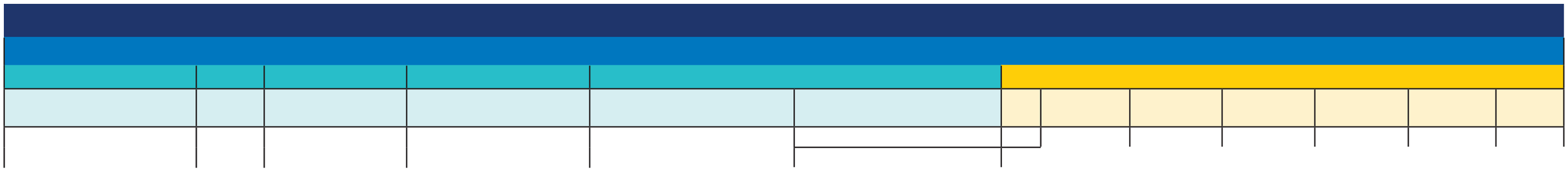


TEXAS TCP STUDENT ACHIEVEMENT RUBRICS

Science (continued)

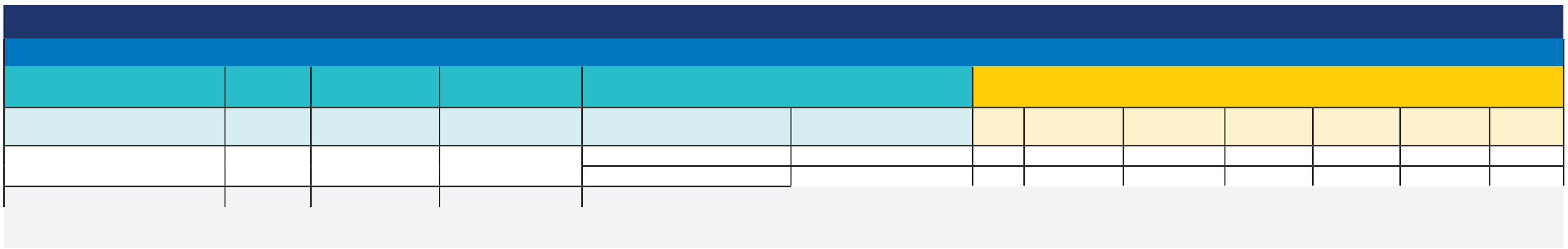
CONTENT OVERVIEW												



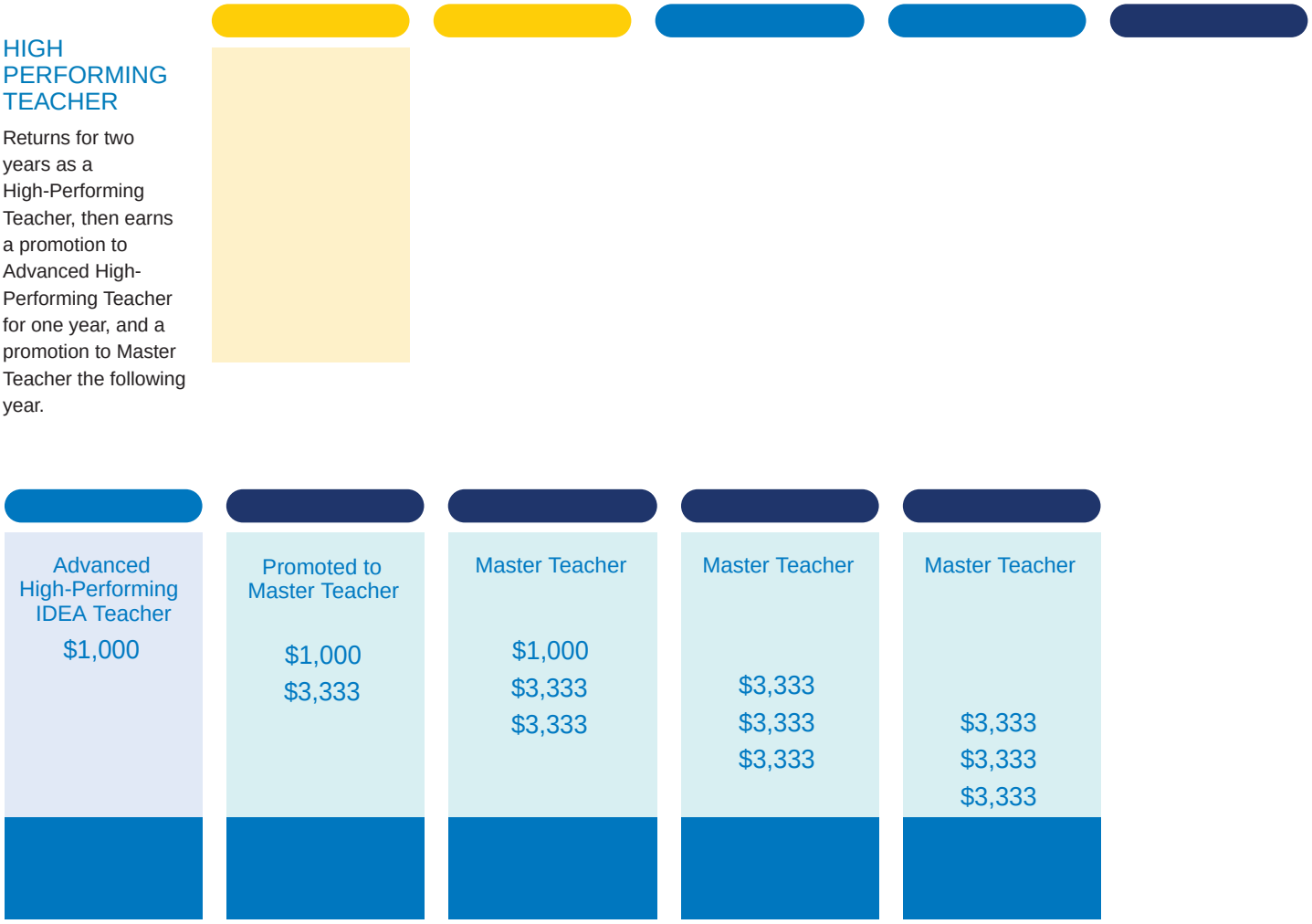
TEXAS TCP STUDENT ACHIEVEMENT RUBRICS

Physical Education

CONTENT OVERVIEW	GRADE	CONTENT	TEXAS)C /P <</Lang (en-US)/MCID 4179 >>BD81.515SC59mGS0 gs 21 0 0 21 382.0243 491.965 Tm [CXA									



Each year eligible teachers return to IDEA, they earn an additional installation of their three-year payout. If they are promoted, the greater value of the new payout stacks onto the payout already being paid out. This accumulation is signi cant - Master Teachers can earn up to $10,000 more per year due to their Grow-with-IDEA account.



SECTION 5

IMPORTANT INFORMATION

I moved from Level Three (High-Performing) down to Level Two (Emerging) before my three-year payout was complete. What happens to my retention payout?

Teachers only move down the pathway after two consecutive years of a lower rating (i.e. if they were unable to improve their scores during the hold year). They will continue to receive all three payouts from each year of being placed at Level Three. For the year that a teacher moved to Level Two, a new payout payout would not be issued because there is not a “Grow with IDEA” account associated with Level Two. However, teachers will continue to receive the payout until they have exhausted their 3 year payout from their level 3 placement.

Why is the Grow-with-IDEA payout paid over three years rather than one?

The Grow-with-IDEA payout is a teacher retention payout. The purpose of the Grow-with-IDEA payout is to incentivize teachers to stay in the classroom at IDEA and reward IDEA teachers who continue their work in the classroom year over year. Teachers are compensated for both their commitment to IDEA and growth as teachers. The Grow-with-IDEA payout is linked to a teacher’s Teacher Career Pathway placement level, but it is not a performance payout. Performance payouts are separate from the Teacher Career Pathway and are still paid to teachers in full every year by IDEA Public Schools.

How are student achievement rubrics created and revised?

The current approach takes the percentage of students that passed the state assessment (FLA for Florida, LEAP for Louisiana, & STAAR for Texas), speci cally, the most recent 3 years of state data is used to calculate the average percentage of students that passed. The standard deviation, or the variability around the average, is calculated to develop Level 2-5 bottom cut-o s. The bottom cut-o for Level 2 is calculated by subtracting half of a standard deviation from the average. The bottom cut-o for Level 3 is equal to the average percentage of students passing. The bottom cut-o for Level 4 is calculated by adding half of a standard deviation to the average and Level 5 by adding a full standard deviation to the average. This same methodology is used for AP, IB, and MS non-tested Humanities and Science using internal IDEA Data.

TAC OVERVIEW

- The Teacher Advisory Council (TAC) is a representative group of teachers elected to facilitate communication with Headquarters (HQ) sta .
- Two TAC representatives are selected per campus, comprising two for academy and two for college prep, nominated by their peers.
- TAC representatives must hold a Level Three (High-Performing) or higher status on the Teacher Career Pathway.
- The council convenes biannually, in fall and spring, to deliberate on agenda items sourced from network-wide groups.

SIGNIFICANT CONTRIBUTIONS

- In the 2014-15 academic year, TAC played a pivotal role in shaping the Teacher Career Pathway, emphasizing absolute measures over relative ones in assessing teacher performance.
- During the subsequent 2015-16 school year, TAC provided feedback that led to enhancements in Teacher Career Pathway bene ts.
- This feedback sparked a district-wide initiative to bolster teacher leadership development and support.
- Ongoing improvements in TCP practices are driven by feedback received from TAC representatives annually.

Board Approved TCP Handbooks and Rubrics

Here are the TCP handbooks you'll utilize if you need to manually calculate a student achievement score. They contain policies aimed at providing clarity and transparency.

TCP Hubsite