
Teacher Incentive Allotment Field Guide 2022-2023



EDGEWOOD
INDEPENDENT SCHOOL DISTRICT
San Antonio

PROFESSIONALISM ♦ ACCOUNTABILITY ♦ COMMUNICATION

EISD.NET/TIA



The Teacher Incentive Allotment (TIA) passed by the 86th Texas Legislature in June 2019 through House Bill 3, TEC §48.112 set a goal that Texas classroom teachers would have access to a six-figure salary. The state Teacher Incentive Allotment (TIA) provides additional financial distributions directly to districts based on teacher identification, student need as identified by compensatory education allotment (see TEC §48.104), and campus location (i.e., rural vs. non-rural). The statute requires that ninety percent of TIA funds are used for compensating teachers employed at campuses with TIA-designated teachers.

Based on a locally developed teacher designation system detailed in TEC §21.3521, teacher access to additional compensation is based on the local identification of teachers as master, exemplary, or recognized. The local system must consider teacher evaluation and student growth outcomes. Once earned, teacher identification is applied to an individual's teaching certificate and valid for a five-year period.



This field guide, initially released on February 2, 2021, was revised on October 21, 2021 and is intended to provide an overview of the implementation of the TIA in Edgewood ISD.

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Letter from the Superintendent



Our award-winning Edgewood ISD team is often recognized across the state and nation for innovation and success in closing achievement gaps. In June 2019, the Texas Education Agency launched the Teacher Incentive Allotment (TIA) program, creating the opportunity for districts to offer monetary incentives for educators. I am excited to announce that EISD is taking advantage of this available state funding to financially reward our highest performing teachers.

Edgewood ISD students deserve the best and most committed teachers in Texas. The TIA program will help us recruit and retain top-tier educators, while also bringing well-deserved recognition to this noble profession. Our teachers' dedication is not only seen through the exceptional teaching and learning that takes place every day; but also, through the relationships that are built with students, the mentoring and support that is offered, and the daily encouragement that leads to student success. TIA provides a standard evaluation to measure the impact of teachers across the state, and I know ours will lead the way.

While teachers did not choose this profession for the salary they would earn, it is exciting to be able to supplement their earnings and award their commitment. I am honored to work among more than 584 of the very best educators in our state and nation. I look forward to celebrating EISD staff members as they benefit from this program.

Respectfully,

Dr. Eduardo Hernández
Superintendent of Schools
Edgewood ISD



Teacher Incentive Allotment Overview

The Texas Education Agency's Teacher Incentive Allotment (TIA) program is dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, with emphasis on high-needs and rural schools. Our implementation will begin during the 2021-2022 school year. This program provides a pathway to financially recognize top teachers and serves as a great opportunity to honor the hard work

and proven success of our Edgewood ISD teaching staff.

This is not a merit-pay approach to compensation, and it will not replace the district's current pay structure. For those who earn a distinction based on both teacher observation and student growth data, it will be an **additional state stipend** separate from the current Edgewood ISD pay structure. However, this stipend is credited in the Teacher Retirement System and will be used in retirement benefit calculations.



Master Teacher

Master-level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 5% of teachers statewide.



Exemplary Teacher

Exemplary level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 20% of teachers statewide.



Recognized Teacher

Recognized level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 33% of teachers statewide.

An alternate path to a TIA recognized designation is through **National Board Certification**. National Board Certification is available in 25 certificate areas across 16 disciplines emphasizing grade levels from PK through 12th grade. EISD staff that possess a National Board Certification should contact EISD's Human Resource Department to provide the necessary documentation. Staff interested in pursuing National Board Certification are encouraged to consult the [National Board for Professional Teaching Standards site](#) for more information.

Eligibility for TIA Designation

To be

eligible for a TIA designation, a teacher must hold a valid SBEC teaching certificate and be coded as a teacher (code 087) within our local student information system which is reported to TEA through the Public Education Information Management System (PEIMS). Additionally, district salary compensation should mirror PEIMS teacher coding for a minimum of 90 days at 100% of the day or 180 days at 50-99% of the day.

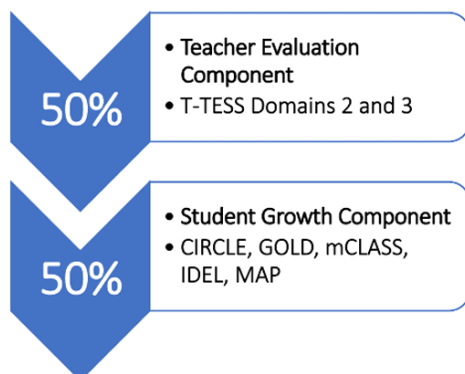


Eligible teachers include:

- ✓ **English Language Art/Reading Teachers:** All PK-Grade 8 ELAR/SLAR and English 1-4 Teachers
- ✓ **Mathematics Teachers:** All PK through Algebra 1, Geometry and Algebra 2 Teachers

TIA Scoring & Eligibility

TIA designations are determined based on the TIA score, a weighted combination of the Educator Evaluation Component - 50%, Student Growth Component - 50%.



Teacher Evaluation: T-TESS - 50% TIA Score

The Texas Teacher Evaluation & Support System (T-TESS) is the state adopted teacher appraisal instrument. T-TESS includes two components aimed at capturing the holistic nature of instruction and learning.

Educator Evaluation Component – 50% - Calculated for each eligible teacher evaluated with the T-TESS instrument for Domains 2 and 3 on a 5-point scale. Domain 2 will comprise 50% of the final score and Domain 3 will comprise 50% of the final score. The final Educator Evaluation Component will count towards 50% of the Final TIA Score.

TEA Minimum Performance Standards

To be eligible for a TIA designation, TEA has established minimum performance standards for Educator Evaluation, T-TESS Teacher Observation*, and Student Growth components.

T-TESS Teacher Observation Minimums

TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. To be eligible for a TIA-designation, teachers must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3. If a teacher scores lower than a 3.0 in any dimension, they cannot receive a score for that Domain; therefore, they do not qualify for the Teacher Incentive Allotment. In addition, based on an analysis of statewide T-TESS observation data, TEA has identified minimum score averages across Domains 2 and 3 of T-TESS:

- Recognized designation ≥ 3.7
- Exemplary designation ≥ 3.9
- Master designation ≥ 4.5

More information can be found in Texas Education Agency's (TEA) TIA [Teacher Observation Performance Standards](#) document.



Dimension & Domain Scores

There are eight dimensions on the T-TESS instrument:

Instruction (Domain 2)

- Dimension 2.1 – Achieving Expectations
- Dimension 2.2 – Content Knowledge and Expertise
- Dimension 2.3 – Communication
- Dimension 2.4 – Differentiation
- Dimension 2.5 – Monitor and Adjust

Learning Environment (Domain 3)



- Dimension 3.1 – Classroom Environment, Routines, and Procedures
- Dimension 3.2 – Managing Student Behavior
- Dimension 3.3 – Classroom Culture

Each dimension is scored on a scale of 1-5:

- 1– Improvement Needed
- 2– Developing
- 3– Proficient
- 4– Accomplished
- 5– Distinguished

Domains are scored based on the average scoring of the dimensions within the domain, rounded to the nearest hundredth (two decimal places).

Total T-TESS Weighted Composite Score

The total T-TESS score is a weighted calculation. The Instruction (D2) and Learning Environment (D3) Domains are the identified dimensions to address the total weighted composite score. Domains are weighted as follows:

- Domain 2 – Instruction50%**
- Domain 3 – Learning Environment50%**



Student Growth Measure – 50% TIA Score

Student Growth Minimums

To be eligible for a TIA-designation, teachers must earn a minimum student growth outcome. TEA established minimum expectations based on statewide performance expectations.

- Recognized designation \geq 55%
- Exemplary designation \geq 60%
- Master designation \geq 70%

More information can be found in TEA’s [TIA Student Growth Performance Standards](#) document.

Student Growth Instrument

Student Growth will count towards 50% of the overall TIA score. Student growth will be calculated for all students that have a designated fall and spring assessment. Student growth performance will be associated with teachers based on the following PEIMS criteria:

- Unique ID of the teacher of record as of October snapshot date
- Main Service ID(s) for Observation and Growth
- Main Content Area(s) for Observation and Growth

- Main Grade Level(s) for Observation and Growth

Student Growth Component – 50% - Calculated for each eligible teacher with student growth results for students meeting enrollment criteria of at least ten (10) unique student growth records across assigned students and content areas. The percentage is calculated based on the sum of students meeting growth expectations in reading and/or mathematics divided by the sum of students tested in the reading and/or mathematics content areas. Percentages are rounded to the nearest whole percent (no decimals). The instrument used to measure student growth depends on the grade level and subject

For teachers to receive a student growth measure, there must be at least ten (10) unique student growth records across assigned students and content areas.

For information about which courses will have an eligible student growth measure during the 2022-2023 school year, see Appendix A in this field guide.



Calculating Student Growth

For Prekindergarten CIRCLE assessments, student growth is calculated as the percentage of students that meet or exceed expected CIRCLE growth from the fall/BOY administration to the spring/EOY administration.

For mCLASS/IDEL Growth, student growth is calculated as the percentage of students that meet or exceed their mCLASS/IDEL EOY goal from the fall/BOY administration to the spring/EOY administration.

For MAP Growth, student growth is calculated as the percentage of students that meet or exceed their MAP projected growth from the fall/BOY administration to the spring/EOY administration.

The number of students meeting growth expectations and the number of assessed students, regardless of which assessment type and content area, are calculated to determine the collective percentage of students meeting growth.

Dimension & Domain Scores

There are seven dimensions on the Professional Responsibilities score:

- **Domain 1 - Planning**
 - Dimension 1.1 – Standards and Alignment
 - Dimension 1.2 – Data and Assessment
 - Dimension 1.3 – Knowledge of Students
 - Dimension 1.4 – Activities
- **Domain 4 – Professional Practices and Responsibilities**
 - Dimension 4.1 – Professional Demeanor and Ethics
 - Dimension 4.2 – Goal Setting



- Dimension 4.3 – Professional Development
- Dimension 4.4 – School Community Involvement

Each dimension is scored on a scale of 1-5:

- 1 – Improvement Needed
- 2 – Developing
- 3 – Proficient
- 4 – Accomplished
- 5 – Distinguished

Domains are scored based on the **average** scoring of the dimensions within the domain, rounded to the nearest hundredth (two decimal places).

Final TIA Score – To determine annual teacher eligibility for a TIA designation, the following end-of-year data analysis steps will be completed at the district-level. Calculated based on the sum of the weighted calculations of the following two components:

- Educator Evaluation Component - 50%
- Student Growth Component – 50%

Score Correlations – TIA scores in Educator Evaluation and Student Growth will be correlated across all teachers, evaluators, content areas, and campuses to identify scores for each TIA designation: Recognized, Exemplary and Masters.

Verification of Rubric – The Educator Evaluation Component and Student Growth Component calculations will be entered into a TIA Teacher Scorecard and shared with each eligible teacher to verify the component scores and the final TIA calculation:

- If minimum performance criteria are not met for Educator Evaluation and Student Growth, a TIA designation is not submitted to the State.
- If the minimum performance criteria are met for Educator Evaluation and Student Growth, then a TIA designation may be submitted to the State
- A review of district scores by TEA for data validation may influence the award of a TIA Designation.
- TIA designations are attached to the teacher’s teaching certificate for five years.



Special Note Regarding National Board Certification: Appendix C

EISD staff that possess a National Board Teacher Certification should contact EISD’s Human Resources Department to provide the necessary documentation. Staff with National Board Certification will automatically be submitted for a TIA Recognized designation.

TIA Annual Scorecard

Each year of the TIA evaluation cycle, teachers will be provided an annual scorecard. The scorecard’s purpose will be to provide transparency within EISD’s TIA system. TIA scorecards will give teachers an individualized report of the annual TIA outcomes based on their performance and performance aggregated

at the campus and district level. Scorecard data elements will include:

- Potential TIA designation level, as appropriate
- T-TESS performance by dimension, domain, and T- TESS weighted score for Domains 2 and 3
- Student growth outcomes
 - number of students meeting enrollment criteria across classes, course, and content areas
 - number of students meeting student growth in comparison of students assessed
- School-Wide Student Growth outcomes
- Professional Responsibilities by dimension, domain, and T-TESS weighted score for Domains 1 and 4

Sample of a Scorecard

Evaluation Score and 2023-2024 Evaluation Rating						
Designation Categories	Recognized	Exemplary	Master			
Teacher Evaluation	≥ 3.7	≥ 3.9	≥ 4.5			
	1.85	1.95	2.25	50%		
Student Growth	≥ 55%	≥ 60%	≥ 70%			
	.275	.30	.35	50%		
	2.125	2.25	2.6	Total		
TEACHER EVALUATION 50%						
Evaluation Standards	Needs Improvement	Developing	Proficient	Accomplished	Distinguished	
Assigned Score	1.0	2.0	3.0	4.0	5.0	
	DOMAIN II: Instruction	Standard	Score	DOMAIN III: Learning Environment	Standard	Score
Dimension 2.1	Accomplished		4.0	Dimension 3.1	Distinguished	5.0
Dimension 2.2	Proficient		3.0	Dimension 3.2	Proficient	3.0
Dimension 2.3	Distinguished		5.0	Dimension 3.3	Accomplished	4.0
Dimension 2.4	Accomplished		4.0			
Dimension 2.5	Proficient		3.0			
		TOTAL PTS	19.0/5		TOTAL PTS	12.0/3
		OVERALL Domain II	3.8		OVERALL Domain III	4.0
		CALCULATION		WEIGHT	TOTAL	
		DOMAIN II	3.8	50%	1.9	
		DOMAIN III	4.0	50%	2.0	
				OVERALL SCORE	3.9	
		Designation Categories	Recognized	Exemplary	Master	
		Teacher Evaluation	≥ 3.7	≥ 3.9	≥ 4.5	
STUDENT GROWTH 50%						
			READING	MATH	TOTAL	
	# STUDENTS MEETING GROWTH		25	13	38	
	# STUDENTS ENROLLED		33	21	54	
	CALCULATION		% OF STUDENTS MEETING GROWTH = 38/54 =		70%	
		Designation Categories	Recognized	Exemplary	Master	
			≥ 55%	≥ 60%	≥ 70%	
COMBINED OVERALL SCORE						
			Score	Weight	Total	
		Teacher Evaluation	3.9	50%	1.95	Exemplary
		Student Growth	70%	50%	.35	Master
			OVERALL SCORE		2.3	Exemplary

TIA Evaluation

Frequency

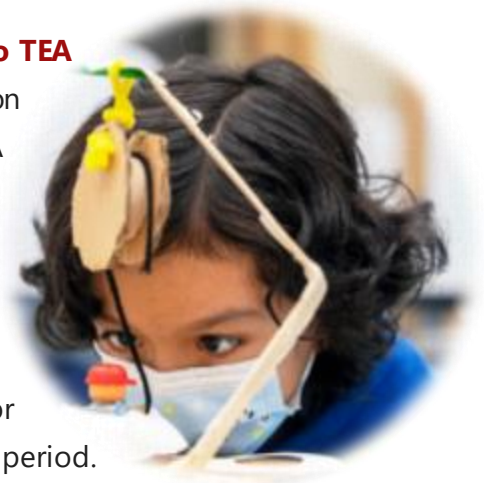
n of teacher eligibility for a TIA designation is considered annually. This means every year a teacher receives a T-TESS Domain 2 and 3 evaluation and has available student growth measure data, the teacher's TIA score will be calculated, and the teacher can meet TIA eligibility.



Teachers with an existing TIA designation will not be annually resubmitted for designation within their valid TIA five-year designation period if they continue to meet the same designation level. For example, a teacher that earned an Exemplary TIA designation during 2021-2022 would not be submitted to maintain their TIA Exemplary designation in 2022-2023, if they continue to meet teacher appraisal and student growth component minimums.

Teachers with **an existing TIA designation will be resubmitted to TEA for a higher designation** within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation. For example, a teacher that earned a Recognized TIA designation during 2021-2022 could be submitted in 2022-2023 for a Master TIA designation, if they meet the qualifying Master TIA designation score.

Teachers with an existing TIA designation will not be resubmitted for a lower TIA designation within their five-year valid TIA designation period.



Annual TIA Evaluation Cycle

The T-TESS evaluation cycle will be critical to ensure that teachers are provided sufficient support in achieving and maintaining high levels of instructional effectiveness. Therefore, the following evaluation cycle provides the structure necessary for an efficient feedback structure:

Process Step	Timeliness	Description
Teaching & Orientation	August	<ul style="list-style-type: none"> • Training on the TIA plan and the T-TESS observation instrument • Principal communicates school & district goals to inform teacher goal setting
Beginning of Year (BOY) Student Assessment - Fall	August-September	<ul style="list-style-type: none"> • CIRCLE: Pre-K • GOLD: Pre-K • mCLASS: K-3 Reading • MAP Growth: 4-8 Reading and English I-IV • MAP Growth: Kinder-Algebra 1, Geometry, and Algebra 2
Middle of Year (MOY) Student Assessment – Winter	January	<ul style="list-style-type: none"> • CIRCLE: Pre-K • GOLD: Pre-K • mCLASS: K-3 Reading • MAP Growth: 4-8 Reading and English I-IV • MAP Growth: Kinder-Algebra 1, Geometry, and Algebra 2
T-TESS Walkthrough Observations	September-May	<ul style="list-style-type: none"> • 10–15-minute observation, increased frequency based on prior year evaluation (min of six observations for developing teachers of lower) • Focus on T-TESS Domains 2 & 3 and their eight dimensions • Written feedback required
Extended Observations with Conference	October-April	<ul style="list-style-type: none"> • One 45-minute observation • Focus on T-TESS Domains 2 & 3 and their eight dimensions • Written feedback conference required
Summative Evaluation	March-May	<ul style="list-style-type: none"> • Include a review of all four T-TESS domains • Focus on T-TESS Domains 2 & 3 and their eight dimensions • Written feedback and conference required
End of Year (EOY) Student Assessment – Spring	April-May	<ul style="list-style-type: none"> • CIRCLE: Pre-K • GOLD: Pre-K • mCLASS: K-3 Reading • MAP Growth: 4-8 Reading and English I-IV • MAP Growth: Kinder-Algebra 1, Geometry, and Algebra 2
Conduct Teacher TIA Calculations and Ratings	July - September	<ul style="list-style-type: none"> • District analysis T-TESS and student growth data • District finalizes TIA scores and determines TIA designation eligibility • Teachers receive final TIA scores and designation eligibility
Data Verification Audit	October	<ul style="list-style-type: none"> • Teachers may request a data verification audit and provide corresponding documentation to support review

TIA Campus Allotment Factors

The TIA program is available to all Texas school districts and open-enrollment charter schools. The amount of TIA funds generated is determined by a formula that considers campus characteristics, including student socioeconomic status and campus location:

- Schools with greater student need based on socioeconomic factors generate more TIA funds per TIA designated teacher.
- Rural schools generate more TIA funds per TIA designated teacher based on a higher multiplier applied to students based on socioeconomic factors.



For more information about TIA funds generated by designated teachers in 2022-2023 at every campus across the state, visit TEA's [Teacher Incentive Allotment Funding Map](#).

Compensation

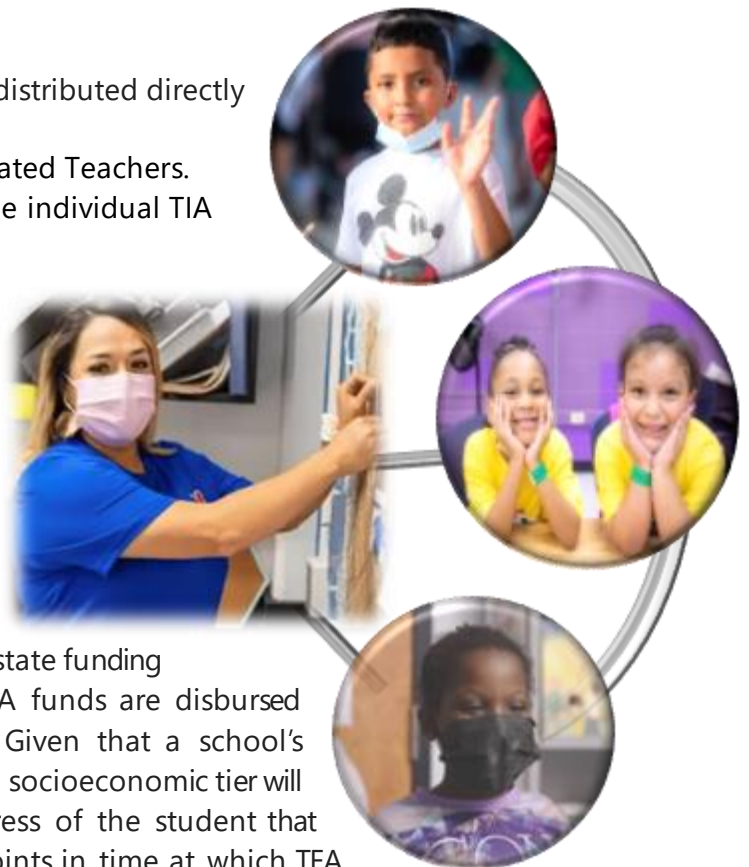
Distribution of Compensation

State statute requires that 90% of TIA funds be distributed directly to the teachers as follows:

- ✓ 90% of TIA funds must be used for Designated Teachers.
- ✓ TIA dollars will be distributed directly to the individual TIA Designated Teacher.
- ✓ The district shall retain 10% of the TIA dollars.

Compensation

TIA compensation is an annual allotment provided by the State and subject to availability of state funding allocations. TIA-designated teachers will receive TIA compensation annually based on their TIA designation and TIA state funding for their campus of assignment at the time TIA funds are disbursed which is usually the subsequent academic year. Given that a school's student enrollment changes yearly, the campus' socioeconomic tier will be recalculated annually using the home address of the student that attends a particular campus. There will be set points in time at which TEA will calculate the allotment for a teacher based on the teacher's designation and school characteristics (socioeconomic tiers and rural status).



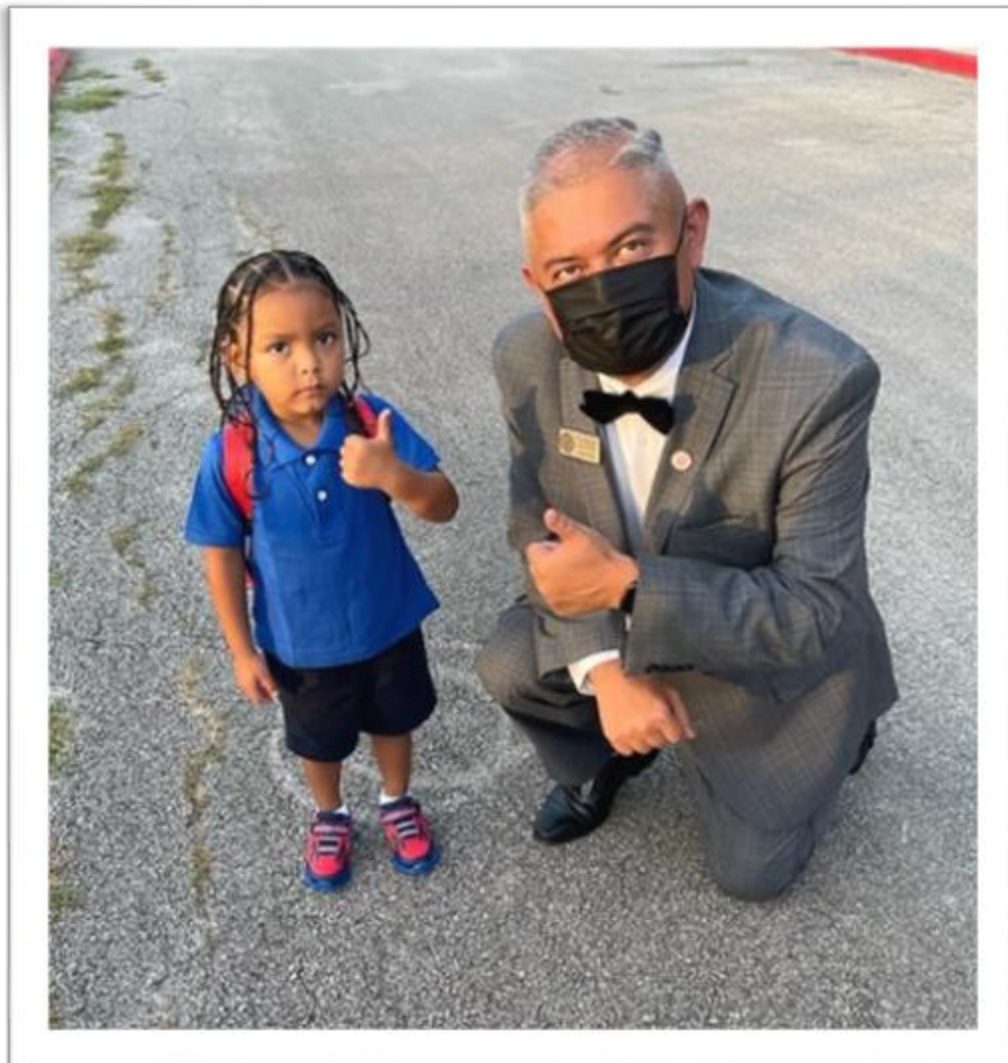
Impact of Compensation

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.


Texas Tech University Data Validation	November 2023 to May 2024	EISD TIA Data is submitted to the Texas Education Agency (TEA) and Texas Tech University (TTU) to conduct the Data Validation of TIA system.
Teacher Payout	By August 31, 2024	Designated teachers will receive their TIA Designation payout by August 31, 2023.

If you have any questions, please email TIAQuestions@eisd.net or visit **[EISD Teacher Incentive Allotment site](#)**



Appendix A: 2022-2023 TIA Designation

Sorted alpha by PEIMS course name. PEIMS course Service-ID code is provided in parenthesis.

LANGUAGE ARTS	MATHEMATICS
Pre-Kindergarten (01010000)	Pre-Kindergarten (01010000)
English Language Arts: Kindergarten (02625001)	Mathematics: Kindergarten (02640005)
English Language Arts: Grade 1 (02625010)	Mathematics: Grade 1 (02640010)
English Language Arts: Grade 2 (02625020)	Mathematics: Grade 2 (02640020)
English Language Arts: Grade 3 (02625030)	Mathematics: Grade 3 (02640030)
English Language Arts: Grade 4 (02625040)	Mathematics: Grade 4 (02640040)
English Language Arts: Grade 5 (02625050)	Mathematics: Grade 5 (02640050)
Spanish Language Arts: Grade K (02561005)	Mathematics: Grade 6 (02640060)
Spanish Language Arts: Grade 1 (02561010)	Mathematics: Grade 7 (03103000)
Spanish Language Arts: Grade 2 (02561020)	Mathematics: Grade 8 (03103100)
Spanish Language Arts: Grade 3 (02561030)	Algebra I: (03100500)
Spanish Language Arts: Grade 4 (02561040)	Algebra II: (03100600)
Spanish Language Arts: Grade 5 (02561050)	Geometry: (03100700)
English Language Arts: Grade 6 (02800000)	<p>The Service-ID codes listed will be used to determine if a course is eligible for TIA designation. Contact your campus administration if you have any questions related to TIA course eligibility.</p> 
English Language Arts: Grade 7 (03200540)	
English Language Arts: Grade 8 (03200550)	
English I: (03220100)	
English II: (03220200)	
English III: (03220300)	
English IV: (03220400)	
English I for Speakers of Other Languages: (03200600)	
English II for Speakers of Other Languages: (03200700)	
English Language Development and Acquisition: - First time taken (03200800)	
English Language Development and Acquisition: - Second time taken (03200810)	
English Learners Language Arts (ELLA), Grade 7 (03200531)	
English Learners Language Arts (ELLA), Grade 8 (03200532)	

Appendix B: Sample 2021 Student Growth Measure Composite Score Translation


Released 2022 scores will be used to calculate final 2021-2022 student growth measures.

% MET GROWTH	COMPOSITE SCORE TRANSLATION	COMPOSITE RATING			
100%	5.00	DISTINGUISHED	TEA: T-TESS - D2 and D3 average = 4.5 (Master)		
99%	4.96				
98%	4.92				
97%	4.88				
96%	4.84				
95%	4.80				
94%	4.76				
93%	4.73				
92%	4.69				
91%	4.65				
90%	4.61				
89%	4.57				
88%	4.53				
87%	4.49				
86%	4.45				
85%	4.40			ACCOMPLISHED	TEA: T-TESS - D2 and D3 average = 3.7 (Recognized); 3.9 (Exemplary)
84%	4.34				
83%	4.29				
82%	4.24				
81%	4.19				
80%	4.13				
79%	4.08				
78%	4.03				
77%	3.98				
76%	3.92				
75%	3.87				
74%	3.82				
73%	3.77				
72%	3.71				
71%	3.66				
70%	3.61				
69%	3.56				
68%	3.50				
67%	3.45				

% MET GROWTH	COMPOSITE SCORE TRANSLATION	COMPOSITE RATING	
66%	3.42	PROFICIENT	TEA: Student Growth = 55% (Recognized); 60% (Exemplary)
65%	3.39		
64%	3.36		
63%	3.33		
62%	3.30		
61%	3.27		
60%	3.24		
59%	3.21		
58%	3.18		
57%	3.15		
56%	3.12		
55%	3.09		
54%	3.06		
53%	3.03		
52%	3.00		
51%	2.97		
50%	2.93		
49%	2.90		
48%	2.87		
47%	2.84		
46%	2.81		
45%	2.78		
44%	2.75		
43%	2.72		
42%	2.69		
41%	2.66		
40%	2.63		
39%	2.60		
38%	2.57		
37%	2.54		
36%	2.51		
35%	2.48		
34%	2.45		

% MET GROWTH	COMPOSITE SCORE TRANSLATION	COMPOSITE RATING
33%	2.40	DEVELOPING
32%	2.34	
31%	2.29	
30%	2.24	
29%	2.19	
28%	2.13	
27%	2.08	
26%	2.03	
25%	1.98	
24%	1.92	
23%	1.87	
22%	1.82	
21%	1.77	
20%	1.71	
19%	1.66	
18%	1.61	
17%	1.56	
16%	1.50	
15%	1.45	
14%	1.35	NEEDS IMPROVEMENT
13%	1.26	
12%	1.16	
11%	1.06	
10%	0.97	
9%	0.87	
8%	0.77	
7%	0.68	
6%	0.58	
5%	0.48	
4%	0.39	
3%	0.29	
2%	0.19	
1%	0.10	
0%	0.00	

Appendix C: National Board Certification Areas



		CERTIFICATE			
DI	LEVEL	STAGE		CHANGE	
Ar	Childhood through Young Adulthood	1-2	3-4	5-6	14-18+
Ca	Childhood through Young Adulthood				●
En	Childhood through Young Adulthood				●
Eng	Adolescence and Young Adulthood			●	●
Exceptional Needs Specialist	Early Childhood through Young Adulthood	●	●	●	●
Generalist	Early Childhood through Middle Childhood	●	●		
Health Education	Early Adolescence through Young Adulthood			●	●

Texas Categories for Board Certification

Certificate Area	Developmental Level	Certificate Area	Developmental Level
ART	EMC (ages 3–12) EAYA (ages 11–18+)	READING-LANGUAGE ARTS	EMC (ages 3–12)
CAREER & TECHNICAL EDUCATION	EAYA (ages 11–18+)	MATHEMATICS	EA (ages 11–15) AYA (ages 14–18+)
ENGLISH AS A NEW LANGUAGE	EMC (ages 3–12) EAYA (ages 11–18+)	MUSIC	EMC (ages 3–12) EAYA (ages 11–18+)
ENGLISH LANGUAGE ARTS	EA (ages 11–15) AYA (ages 14–18+)	PHYSICAL EDUCATION	EMC (ages 3–12) EAYA (ages 11–18+)
EXCEPTIONAL NEEDS SPECIALIST	ECYA (ages birth–21+)	SCHOOL COUNSELING	ECYA (ages 3–18+)
GENERALIST	EC (ages 3–8) MC (ages 7–12)	SCIENCE	EA (ages 11–15) AYA (ages 14–18+)
HEALTH EDUCATION	EAYA (ages 11–18+)	SOCIAL STUDIES–HISTORY	EA (ages 11–15) AYA (ages 14–18+)
LIBRARY MEDIA	ECYA (ages 3–18+)	WORLD LANGUAGES	EAYA (ages 11–18+)
<small>AYA: Adolescence and young Adulthood EC: Early Childhood ECYA: Early Childhood through Young Adult</small>		<small>EAYA: Early Adolescence through Young Adulthood EMC: Early and Middle Childhood MC: Middle Childhood</small>	