TAP Across the Nation

17 States
500 Schools
20,000 Teachers
200,000 Students
Indiana TAP

- 1,500 Teachers
- 23,760 Students
- Schools represent rural, urban, and suburban areas
- Includes 4 district-wide implementations
- Participating charter, elementary, middle and high schools adopted TAP following at least a 75% favorable staff vote
- Indiana is one of only 5 states implementing TAP statewide
How Does TAP Work?

**TAP™ Elements of Success**

- Multiple Career Paths
- Ongoing Applied Professional Growth
- Instructionally Focused Accountability
- Performance-Based Compensation
Specifically, TAP employs the following methods to ensure an aligned approach to performance-based compensation:

- **Teacher evaluation** and **professional development** help teachers develop a clearly defined repertoire of **instructional skills** that are rewarded by **annual bonuses**.

- The school’s improvement planning process and professional development provide teachers with **new instructional strategies** that have been proven to produce **learning gains for students** in the school—another factor rewarded by annual bonuses.

- Differentiated pay is used to create a team of **teacher-leaders** who have the authority, time, and expertise to **improve teacher evaluations, professional development, and school improvement** planning.

*Aligned by Design: How Teacher Compensation Reform Can Support and Reinforce Other Educational Reforms* by Craig Jerald

Multiple Career Paths

Powerful opportunities for more responsibility and commensurate pay

- Career Teachers
- Mentor Teachers
- Master Teachers
Video Clips: Voices From the Field

Laura Hill
Mentor Teacher
Louisiana

Holly Vilaseca
Mentor Teacher
Texas

Tami Jenkins
Regional Coordinator
Texas

Jonathan Williams
Principal
Louisiana
Research Supporting Multiple Career Paths

• A positive relationship exists between employee motivation and one’s ability to advance within their career. (Barrier)

• Effective leadership is characterized by collective responsibility. (Elmore)

• Collective leadership through consensus of teachers rather than mandate is more effective. (Darling-Hammond, Bullmaster & Cobb)
Basic Job Responsibilities:

• Cluster implementation
• Support teachers’ individual growth plans
• Conduct evaluations and conferences
• Provide individualized teacher support
• Leadership team participation
• Each teacher has unique job responsibilities. Annually, a survey is given to all teachers to ensure responsibilities are met.
TAP Principal Responsibilities

TAP Principal

• Selects master and mentor teachers with assistance and input from the director
• Leads development of school plan
• Facilitates TAP leadership team meetings
• Monitors cluster and classroom activities
• Conducts classroom evaluations and conferences
• Coaches master and mentor teachers in classroom instruction, cluster implementation and coaching of teachers
Shared Leadership: TAP Leadership Team

- Principal
- Assistant Principal
- Master Teachers
- Mentor Teachers
- Or others seen as instrumental in the implementation of TAP within a school
Ongoing Applied Professional Growth

Continuous on-site professional development during the school day

“Cluster Group”
Research Supporting On-going Embedded Professional Growth

• Student achievement and teacher learning increases when professional development is teacher-led, ongoing and collaborative. (Desimone, Porter, Garet, Yoon, & Birman; Smylie, Allensworth, Greenberg, Harris, & Luppescu).

• Schools that regularly link teachers to other teachers to form a supportive community are capable of successfully reforming teaching and learning. (Fullan)
How many minutes per week will each cluster group meet?

a minimum of 50 minutes

How often do cluster meetings occur?

a minimum of once per week
Sample Cluster Diagram

Principal

Master Teacher
(Grade/Subject)

Master/Mentor Teacher
(Grade/Subject)

(Name/Grade)

(Name/Grade)

(Name/Grade)

(Name/Grade)

(Name/Grade)

(Name/Grade)

(Name/Grade)

(Name/Grade)
Steps for Effective Learning in Cluster

1. **Identify** problem or need

   Evidence of (using pre-test) is clear, specific, high quality and measurable in student outcomes and addresses student content learning with links to teacher strategies and the Rubric

2. **Obtain** new teacher learning aligned to student need and formatted for classroom application

   Using credible sources
   Proven application showing student growth

3. **Develop** new teacher learning with support *in the classroom*

   Development through demonstration, modeling, practice, team teaching and peer coaching with subsequent analysis of student work

4. **Apply** new teacher learning to the classroom

   Evidenced through observation, peer coaching and self reflection applied to student work as a formative assessment

5. **Evaluate** the impact on student performance

   Evidence includes student assessment (post-test) aligned with data analysis and the new teaching strategies
Instructionally Focused Accountability

Fair evaluations based on clearly defined, research-based standards

- Multiple evaluations
- Multiple trained and certified evaluators
- Cluster training and classroom support
Video Clip: Voices From the Field

Alishia Ancar, Executive Master Teacher
Louisiana
The challenge of creating an effective teacher accountability system is to improve the quality of teacher instruction, and thereby raise student achievement.

States and school districts need to identify the knowledge and skills that a teacher needs to teach successfully, and then create standards and rubrics to measure teaching performance.

Odden, Milanowski & Youngs
Odden and Clune
TAP’s Teaching Standards are Research-Based

The TAP *Teaching Standards* are based on education psychology research focusing on learning and instruction, and continue to be validated by more recent research. In addition, the development was influenced by focus groups with outstanding educators, including many Milken Educators.

The work was informed by materials from numerous sources, including:
- Interstate New Teacher Assessment and Support Consortium (INTASC)
- National Board for Professional Teacher Standards
- Massachusetts’ Principles for Effective Teaching
- California’s Standards for the Teaching Profession
- Connecticut’s Beginning Educator Support Program
- New Teacher Center’s Developmental Continuum of Teacher Abilities
- Danielson's Framework for Teaching
4 Domains of the TAP Rubric

**Implementing Instruction**
- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure and Pacing
- Activities and Materials
- Questioning
- Academic Feedback
- Grouping Students
- Content Implementation
- Teacher Knowledge of Students
- Thinking
- Problem Solving

**Planning Instruction**
- Instructional Plans
- Student Work
- Assessment

**Learning Environment**
- Managing Student Behavior
- Expectations
- Environment
- Respectful Culture

**Responsibilities**
- Staff Development
- Instructional Supervision
- School Responsibilities
- Reflecting on Teaching
The CODE System

The CODE System is an optional web-based application for managing school goals and clusters, collecting teacher observation data, and providing real-time reports to support your TAP system implementation.
Features of CODE

• By entering the observations into CODE, users can get reports and analyze the results of teacher evaluations across grade levels, content areas, and over 20 other reports

• CODE provides tools for ensuring inter-rater consistency of evaluators

• CODE can be used to analyze teacher evaluation data for states or districts using any instructional rubric and to manage higher education clinical evaluation
Using CODE to Monitor Inter-Rater Reliability: Example of a Case of Inconsistent Scoring Across Evaluators
The following chart shows how often particular indicators on the teacher evaluation rubric have been chosen as an area of refinement in one example school:

- **Lesson Structure and Pacing**: 53.75%
- **Assessment**: 10.12%
- **Questioning**: 13.55%
- **Academic Feedback**: 12.42%
- **Grouping Students**: 3.68%
Salaries and bonuses tied to responsibilities, instructional performance and student achievement growth.

- The teacher’s instructional performance
- Student achievement growth a teacher makes in the classroom
- Student achievement growth the school makes as a whole
Video Clip: Voices From the Field

Holly Vilaseca, Mentor Teacher
Texas
Research Supporting Performance-based Compensation

- Studies show that neither years of experience nor advanced degrees can predict increased student achievement. (Greenwald, Hedges & Lane, Hanushek)

- Performance award programs are successful when integrated with strong leadership, professional development, reliable analysis of student performance and strong feedback. (Odden & Kelly; Odden)
How Teacher Performance is Determined

- Teacher skills, knowledge and responsibilities: 50%
  - Determined by approved testing
  - Determined by evaluations using TAP Rubrics and Responsibility Survey

- Individual student value-added achievement: 30%
  - Determined by approved testing

- School-wide value-added student achievement: 20%
  - Determined by approved testing
How Teacher Performance is Determined

50% School-wide, value-added student achievement

50% Teacher skills, knowledge and responsibilities

Determined by approved testing

Determined by evaluations using TAP Rubrics and Responsibility Survey
Value Added

Student achievement growth measured over time
Comparison of Low and High Effectiveness

- **High achieving students, teacher above average in effectiveness**

- **Low achieving students, teacher above average in effectiveness**

- **Previously high achieving students, teacher below average in effectiveness**

<table>
<thead>
<tr>
<th>Observed Student Score</th>
<th>Previous Score (Previous Achievement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Low</td>
<td>Low</td>
</tr>
</tbody>
</table>

**A**

+ 5

**B**

+ 5

**C**

- 5

(Previous Achievement)
TAP Resources
TAP Training Portal

The TAP System Training Portal provides a web-based, state-of-the-art delivery vehicle of interactive, individual TAP trainings and support. The portal is designed to provide ready access to users, based on role, and contains the most updated training, resources, videos, and materials for TAP leaders to download, review and deliver to their target audiences in order to improve instruction. Most importantly, real-time access to information tailored to TAP models of instructional growth will be available to all schools implementing the TAP system. To see what is included in the portal, click on the button below.

CLICK HERE FOR AN OVERVIEW OF THE TAP SYSTEM

Advancing education, your career and your students.

Welcome to the TAP System Training Portal! Here you will find a wealth of resources at your fingertips in real time. These include strategies, training modules, CORE trainings, videos, TAP documents and much more! Every tool that you will need for successful TAP implementation is just a click away.
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TAP Scripting App

Previously we have gone over persuasive writing, so this should just be another exercise. In the book, we talked about the difference with the movie: some in one they left out of the other. As a class, we have a theme—living forever—what was the problem the Tuck family was having.

Good, let's say they were able to live for every bc of the water they drank from the stream- Bjar, what did you want to add — SR.

Yes, excellent point, she said that they had to hide the water.

At end of this lesson, I want each of you to be able to give me a good example of a persuasive essay.

What are we going to focus on today is SHOULD I BE ABLE TO LIVE FOREVER... I am for it or against it.

You are going to do that in a group and write a group essay. Before we get started, I want to go over the points of a persuasive essay.

What were the Tucks concerned about?
Supporting Teacher Growth / Raising Student Achievement

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- Performance-Based Compensation
National TAP Web site:  www.tapsystem.org

Indiana TAP Web site:  http://cell.uindy.edu/TAP

TAP Training Portal Web Site to Preview:  www.tapsystemtraining.org
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