

Frequently Asked Questions About Indiana TAP™

GENERAL TAP FAQs:

What is TAP?

TAP™: The System for Teacher and Student Advancement was introduced in 1999 by the Milken Family Foundation as a comprehensive, systemic school reform model designed to address the challenges facing K-12 education. TAP's comprehensive, research-driven reform model is based on four interrelated elements - career advancement opportunities; continuous on-site professional development; a fair, transparent accountability system; and differentiated compensation for teachers based on their performance in the classroom and the performance of their students. Because of its broad-based support, proven results, and high demand, TAP is now operated by the National Institute for Excellence in Teaching (NIET), a 501(c)3 non-profit.

TAP provides teachers with:

- Powerful opportunities for professional growth;
- The ability to collaborate with peers during the school day;
- Fair and rigorous classroom evaluations to identify and improve teaching skills;
- School-based professional development led by expert master and mentor teachers to analyze student needs and identify strategies for student learning;
- The opportunity to take on a new role as master or mentor teacher in order to earn higher salaries and advance professionally, just as in other careers, without leaving the classroom; and
- The opportunity to earn an annual performance-based bonus, just as in other careers.

TAP helps teachers become the best they can be by giving them opportunities to learn better teaching strategies and holding them accountable for their performance.

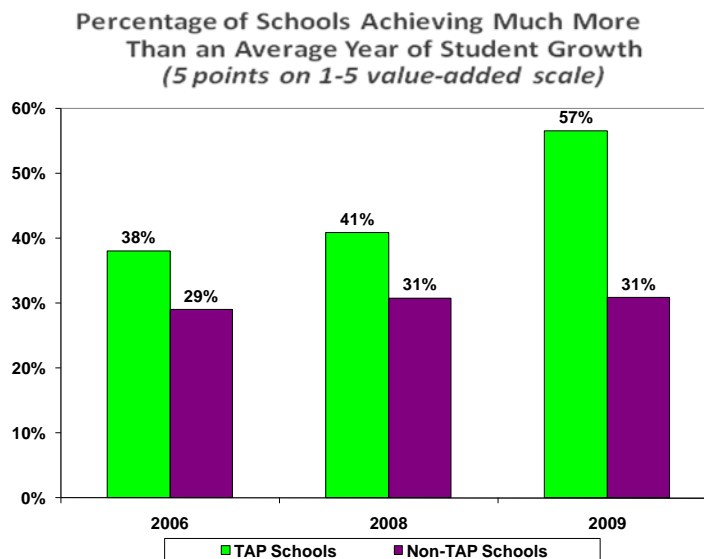
What are the four TAP Elements of Success?

The four TAP Elements of Success are multiple career paths, ongoing applied professional growth, instructionally focused accountability, and performance-based compensation. Reforming any of these elements in isolation is unlikely to result in substantial improvement over the long term. Research demonstrates that systems are more sustainable if the evaluation structure is aligned to professional development, multiple measures of teaching effectiveness, compensation and teacher advancement.



What impact has TAP™ had on student achievement and teacher effectiveness?

The ultimate goal of TAP is to raise student achievement. More TAP schools outperformed similar non-TAP schools in producing an average year's growth or more in both reading and math achievement. In the 2008 annual survey of TAP teacher attitudes, approximately 70% of teachers in TAP schools reported increased levels of collegiality. TAP has been successful in reducing teacher turnover rates, such as in South Carolina schools where turnover rates above 30% per year were reduced to less than 10% per year. What's more, TAP's career opportunities and performance bonuses attract outstanding teachers from higher-income schools to high-need schools. TAP provides a strong recruitment incentive for encouraging outstanding educators to teach in high-need schools. In some high-need districts, 75% of TAP master and mentor teachers have come from more affluent schools to take these positions. TAP principals consistently report that it is easier for them to recruit quality teachers than it was prior to implementing TAP.



How many schools are already doing TAP across the country?

TAP is implemented in a diverse set of urban, rural and suburban districts across the country. TAP is in both traditional school districts and charter schools. In the 2010-11 school year, the TAP system is impacting over 10,000 teachers and 100,000 students. Given the expansion efforts of several new states and districts, in the 2011-2012 school year the TAP system will be reaching more than 20,000 teachers and 200,000 students in approximately 500 schools across 17 states.

How and when did TAP come to Indiana?

In September 2010, The U.S. Department of Education announced Indiana as one of 27 states awarded a Teacher Incentive Fund (TIF) grant. Of the \$442 million awarded nationally, Indiana will receive approximately \$48 million over the five-year term of the grant.

TAP™: The System for Teacher and Student Advancement is the nationally-recognized initiative that Indiana elected to implement with the TIF funding. The Indiana Department of Education contracted the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, along with the National Institute for Excellence in Teaching (NIET), to facilitate the implementation of TAP throughout the state of Indiana. Forty-five Indiana schools from 11 school corporations voluntarily partnered with the Indiana Department of Education and CELL and will begin TAP implementation in the 2011-2012 school year.

Will my salary change if our school becomes a TAP™ school?

In Indiana TAP schools, the existing salary schedule in each school corporation is not required to change. It is not possible for teachers to lose any of their salary with the implementation of TAP. Salary augmentations/stipends are given to master and mentor teachers for their increased levels of responsibility and work. In Indiana, through the Teacher Incentive Fund (TIF) grant, mentor teachers are paid an additional \$5,000 a year on top of their existing salary and master teachers are paid an additional \$10,000 a year on top of their existing salary. Some additional contract days for master and mentor teachers are typically required. Administrators do not receive a salary augmentation/stipend for participating in TAP. The Indiana TIF grant also funds the replacement salary for one master teacher per school.

What happens to the existing initiatives in TAP schools?

TAP is not a curriculum or a program, and it does not require a school to replace the initiatives already in place. Instead, TAP is a system and provides a professional development infrastructure through which all of the existing initiatives can flow.

What will happen when the Indiana TIF funding runs out? Will TAP continue?

The Teacher Incentive Fund (TIF) grant received by Indiana in 2010 will last five years. Throughout that time, Indiana TAP will work closely with school corporations to help them reallocate existing funding and secure other additional funding to sustain TAP after the current TIF funding ends.

Do teachers have any say in whether or not TAP comes to our school?

In Indiana, all certified staff members in a perspective TAP school will vote on whether or not they want to move forward with TAP. Voting and implementation of TAP will be done on a school-by-school basis. We are recommending each building receives approximately 75% staff approval to implement TAP.

How long will it take us to implement TAP into our school?

In Indiana, 2010-2011 is considered our TAP planning year. We will work with Indiana TAP schools/corporations throughout the 2010-2011 school year and the summer to prepare for year one of implementation in 2011-2012. Additionally, CELL staff, including the Indiana TAP Director and the TAP Regional Coordinators, will work with Indiana TAP schools/districts throughout the life of the TIF grant to provide support for effective implementation.

Do TAP schools need to schedule/attend additional meetings?

If a school already has a weekly team meeting or Professional Learning Community (PLC) time in which the focus is on professional development, data, etc., they would likely not have to schedule additional meeting time. In this case, the existing team/PLC time could become the TAP cluster meeting time, where TAP master and/or mentor teachers provide instructional strategies addressing particular school-level, grade-level, or content-area needs.

Are TAP schools required to collect additional student achievement data?

TAP does not require schools to collect any additional student achievement data.

Can I lose money with TAP?

TAP does not require any impact on the contracted salary schedules that exist in each school/corporation. Therefore, it is not possible to lose money by implementing TAP.

Will TAP™ make our school day longer?

TAP does not require any impact on the school hours and/or contracted hours set by each school corporation. Professional development meetings (clusters) will take place during the contracted school day. Therefore, the length of the school day and/or contracted hours will not need to increase due to TAP implementation.

How is TAP different from “merit-pay” programs tried in the past?

“Merit-pay” commonly refers to programs tried in the 1980s and 90s, many of which were viewed as unfair because of the measures they used to determine additional teacher pay. Some programs rewarded teachers based only on end-of-year test scores, giving an advantage to teachers who worked with students who were already high-achievers. Other programs based awards on a single classroom visit by the principal, which led to accusations of bias and favoritism. This contrasts starkly with TAP, considered a “performance-based compensation” system, because it is based on *fair, multiple* measures of teacher performance. These measures include both student achievement growth analyzed by student growth (commonly known as value added) at the individual classroom and school-wide level and multiple classroom evaluations conducted by multiple certified evaluators. The TAP™ performance-based compensation rewards are given to teachers and principal in addition to their regular salary.

How does TAP apply to school personnel working in other capacities besides that of a classroom teacher?

In Indiana, all certified teaching staff members who meet regularly with a group(s) of students to deliver instruction for which they are responsible for planning are eligible for participating in TAP's performance-based compensation system. The TAP Rubric included in the Evaluation and Compensation guide can help schools/districts determine if/how it might be used to evaluate performance in various positions within a school. School districts can also devise their own locally-funded performance-based compensation plan for those individuals who do not meet that definition.

MULTIPLE CAREER PATHS FAQs:

What do multiple career paths mean?

TAP allows teachers to pursue a variety of positions throughout their careers — career, mentor and master teacher — depending upon their interests, abilities and accomplishments. As teachers take on new positions, their qualifications, roles and responsibilities increase — and so does their compensation. This allows excellent teachers to advance professionally without having to leave the classroom. It also creates expert teacher leaders within schools to provide support to other teachers.

What are the roles and responsibilities of a career teacher?

A career teacher is similar to what we now think of as a traditional classroom teacher. In the TAP model, the career teacher routinely teams with and is supported by master and mentor teachers. This team-teaching environment provides necessary support to the career teacher. The career teacher also collaborates on lesson planning and develops expertise in all areas of instruction by working directly with master and mentor teachers.

Roles and responsibilities:

- Attend cluster group meetings once a week for 50 minutes (during the school day)
- Collaborate in the classroom with master and mentor teachers
 - Career teachers will be paired with a master and/or a mentor teacher who will, in each teacher's own classroom, provide instructional support.

- Participate in TAP's™ Instructionally Focused Accountability System
 - All teachers in TAP schools will be evaluated at least 4 times during the year by multiple evaluators using the TAP Rubrics as the measurement tool.
- Participate in TAP's Performance-Based Compensation System which allows career teachers to earn annual bonuses based on a combination of classroom evaluations and student value-added data results.

What are the roles and responsibilities of a mentor teacher?

Mentor teachers are actively involved in enhancing/supporting the teaching experience of career teachers. Through the Leadership Team, they participate in analyzing student data and creating the schools' academic achievement plan. Mentor teachers spend the majority of their time teaching students. With oversight and support from the master teacher, they assist in leading cluster meetings, and as a result, mentor teachers also provide classroom-based follow-up and extensive feedback on the instructional practices of career teachers. Planning for instruction is in partnership with other mentor teachers and career teachers, with the input and guidance of the master teacher. Mentor teachers are required to engage in professional development activities that are both self- and team-directed. They are partners with the principal and master teachers in evaluating classroom teachers.

Roles and responsibilities:

- Through analysis of student data, help create the school academic achievement plan
- With oversight of the master teacher, plan and facilitate cluster group meetings and provide appropriate follow-up
- Team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum
- Evaluate teacher performance using the TAP Rubric and conduct follow up teacher conferences
- Participate in TAP trainings and become a Certified TAP Evaluator

What are the roles and responsibilities of a master teacher?

Master teachers function in a unique manner relative to the traditional teacher. Their primary role is, with the principal, to analyze student data and create and institute an academic achievement plan for the school. Master teachers lead cluster groups and provide demonstration lessons, coaching and team teaching to career and mentor teachers. Master teachers collaborate to identify research-based instructional strategies to share with career teachers during cluster group meetings. They are partners with the principal and mentor teacher in observing and evaluating other teachers.

Roles and responsibilities:

- Analyze school-wide student data as the basis for developing a school plan
- Develop the school plan utilizing the TAP processes
- Oversee planning, facilitation, and follow-up of cluster group meetings
- Team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum
- Evaluate teacher performance using the TAP Rubrics and conduct follow-up teacher conferences
- Participate in TAP trainings and become a Certified TAP Evaluator
- Participate in the Indiana TAP network meetings
- Work closely with Indiana TAP Regional Coordinators to ensure effective TAP implementation

What are the requirements to become a mentor or master teacher?

Master and mentor teachers must have expert curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. In Indiana, we are recommending that mentor teachers have 3 or more years of teaching experience and master teachers have 5 or more years of teaching experience. Master and mentor teachers are chosen through a competitive, rigorous selection process. Sample job descriptions and interview questions for master and mentor teachers can be found in the TAP™ Implementation Manual.

What do I need to do to become a mentor or master teacher?

Typically, available master and mentor teacher positions will be posted as job openings. If you are interested in becoming a master or mentor teacher, contact your school administrator to apply for the position. Applicants will go through a rigorous selection process that includes meeting basic qualifications and demonstrating expertise in learning and instruction, curriculum development, assessment and leadership. A staffing committee of administrators (both internal and external) and teachers participates in the selection process and advises the principal, who makes the final selections from the pool of qualified candidates. Indiana TAP™ staff can also assist in the selection process on an as-needed basis.

Once hired, is there special TAP training for mentor and master teachers?

TAP provides training and certification services to prepare principals, masters and mentors to conduct professional growth activities and teacher evaluations effectively. The 8 days of TAP CORE training typically takes place during the summer - before the school begins implementing TAP.

Are mentor or master teachers on their own, or do they work as part of a team?

Along with the principal, master and mentor teachers are part of the school's TAP Leadership Team and are responsible for setting specific annual student learning goals. The TAP Leadership Team in each school oversees all TAP activities aimed at meeting these goals including extensive group and individual coaching and support. Leadership Team meetings take place outside of the contracted school day, either before or after school. In Indiana, school-wide TAP Leadership Teams are required to meet once a week for a minimum of 50 minutes. Indiana's TAP Leadership Teams will also receive support from TAP Regional Coordinators and the statewide network meetings which will take place approximately four times per year.

How much time does it take to be a master or mentor teacher?

Because master and mentor teachers have increased roles and responsibilities in their buildings, their teaching schedules are adjusted accordingly. Master and mentor teachers in an Indiana TAP school, along with the administrators, meet as a Leadership Team for a minimum of 50 minutes a week. Leadership Team meetings take place outside of the contracted school day.

Are master and mentor teachers able to earn bonus awards like career teachers?

All certified staff members are eligible for bonus awards based upon their professional practices — as assessed by multiple, certified TAP evaluators — as well as their students' academic achievements and the school's overall academic progress during the school year. This system rewards teachers for measurable improvements in their teaching skills and their students' achievement, as well as for additional roles and responsibilities. In Indiana, \$2500 is allocated for all certified teaching staff members in a TAP school annually. This includes master and mentor teachers. Bonuses are not “all or nothing”, so it is possible for individuals to earn more or less than the \$2500 allocation. TAP administrators are also eligible for bonus awards.

Who evaluates master and mentor teachers?

The principal, master teachers, and other mentor teachers will evaluate mentor teachers through announced and unannounced observations on an ongoing basis. The principal and other master teachers will evaluate master teachers through announced and unannounced observations on an ongoing basis. As well, mentor and career teachers will participate in master teacher evaluations through a year-end responsibilities rubric survey. Similarly, master and career teachers will participate in mentor teacher evaluations through the year-end responsibilities survey.

How does TAP™ benefit a career teacher?

TAP career teachers receive enhanced, on-going professional development on best practices in instruction through the cluster group meetings, classroom support and follow up from these meetings, and the four TAP observations. In Indiana, career teachers also have the opportunity to earn a performance bonus based on student growth and classroom observations.

ON-GOING, APPLIED PROFESSIONAL GROWTH FAQs:**What kind of professional development do TAP schools receive?**

TAP's ongoing applied professional growth enables teachers to become active agents in their own improvement. Each teacher meets weekly with peers in a professional learning community called a "cluster group." Master and mentor teachers within the school lead these cluster sessions, which focus on instructional strategies to meet student needs. Cluster group work helps teachers meet student learning needs by connecting research-based, data-driven best practices to daily classroom instruction. TAP teachers are also supported in the classroom through regular follow-up activities including lesson demonstrations, modeling, team-teaching, observation and reflective feedback.

What are cluster groups? How are teachers assigned to a cluster group?

A cluster group is the basic unit for teacher professional growth in a TAP school. Clusters are similar to team meeting time or professional learning communities (PLCs). The focus of the work done in a cluster group is on instructional improvement for increasing student achievement. The new learning in cluster groups is focused on student and teacher needs. Each cluster group is overseen by a master teacher and co-led or led by a mentor teacher, and includes all teachers from a defined group. A typical cluster group has 4-8 members. Depending upon a school's size and configuration, a cluster group may comprise all teachers of a single grade or subject area. Specialists working across grade levels have either their own cluster group or are assigned to one. Each TAP school may need to restructure its weekly schedule to allow pupil-free time for cluster groups to meet during the school day. In Indiana, each cluster groups meets approximately 50 minutes per week during contract time. Each TAP school in Indiana will select their own cluster group configuration and meeting schedule.

What do teachers do in cluster groups?

Ongoing Applied Professional Growth in TAP schools focuses on identified instructional needs using multiple data measures. In cluster meetings, teachers use data to target these areas of need. This common time allows teachers to constantly improve the quality of their instruction and hence, increase their students' academic achievement. Further, teachers learn new instructional strategies and have opportunities to collaborate and co-plan during cluster meetings, all of which enable them to become more effective teachers.

Do TAP™ schools have to create new lesson plans with the strategies learned in cluster groups?

There are no TAP lesson plans. Teachers in TAP schools are not required to create new lesson plans, projects, or materials for their students. Cluster meetings will be focused on incorporating research-based, field-tested strategies into existing lesson plans and units of instruction.

Is any additional support provided outside of TAP cluster groups?

In addition to support provided during cluster group meetings, the TAP career path establishes a structure where master and mentor teachers provide ongoing classroom-based support. This includes team teaching, conducting classroom demonstration lessons, coaching, giving regular feedback on specific teaching and learning innovations, conducting evaluations and pre- and post-evaluation conferences.

Will all the teachers in a TAP school be members of a cluster group? What about specialist teachers?

Cluster groups are an essential component of on-going, applied professional development. Therefore, all participating teachers in a TAP school are required to participate in one cluster group. Depending on the school configuration, master and mentor teachers might participate in more than one cluster group. Cluster groups are formed by grade level or subject area. Specialist teachers, or others working across grade levels, participate in a cluster group as well. Some schools place specialist teachers in their own cluster group, and others assign them to a specific grade level or subject area cluster.

Who is in charge of TAP cluster groups?

Cluster group meetings are led by expert instructors in the school — the master and/or mentor teachers — and their activities are focused on instructional practices as determined by student needs. TAP master and mentor teachers receive extensive and ongoing training on how to lead effective cluster groups.

How much time is spent in TAP cluster group meetings?

Teachers in Indiana TAP schools will be required to participate in at least one cluster group meeting for approximately 50 minutes per week during contract time. If needed, TAP will assist in providing resources for schools to restructure the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor and share with other teachers during cluster group meetings.

What do the students do while their teacher is in a cluster meeting?

There are a variety of ways that schools can carve time into a weekly schedule for cluster meetings. Some TAP schools utilize early release or late arrival days for cluster meetings. Other schools use a set common planning period time, “team time” or a time when multiple classes of students are with “specials” teachers. Other schools use floating, permanent substitute teachers for that purpose.

Are cluster groups evaluated and if so, how?

TAP provides a rubric that can be used for evaluating master and mentor teachers in their leadership of cluster groups. This allows master and mentor teachers to gain valuable feedback on the effectiveness of the cluster group meetings. This cluster group meeting rubric can be used by any members of the TAP leadership team in a school as well as TAP Regional Coordinators or the Indiana TAP Director.

INSTRUCTIONALLY FOCUSED ACCOUNTABILITY FAQs:

How are TAP teachers evaluated? What is the TAP Performance-based Accountability system?

TAP has developed a comprehensive system for observing and evaluating teachers outlined in the TAP *Teaching Skills, Knowledge and Responsibilities Performance Standards*, otherwise known as the TAP Rubric.

The TAP™ rubric is a set of clearly defined standards that promote best practices and apply to all content areas. Teachers are well-prepared for their observations during thorough training on the TAP™ rubric and through TAP's continuous professional growth "cluster group" meetings. TAP observations and evaluations provide teachers with feedback on their pedagogy to be used in a formative manner for continuous improvement.

In Indiana, each TAP teacher is evaluated at least four times a year by multiple evaluators (including principals, master teachers, and mentor teachers) who are trained and certified according to these standards. Evaluators are re-certified each year to ensure ongoing adherence to the TAP evaluation process. Some of the evaluations are announced, and some are unannounced. All evaluations are followed up with a post-conference session between the observed teacher and the evaluator to discuss specific reinforcements and refinements based on the instructional rubric intended to help the teacher strengthen his/her instructional practice. Announced evaluations begin with a pre-conference to provide the evaluator with background information on the lesson to be observed.

What are the TAP Teaching Standards and scoring rubrics?

Teachers in TAP schools are held accountable for meeting the TAP *Teaching Skills, Knowledge and Responsibilities Performance Standards*, research-based standards based on twenty-six indicators. The TAP *Teaching Skills, Knowledge and Responsibilities Performance Standards* are otherwise known as the TAP Rubric. The TAP rubric, which uses a five-point scale, is a set of clearly defined standards that promote best practices and apply to all content areas. The TAP rubric will be used to evaluate teachers on each of their four TAP evaluations throughout the year.

What happens before and after a TAP evaluation?

Before announced TAP evaluations, the evaluator will conduct a brief pre-conference with the individual to discuss the lesson. After all TAP evaluations, the evaluator will lead a post-conference session with the observed teacher based on the instructional rubric. Each post-conference will focus on one reinforcement area, where the lesson observed demonstrated excellence and one refinement area, where the teacher will focus on improving. To help the observed teacher strengthen the area of refinement, the evaluator may provide follow-up activities including lesson demonstrations, modeling, team-teaching, and reflective feedback in the weeks following the observation.

What type of support will I receive to ensure that I will do well on the TAP evaluations?

When a school first begins implementing TAP, multiple cluster meetings over the course of several months will be spent familiarizing the teaching staff with TAP rubric. Additional cluster group meetings in subsequent years can be spent revisiting certain portions of the TAP rubric on an as-needed basis. All evaluations are followed up with a post-conference session between the observed teacher and the evaluator to discuss specific reinforcements and refinements based on the instructional rubric intended to help the teacher strengthen his/her instructional practice. Additionally, TAP teachers are also supported in the classroom through regular follow-up activities including lesson demonstrations, modeling, team-teaching, observation and reflective feedback.

Will everyone be evaluated using the same standards? How will special education teachers, counselors, and related-arts teachers be evaluated?

The TAP rubric is a set of clearly defined standards that promote best practices in instruction and apply to all content areas. Because the TAP rubric is content-neutral and focuses on effective teaching rather than content-specific knowledge or strategies, the same rubric can be used for all PK-12 educators in a TAP school.

Will everyone in a TAP™ school be evaluated? Who evaluates master and mentor teachers?

TAP uses a 360 degree evaluation model, which means that everyone in the school receives feedback on their performance from a variety of individuals. A 360 degree evaluation, or feedback model, collects and provides information on an individual's performance from a variety of knowledgeable sources. The 360 degree evaluation model has been found to be the most comprehensive feedback model available. In Indiana, career teachers will be evaluated at least four times a year, using the TAP rubric, by a mixture of administrators, mentor teachers, and master teachers. Mentor and master teachers will also be evaluated by each other and by administrators while working with students. Mentor teachers will be evaluated on an ongoing basis by the principal, master teachers, and other mentor teachers. Master teachers will be evaluated on an ongoing basis by the principal and other master teachers. Mentor and career teachers will also participate in master teacher evaluations through the annual Responsibilities Survey given to all teachers in a TAP school. Additionally, principals are also evaluated annually.

Can TAP evaluations be used to reprimand or release teachers?

The TAP evaluation is not intended to be used to hire, retain, reprimand, or release teachers. Instead, the TAP observations and evaluations are meant only to provide teachers with feedback on their pedagogy to be used in a formative manner for continuous improvement. School corporations implementing TAP can continue to use their own current evaluation process for retention decisions.

PERFORMANCE-BASED COMPENSATION FAQs:

What is TAP performance-based compensation?

Teachers in a TAP school have the opportunity to earn bonuses each year, in addition to their regular salary, based on their performance in the classroom, their students' achievement growth and the entire school's achievement growth. Master and mentor teachers in TAP schools, as well as the administrators, are also eligible for performance-based bonuses.

Who will be eligible for TAP performance awards?

In Indiana, all certified teaching staff members who meet regularly with a group(s) of students to deliver instruction for which they are responsible for planning are eligible for participating in TAP's performance-based compensation system (this includes master and mentor teachers). TAP administrators are also eligible for bonus awards.

How much is the TAP performance-based bonus award?

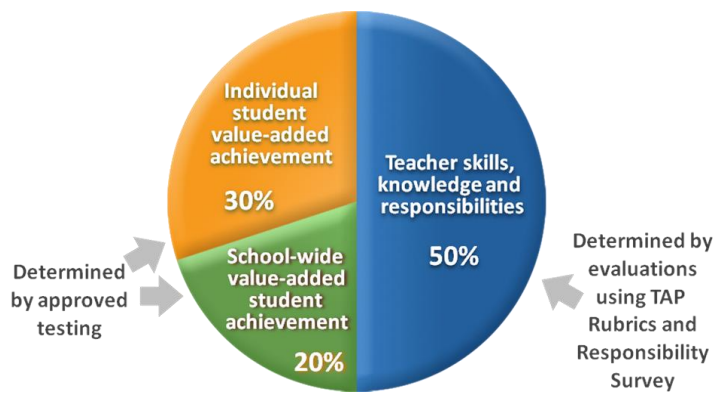
In Indiana, all certified staff members in a TAP school are allocated \$2500 annually. This includes master and mentor teachers. Bonuses are not "all or nothing", so it is possible for individuals to earn more or less than the \$2500 allocation. TAP administrators are also eligible for bonus awards.

How are the TAP bonus awards calculated?

Research confirms that teachers are the most important school-related factor that influences student achievement. Therefore, in TAP, a part of teacher performance pay is based on student performance. TAP measures student performance based on the achievement gains (i.e., value-added) a student makes *over time* (i.e., during the school year) rather than a snapshot of his/her performance on a standardized test. This means that regardless of where their students start the year academically, teachers are evaluated and rewarded based upon how much their students improve, not by how high they score on standardized tests. The use of student achievement gains is only one of several determinants of TAP teacher bonuses. Both the academic gains of the individual teacher's students and the academic gains of the entire student body are counted in the teacher's performance bonus. In addition to student academic outcomes,

teachers' bonuses are also partially dependent on their classroom performance as measured by TAP™ classroom evaluations through the school year. TAP administrators are also eligible for bonus awards. For administrators, the most commonly used measures to determine bonus awards are school-wide achievement gains and the quality of TAP implementation.

Indiana will use the following percentages to calculate the performance-based bonus awards for individuals that teach a tested subject area.



Indiana will use the following percentages to calculate the performance-based bonus awards for individuals that teach a non-tested subject area.



Can I lose money by doing TAP?

TAP does not require any impact on the contracted salary schedules that exist in each school/district. Therefore, it is not possible to lose money by implementing TAP.

Is the TAP performance-based compensation system fair when 50% of the bonus award is based on student performance? What about the teachers working with the most difficult students in the school?

TAP measures student performance based on the achievement gains (i.e., value-added) a student makes *over time* [i.e., during the school year] rather than a snapshot of his/her performance on a standardized test. This means that regardless of where their students start the year academically, teachers are evaluated and rewarded based upon how much their students grow, not by how high they score on standardized tests.

Is data for students who have only been in school a portion of the school year included when calculating value-added student achievement?

In Indiana, to help ensure that the value-added student achievement calculations are fair, data will only be used for students that have been in the TAP school for 126 days or more.

How do the bonus award pools work? Are TAP teachers in competition for award money with their fellow teachers?

In Indiana TAP schools, staff members do not compete for their bonus award money. \$2500 has been allocated for each certified teaching staff member in an Indiana TAP school. Therefore, it is possible for every single certified teaching staff member in a school to earn the full \$2500.