**Louisiana TAP Initiative**

**TAP™ System**

 **2012-13 Guidelines**

**For**

**Continuing TAP Schools**

**Application &**

**Planning Worksheets**

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**Louisiana TAP Initiative**

**GUIDELINES and APPLICATION for**

**CONTINUING TAP SCHOOLS**

The TAP™ System is a research-based school reform initiative intended to recruit, motivate, develop, and retain high-quality teachers to increase student achievement. The decision to become a Louisiana TAP school requires serious commitment at multiple levels. A strong commitment on the part of the school principal and administrators, as well as the school staff, is essential to success as a Louisiana TAP school. The commitment of district leadership adds another layer of support to the implementation of Louisiana TAP at a school.

**TAP™ System: Why and What?**

Research has shown that the single most important school-related factor in determining student performance is the quality of the classroom teacher. However, despite the critical role that good teachers play, more and more skilled educators are leaving the profession, while fewer talented young people are pursuing it, leaving the nation’s schools with a shortage of talented teachers.

In 1999 the Milken Family Foundation introduced the Teacher Advancement Program (TAP), an initiative developed to restructure and revitalize the teaching profession. The importance of teacher quality and experience with the implementation of TAP catalyzed the establishment of an independent nonprofit called the National Institute for Excellence in Teaching (NIET). TAP is NIET's flagship program operating in 10 states in partnership with sponsoring agencies such as state departments of education, and/or public and private school districts and schools.

TAP is a bold new strategy aimed at building teacher instructional capacity and raising student achievement. The goal is to draw more talented people to the teaching profession—and keep them there—by making it more attractive and rewarding to be a teacher.

Under TAP, good teachers can earn higher salaries and advance professionally, just as in other careers. They can do it without leaving the classroom, where they often are needed most. At the same time, 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.

The ultimate goal of the TAP System is to strengthen teacher instructional capacity and increase student achievement. TAP is unique in that it is comprehensive in nature, combining four key elements: MultipleCareer Paths; Ongoing, Applied Professional Growth; Instructionally Focused Accountability; and Performance-Based Compensation, and, at the same time, provide the right combination of high expectations, opportunity for growth, accountability and support for schools to do what is necessary to improve. When implemented according to the model, TAP counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, teacher isolation, lack of career advancement, unsupported accountability demands, and low, undifferentiated compensation.

TAP Key Element #1: Multiple Career Paths

TAP enables good teachers to move into a variety of teaching positions—career, mentor, and master teacher—depending upon their interests, abilities, and accomplishments. As they move up the ranks, their qualifications, roles, and responsibilities increase and so does their compensation. Mentor teachers and master teachers play an integral role in TAP by providing critical support and modeling of teaching practices on an ongoing basis. The roles of mentor and master teachers support professional advancement for teachers without the teachers having to “leave the classroom.” Through a competitive hiring process, schools advertise, interview, and hire master and mentor teachers who share instructional leadership with the principal.

*Master teachers* generally do not carry a classroom teaching assignment but put in a large amount of teaching time through modeling and team teaching with career teachers. They share in the evaluation/conferencing responsibilities of the school leadership team. Master teachers are also responsible for supporting the principal in guiding the leadership team in the disaggregating of data and outlining the school’s focus for improvement. They specifically locate research-based instructional strategies that target the identified areas of student need, field test those strategies with students within the building, and then model those strategies for career and mentor teachers during weekly grade-alike or subject-alike professional development sessions called “cluster meetings.” The master teachers, along with mentor teachers, provide follow-up and support to classroom teachers in the form of observation with feedback, team teaching, modeling, etc., as the teachers are implementing new instructional strategies. Master teachers also guide career and mentor teachers in the development of an Individual Growth Plan (IGP). The IGP is a record-keeping log to support teachers in their own professional growth and to ensure that growth in classroom practice connects to measurable increases in student achievement. The recommended ratio of master teachers to career teachers is between 1:12 - 1:15.

*Mentor teachers* maintain a full class load and are given release time to support the master teachers as they plan and deliver professional growth opportunities for teachers throughout the building. They serve on the school leadership team with the administrators and master teachers and accept evaluation/conferencing responsibilities. Mentor teachers support career teachers with their individual growth plans (IGPs). The recommended ratio of mentor to career teachers is between 1:6 - 1:8.

Master and mentor positions in a school are not tenured positions. It is important to note that master and mentor positions are advertised within the school, outside the school, within the district, and also across the state. For the most part, mentor positions have generally been filled from within the school staff, and master teacher positions filled with a combination from within and outside the present school staff. The single most important decision the principal makes in regards to TAP is who s/he hires in the master teacher positions. It is critical that this decision be made on qualification, experience with professional development, ability to work with people, and proven results as a classroom teacher and not on seniority alone.

Master and mentor teachers sign a contract addendum outlining their roles/responsibilities, additional work days and salary augmentations. Generally, master teachers receive an additional augmentation of $5,000 to $10,000, and mentors receive an additional augmentation of $2,000 to $5,000. [TAP schools that are part of Louisiana’s USDOE Teacher Incentive Fund grant provide a $10,000 master teacher addendum and a $5,000 mentor teacher addendum.]

*Career teachers*are regular classroom teachers. These teachers may be new to teaching or may have taught for many years. The career teachers participate fully in cluster group meetings, are evaluated by the principal, master teacher, and mentor teacher, and are eligible to receive a performance bonus award each year. After two years of successful teaching experience, career teachers may apply to fill open mentor teacher positions and may apply to fill open master teacher positions after five years of successful teaching experience.

TAP Key Element #2: Ongoing Applied Professional Growth

TAP schools re-configure their daily schedule to allow for 60 to 90 minutes of uninterrupted, quality collaborative learning time in grade-alike or subject-alike groups called cluster meetings each week. These cluster meetings provide teachers the collaborative opportunity to identify specific student needs based on data. Once these broad needs are identified, the focus is narrowed to specific student skills that would support those broad areas of student need. A school goal is established as well as specific cluster cycle goals outlining a timeline for cluster groups to focus on specific areas. Master teachers then find research-based strategies to target those needs, do field testing with students in the building, and then model the strategies for other teachers. Master and mentor teachers provide follow-up support to classroom teachers as they implement the strategies and bring back student work to help frame their next steps. Although master teachers are prepared with numerous researched-based, field-tested strategies, it is the student work that dictates the direction the cluster will take.

The typical protocol for a cluster meeting, *STEPS for Effective Learning,* involves 5 specific steps for master teachers to follow:

1. Career teachers identify the specific student need based on student work.
2. Master/mentor teachers model a researched-based strategy that has been field-tested pointing out critical attributes of the strategy to teachers to ensure effective transfer.
3. Career teachers develop the new strategy or part of the strategy into their anticipated lessons for the coming week with guidance from the master and mentor teachers.
4. Career teachers make plans to apply the strategy in their classrooms while master and mentor teachers make plans to tailor the support each teacher will need (team teach, model, observe and provide feedback, etc.).
5. All career teachers bring back student work to the next meeting in order to evaluate the effectiveness of the strategy and make appropriate modifications.

The school also establishes a TAP Leadership Team (TLT), generally comprised of the school administrators as well as the master and mentor teachers. This group meets once per week and has the responsibility to analyze student achievement data, set school-wide and cluster group student achievement goals, review individual growth plans, and ensure that the cluster groups are properly implementing the *TAP STEPS for Effective Learning.* Other responsibilities of the TLT include becoming certified TAP evaluators using the *TAP Instructional Rubric* ensuring their inter-rater reliability as a leadership team, and monitoring for score inflation.

TAP Key Element #3: Instructionally Focused Accountability

Teachers in TAP schools are held accountable for high quality classroom instruction through the use of the *TAP Instructional Rubric* which cites the Louisiana Components of Effective Teaching in its original research. During the first year of implementation in a TAP School, a considerable amount of time in cluster meetings is spent on introducing the teaching staff to the indicators in the instructional rubric. Master teachers continue to embed the instructional rubric into weekly cluster meetings which provide a solid opportunity for them to model what specific indicators look like and sound like in effective classroom teaching. There are several advisory evaluations completed during the first year of implementation.

The *TAP Instructional Rubric* measures teacher effectiveness in four Domains:

* Designing and Planning Instruction which includes three indicators (Instructional Plans, Student Work, and Assessment).
* The Learning Environment which includes four indicators (Expectations, Managing Student Behavior, Environment, and Respectful Culture).
* Instruction which includes twelve indicators (Standards and Objectives, Motivating Students, Presenting Instructional Content, Lesson Structure and Pacing, Learning Activities and Materials, Questioning, Academic Feedback, Grouping Students, Teacher Content Knowledge, Teacher Knowledge of Students, Thinking, and Problem Solving).
* Responsibilities which include seven indicators (Staff Development, Instructional Supervision, School Responsibilities, Mentoring, Community Involvement, Growing and Developing Professionally, and Reflecting on Teaching).

TAP teachers are evaluated four times during the school year (one announced and three unannounced). These evaluations are completed by administrators, master teachers, and mentor teachers, all of whom participate in four days of intensive training on the *TAP Instructional Rubric*, inter-rater reliability, and pre/post-conferencing skills. Periodically, the leadership team (administrators, master teachers, and mentor teachers) conduct inter-rater reliability checks within their team by watching, scripting, scoring, and planning post conferences with a video library of teaching episodes provided by the NIET.

After each evaluation, a teacher completes a “self evaluation” of the lesson. During the instructional post-conference held after each evaluation, the teacher is guided through cognitive coaching to self-reflect on the lesson with a focus on a specific area of reinforcement and a specific area of refinement from the *TAP Instructional Rubric*. The scores from a teacher’s four evaluations combine with a “responsibility score” to make up part of his/her opportunity to pull from a bonus pool of money in the performance-based pay element of TAP. Administrators are trained in the Comprehensive Online Data Entry (CODE) system, an online data management system in which principals enter teacher evaluation scores and are able to generate specific reports that identify trends in teacher evaluation reports, so that they can plan support for teachers in specific instructional areas within the school. Administrators also use CODE to monitor for score inflation.

TAP Key Element #4: Performance-Based Compensation

TAP changes the current system by providing additional compensation to teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students. Although base salaries remain the same, salary addendums are given to master and mentor teachers because these teachers take on more responsibility and share instructional leadership with the principal.

Additionally, all teachers in a TAP school are eligible for financial awards from a pool of money created by the district specifically to reward teachers for their classroom teaching performance AND student growth. This pool of money ranges from $1,500 to $5,000 per teacher. The amount is determined by the district. [Districts participating in the Louisiana TIF grant provide $2,500 per teacher to the incentive pool.] Teachers are able to draw from this pool of money based on:

* The average scores they earn on the four evaluations of their classroom teaching performance (50%).
* Their students’ classroom-level achievement growth using a value-added model (30%).
* School-level achievement growth as measured using a value-added model (20%).

For teachers assigned to grades/subjects not state tested, the opportunity for financial award is based 50% on the four evaluations and 50% on school-wide value-added gains. Louisiana TAP currently uses the SAS EVASS model of value-added growth calculations, developed by statistician William Sanders, to determine value-added gains of students.

Current state assessment data are sufficient to meet the requirements for calculating value-added growth using the Sanders model. All student test data and historical test data are submitted by the State Department of Education. Districts enter into separate service agreements with SAS EVAAS for their value-added reports.

**Participation in the Louisiana TAP Initiative as a Continuing TAP School: What are the Roles and Responsibilities of a TAP School?**

TAP Principal: Roles and Responsibilities

The principal in a TAP school must be a strong instructional leader, an expert administrator, and serve to create a vision of increased student achievement through the implementation of TAP. In order to do so, a TAP principal must be *proficient* in the following skills: developing an exemplary school instructional/academic improvement plan, communicating student progress, and exhibiting instructional leadership with knowledge of both quality instructional practices and of curriculum.

It is critical that the principal is knowledgeable about the TAP processes and able to utilize them to advance student achievement. This requires principals to:

* Serve as the head of the school leadership team and in that capacity guide the team in analyzing student data, developing a school academic plan, monitoring cluster group operations, and fostering inter-rater reliability.
* Create, in collaboration with the leadership team, a school assessment plan that includes formalized benchmarking and fosters teachers’ use of ongoing formative assessments.
* Become a Certified TAP Evaluator and evaluate each teacher at least once a year using the *TAP Instructional Rubric.*
* Monitor the teacher evaluation data management system (CODE) to identify trends in teacher evaluation scores and maintain inter-rater reliability.
* Work in a collaborative and cooperative relationship with the State TAP Director and State Executive Master Teachers to enhance the school’s implementation.
* Utilize the online TAP Training Portal to support TAP implementation at the school.
* Communicate student progress to all appropriate constituencies.
* Foster relationships with community agencies and parents in support of the program.
* Identify needs in teacher professional development and school curriculum, and gather resources and solutions to address these needs.
* Attend TAP Principals’ Workshops that are provided by the Louisiana Department of Education and/or NIET, including, but not limited to, TAP Core Training. Five days of TAP Core training will occur in the summer preceding Year One of TAP; an additional two days of Core training will occur in early fall.
* Support the school’s Master Teachers participation in state Master Teacher Networking meetings.
* Support TAP Master and Mentor Teachers in their work.

Since outstanding teachers are the single most important school-related factor for student success, then outstanding leadership is an essential supporting element for teacher success. Even though the TAP leadership team is comprised of the principal, master teachers, and mentor teachers, it is the principal who retains control of the school and ultimately leads the TAP effort. Because instituting TAP is a challenging undertaking, supporting and enhancing exemplary principal leadership is essential. TAP schools are expected to implement research-based concepts and structures that are often new and/or have previously been underemphasized. Indeed, these changes frequently push faculties to challenge outdated yet comfortable notions of teaching and learning. As a result, feelings of discomfort and/or resistance can arise. In these times, the principal must move staff forward and communicate the vision of TAP to the school’s various constituencies.

TAP Master Teacher: Role and Responsibilities

Master teachers function in a unique manner relative to the traditional teacher. Their primary role is to support the principal in guiding the leadership team to analyze student data and to 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 teachers. They also spend, on average, two hours per day teaching students. Master teachers collaborate to determine and to develop the adoption of learning resources. They are partners with the principal in evaluating other teachers. Master teachers may also partner with the principal in sharing some of the responsibility of interacting with parents.

Specific responsibilities of the master teacher include:

* 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.
* Observe and provide peer assistance and coaching toward meeting teachers’ IGP goals.
* Evaluate teacher performance using the *TAP Instructional Rubric* and conduct follow-up teacher conferences.
* Participate in all TAP trainings and become a Certified TAP Evaluator.
* Attend Master Teacher Networking meetings and other professional development opportunities.
* Work an expanded calendar year.

The principal and other master teachers will assess master teachers both informally and formally on an ongoing basis. The *TAP Evaluation Compensation (TEC) Guide* contains the guidance for these evaluations.

TAP Mentor Teachers: Roles and Responsibilities

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 academic achievement plan. With oversight and support from the master teacher, they lead 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.

Specific responsibilities include:

* Assist in the development of the school academic achievement plan from the analysis of student data.
* Assist with the planning and facilitation of cluster meetings and provide appropriate follow-up, with oversight from the master teacher.
* Team-teach with colleagues, demonstrate model lessons, and develop and help implement curriculum.
* Observe and provide peer assistance and coaching toward meeting teachers’ IGP goals.
* Evaluate teacher performance using the *TAP Instructional Rubric.*
* Participate in all TAP trainings and become a Certified TAP Evaluator.
* Work an expanded calendar year.

The principal and master teachers will appraise mentor teachers both informally and formally on an ongoing basis, according to the guidelines contained in the The *TAP Evaluation Compensation (TEC) Guide* contains the guidance for these evaluations.

Career Teacher: Roles and Responsibilities

The primary difference between the role of the career teacher in the TAP model and the role of the traditional teacher is that the career teacher routinely teams with more experienced master and mentor teachers. This team-teaching environment provides necessary support to the career teacher. This teaming also builds an induction program into the staffing system. As a result, the new teacher will not experience the feelings of isolation and frustration that many new teachers have. The career teacher also collaborates on lesson planning and develops expertise in all areas of instruction by working directly with mentor and master teachers.

Specific responsibilities include:

* + Attend Ongoing Applied Professional Growth Groups (clusters).
		- Meetings should occur at least once a week for one hour. During these meetings, career teachers are expected to attend and be prepared to participate in all aspects of the meeting.
	+ Collaborate in the classroom with master and mentor teachers.
		- In conjunction with cluster groups, career teachers will be paired with mentor and master teachers who will provide instructional support in each career teacher’s own classroom, to increase teacher expertise, and hence, student achievement. This team-teaching environment will allow the master/mentor teacher to observe the career teacher regularly.
		- Variations of this one-to-one pairing may occur, depending upon financial viability and the number of qualified teachers at a school site.
	+ Participate in TAP’s Instructionally Focused Accountability System.
		- All teachers in TAP schools will be evaluated 4 times during the year by multiple evaluators using the *TAP Instructional Rubric* as the measurement tool.
	+ Develop expertise of career teachers with assistance from the master/mentor teachers.
		- Through creating and maintaining an IGP.
		- In alignment with the teacher’s refinement area (as identified during the TAP evaluation process) and his/her students’ academic needs, the teacher will be asked, with ongoing support from the master/mentor teachers, to develop and maintain a TAP IGP.
	+ Work a traditional school year as defined by the LEA.

The principal, master teachers, and mentor teachers will appraise career teachers both informally and formally on an ongoing basis, according to the guidelines contained in the *TAP Evaluation Compensation (TEC) Guide*.

**Participation in Louisiana TAP as a Continuing TAP School: How?**

There are three levels of participation in the Louisiana TAP System:

* Pre-TAP School
* Year One TAP School
* Year Two & Beyond TAP School

The information below and the application forms contained in this document are specific to implementation activities for ***Continuing TAP Schools - Year Two and Beyond***.

Schools that completed one or more years as a TAP school are eligible to continue in TAP, upon submission of this application and acknowledgement that the school must:

* Demonstrate continued capacity to implement the TAP model with fidelity as evidenced by employing the proper number of master and mentor teachers.
* Demonstrate the structure to implement the TAP model with fidelity as evidenced by the cluster meeting and Leadership Team schedules.
* Demonstrate commitment to TAP as a continuous improvement model with a focus on improving knowledge and skills of all teachers and achievement of all students.

Implementation Activities for a Continuing TAP School

* Schools fully implement all four TAP elements *(Multiple Career Paths, Ongoing Applied Professional Growth, Instructionally Focused Accountability, AND Performance-Based Compensation)*. Master and Mentor teachers continue to strengthen their roles and responsibilities, especially weekly cluster meetings, and weekly leadership team meetings. Teachers are evaluated 4 times during the year with post- conferences.
* Teachers are eligible for performance awards at the end of the year based on their performance and student growth.
* Master and mentor teachers continue earning their addendums for their added roles and responsibilities.
* Master teachers attend scheduled *State* *Master Teacher Support and Networking Meetings*. Meeting scheduling and registration process will be available via Courswhere.
* Principal attends *State* *Principal Support and Networking Meetings.* Meeting schedules and registration process will be available via Courswhere.
* State Executive Master Teachers provide on-site and/or off-site technical support.
* New leadership team members participate in TAP Core training.
* Leadership Teams participate in TAP Summer Institute training.
* Leadership Team members participate in the National TAP Conference in spring (as funding and space permit).

TAP Funding and Costs

Schools implementing TAP utilize a variety of funding sources to support costs associated with TAP. Examples of funding sources include: Title I, Title II, Title III, Title VI, IDEA, EEF, and local funds.

Specific guidance as to how federal title funds can be used to implement TAP is available in the LDE publication, *Tools for Integrating Education Funds: Initiatives*, available online at <http://www.louisianaschools.net/lde/uploads/16548.pdf> (pages 37-41).

In addition, many Louisiana TAP schools will utilize funds from one of the USDOE TIF grants currently available in our state: Louisiana TIF; NIET/ACSA TIF; NIET/ABR TIF; and Iberville TIF. The individual TIF proposals and budgets will guide how those funds support the participating district/school.

In previous years, funding for Louisiana TAP has been available through the Board of Elementary and Secondary Education (BESE) 8(g) statewide programs. Continued 8(g) funding for Louisiana TAP during the 2012-13 school year is pending approval. If approved, any available 8(g) funds for Louisiana TAP will be provided to new and continuing TAP schools that are not a partner in a USDOE TIF grant. The Department will notify schools and districts of such approval, allocation amount, and the process and timeline to submit appropriate budget forms. In previous years the permissible uses of 8(g) funds were as follows:

* Salary addendums for Master and Mentor Teachers
* Travel to TAP Trainings and the National TAP Conference and costs associated with travel to TAP training. [Costs associated with travel include mileage/airfare, lodging, and meals, as per state travel regulations; and substitute costs that allow teachers to travel.]
* Online Teacher Evaluation/Observation Management System (CODE)
* SAS/EVASS Value Added Report(s)
* TAP Training Portal
* Professional Development Expenses
* Supplies, materials, and equipment for TAP Master/Mentor Teachers and TAP Cluster Room. [Note: furniture purchase is not an allowable expense.]

Total costs associated with funding will vary from one school to another, based on such factors as number of students, grade configuration, number of faculty members, master/mentor teacher addendum amounts, travel costs, and performance pay incentive amounts. It is important that a TAP school and the TAP district work together to determine those specific costs and to plan which funding sources will be available to support and sustain the TAP effort. Appendix A provides a *TAP Cost Estimate – Budget Worksheet*. This worksheet is provided to assist you with sound fiscal planning for TAP. It is strongly recommended that the worksheet be completed by the TAP principal in collaboration with the TAP district contact. The worksheet does not need to be submitted as part of the application process.

Application Form and Submission Information

The application forms for a Continuing TAP school are found on the next few pages and consist of the following:

1. Cover Page: School Profile
2. Principal Commitment Form
3. District Commitment Form

Applications for Continuing TAP Schools must be completed and submitted to Nicole.Honore@la.gov no later than **Friday, May 18, 2012.**

**Nicole J. Honoré**

**Louisiana Department of Education**

**Human Capital Office**

**P.O. Box 94064**

**Baton Rouge, LA 70804**

Note: All signatures must be in blue ink. The hard copy of the application, with signatures, must be received in the Department no later than **Friday, May 25, 2012**. The applications will be reviewed by LDE staff to determine the continuing TAP Schools for 2012-2013.

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**Continuing TAP School Application**

**Note: Applications are due to** **Nicole.Honore@la.gov** **by Friday, May 18, 2012**

**Signed application documents are due by May 25th**

Cover Page: School Profile

|  |  |
| --- | --- |
| School Name:       | Year in TAP:       |
| **Demographics** |
| Grade Levels Served (check all that apply):[ ]  PK [ ]  1 [ ]  2 [ ]  3 [ ]  4 [ ]  5 [ ]  6 [ ]  7 [ ]  8 [ ]  9 [ ]  10 [ ]  11 [ ]  12 |
| **Please use numbers from the fall of 2011 for the following: SPS: AYP Status:**  |
| Check appropriate description: Literacy School [ ]  Reading First School [ ]  Title I School [ ]  |
| Number of Students:       |
| Number of Administrators:       | Number of non-certified instructional staff (e.g., Teacher Aides):       |
| Number of classroom teachers:       |
| Total Number of Certified Staff(Administrators, media, counselor, teacher, etc.)**:**       |
| Percentage of students eligible for Free/Reduced Lunch:      **%**   |
| Percentage of students receiving ESL services:      **%**  |

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**Continuing TAP School Application**

**Note: Applications are due to** **Nicole.Honore@la.gov** **by Friday, May 18, 2012**

**Signed application documents are due by May 25th**

## Principal Commitment Form

A major element of success is the commitment of school principal, school leadership team, and instructional staff to the implementation of TAP with fidelity to the model. As a first step in re-establishing commitment, principals must agree to lead and participate in all aspects of TAP implementation. *The completed Principal Information and signature below indicate understanding, support for, and agreement to the following TAP activities.*

*As principal, I will:*

1. Serve as the head of the school leadership team and, in that capacity, schedule regular leadership team meetings and guide the team in analyzing student data, developing a school academic plan, monitoring cluster group operations, and fostering inter-rater reliability.
2. Participate in ongoing reflective practice that will identify specific areas of refinement and plan appropriate adjustments for improvement.
3. Update and forward revised cluster and leadership team schedule(s) to the assigned Executive Master Teacher.
4. Create, in collaboration with the leadership team, a school assessment plan that includes formalized benchmarking and fosters teachers’ use of ongoing formative assessments.
5. Become and maintain the status of certified TAP Evaluator and personally evaluate each teacher at least once a year using the *TAP Instructional Rubric.* Utilize and monitor the Comprehensive Online Data Entry (CODE) management system to identify trends in teacher evaluation scores and inter-rater reliability.
6. Subscribe to and utilize the online TAP Training Portal with the leadership team and staff to provide additional training opportunities for staff that address identified needs.
7. Utilize SAS value-added scores and reports to inform decisions regarding teacher effectiveness.
8. Work in a collaborative and cooperative relationship with the TAP Executive Director and State Executive Master Teachers to enhance the school’s implementation.
9. Communicate student progress to all appropriate constituencies.
10. Foster relationships with community agencies and parents in support of the program.
11. Identify needs in teacher professional development and school curriculum, and gather resources and solutions to address these needs.
12. Advertise and fill vacancies on the School Leadership Team in a timely manner.
13. Attend TAP Principals’ Networking and Support meetings and other trainings provided by the Louisiana Department of Education and/or NIET.
14. Support the participation of the Master Teachers in state Master Teacher Networking and Support meetings, the TAP National Conference, and TAP Summer Institute.
15. Support TAP Master and Mentor teachers in all aspects of their work.

|  |
| --- |
| **Principal Information and Signature** |
| [ ]  Mr.[ ]  Ms.[ ]  Mrs.[ ]  Dr.  | Name:       | Email:       |
| Years at the School:       | Total years as principal at any school:       |
| School address:       | District:       |
| School Phone:       | School fax:       | School website:       |
| City:       | State:       | ZIP Code:       |
| Signature: | Date: |

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**Continuing TAP School Application**

**Note: Applications are due to** **Nicole.Honore@la.gov** **by Friday, May 18, 2012**

**Signed application documents are due by May 25th**

## District Commitment Form

A key element of success is the commitment of the district superintendent and the central office support staff to the Louisiana TAP System model. The purpose of this commitment is to ensure continued, faithful implementation of the four key elements of TAP™ at the identified school(s) during 2012-2013*. The completed LEA Superintendent Information and signature below indicates his/her agreement to the following:*

*The LEA will:*

1. Remain dedicated to the overall goal of the TAP system – to increase instructional capacity and raise student achievement;
2. Commit to hiring effective candidates to participate in and support all TAP activities;
3. Implement the TAP system with fidelity to the model as measured annually by TAP School Reviews;
4. Assist the school(s) in its efforts to establish ongoing support for and commitment to all four TAP elements – Multiple Career Paths; Ongoing Applied Professional Growth Opportunities; Instructionally-Focused Accountability; and Performance-Based Compensation;
5. Promote and participate in the specific activities listed in the TAP guidelines;
6. Identify an individual at the district office to serve as the TAP District Contact person for purposes of communication regarding this effort;
7. Complete budgets in a timely manner as requested;
8. Adopt consistent policies across participating TAP schools that align with a coherent and integrated strategy for strengthening the educator workforce, including the use of data and evaluations for professional development and retention and tenure decisions;
9. Explore and lead efforts to identify and secure funding sources to support continued full implementation of TAP in the targeted school(s);
10. Identify funds to provide performance-based compensation paid to teachers; and
11. Immediately report to the State TAP Director any inability to fulfill any LEA TAP responsibilities.

*In return for the LEA’s participation, the LDoE will:*

1. Assign specific staff (Executive Master Teacher) to provide technical assistance on TAP implementation to the LEA through site visits, training on TAP, email communication, and phone support;
2. Serve as a resource to the LEA during 2012-2013; and
3. Host TAP trainings and Master/Mentor teacher meetings.

|  |
| --- |
| **Superintendent Information and Signature** |
| [ ]  Mr.[ ]  Ms.[ ]  Mrs.[ ]  Dr. | Name:       | Email:            |
| Phone:       | Fax:       |
| Address:       |
| City:       | State:       | ZIP Code:       |
| District TAP Contact Person Name:            | Email:            |
| Amount of Master Teacher Addendum:            | Amount of Mentor Teacher Addendum:            |
| Per Teacher Amount in Performance Pay Incentive Pool:             |
| Superintendent Signature: | Date: |

APPENDIX A

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| **TAP Cost Estimates – Budget Worksheets**  |
| **Item** | **Description/Work Space** |  | **Estimated Year Two & Beyond Cost**  |
|  |  |  |  |
| **1. Master Teachers** |
|  a. Base Salary(I) | \_\_ (number of master teachers) X $ \_\_\_\_\_\_\_ (average teacher salary and benefits cost per teacher ) = $\_\_\_\_\_\_(Total annual cost of master teachers)  |   |  |
| b. Salary Augmentation (II) |  \_\_\_\_ (# master teachers) X $\_\_\_ (salary augmentation) =$\_\_\_\_ (Total annual cost of master teachers salary augmentation) |   |  |
|  |  |  |  |
| c. Additional Days(III) | \_\_(# master teachers) X $\_\_\_\_\_(additional days) X $\_\_\_\_(district daily rate) = $\_\_\_\_(Total annual cost of master teachers additional days) |   |     |
| **2. Mentor Teachers**  |
| a. Salary Augmentation(ii) | \_\_ (# mentor teachers) X $\_\_\_\_ (salary augmentation) = $\_\_\_\_ (Total annual cost of mentor teachers salary augmentation) |   |   |
| b. Additional Days(iii) | \_\_(# mentor teachers) X $\_\_\_\_\_(additional days) X $\_\_\_\_(district daily rate) = $\_\_\_\_(Total annual cost of mentor teachers additional days) |   |   |
| **3. Substitute Time** (iv) |
|  |  \_\_\_ (# of substitute days) X $\_\_\_\_\_\_ (cost of substitute per day) = $\_\_\_\_\_ (Total annual cost of subs used for TAP) |  |  |
| **4. Performance Awards(v)** |
| *Please review note explaining when Performance Award incentives are implemented in Louisiana TAP schools.* | a. Based on minimum $2,000 per teacher (#\_\_\_\_Teachers X $2,000) |   |   |
|  | b. Fringe, if applicable(vi) |  |  |
| **5. Additional FTEs, if needed** (vii) |   |    |
|   | \_\_\_ (# of additional teachers) X $\_\_\_\_ (cost per teacher – salary and benefits) = $\_\_\_\_(Total annual cost of additional specialist teachers) |   |   |
| **6. Professional Development** |
| [Start-up Workshops (viii)](file:///C%3A%5CDocuments%20and%20Settings%5CMHARMON%5CMy%20Documents%5CLaura%5CTAPF%5CBudget%20Worksheet%5CBudget%20Worksheet%20Excel%20Template%202005%20in%20IM.xls#RANGE!#REF!#RANGE!#REF!) | \_\_ (# of career teachers) X $ \_\_\_ (average daily rate for teachers) x 1 days = $\_\_\_\_(Total cost for workshop) |  |  |
| **7. Travel(ix)** |
| Travel | \_\_\_\_(approximate #of staff traveling related to TAP) X $\_\_\_\_ (approximate per person cost of travel, hotel, meals) = $\_\_\_\_ (Total annual TAP related Travel) |  |  |
| **8. Value-Added and Evaluation Calculations** |
| 1. Value Added Calculations for TAP Schools (x)

*Please review note explaining when Value-Added calculations are implemented in Louisiana TAP schools.* | \_\_\_ (# of state-tested students X $1.00 per student) + \_\_\_ (# of teachers who teach a state tested subject $25.00) = $ \_\_\_\_\_\_\_\_ (Total annual cost of value added calculation)  |  |     |
| 1. Comprehensive Online Data Evaluation System -CODE (xi)
 | Approximately $1,5000 per year for Year One TAP Schools and $2,000 per year for Year 2 & Beyond TAP Schools |  |   |
| **EXPENDITURE TOTAL**  |  |  |
| **POTENTIAL REVENUE SOURCES** |
| **Funding Source** | **Note: Please specify the source of funds for each level in this space.**  |  |
| **REVENUE** | **NOTES** |  |  |
| 1. State Funding |   |   |   |
| 2. Local District/School Funding |  |  |  |
| 3. Federal Funding |  |  |  |
| **4. Foundation OR Business Funding** |  |  |  |
| **FUNDING TOTAL**  |   |

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| **IMPORTANT NOTE: READ ALL ENDNOTES FOR CLARIFICATION** |
| (i)**Master Teacher Base Salary Costs** – Master teachers are typically either completely relieved of classroom responsibilities. The salary for these positions is an additional cost associated with the implementation of TAP. These base salaries should be budgeted using the average salary of a teacher in the district. Be sure to include benefits. |
| (ii) **Master Teacher/Mentor Teacher** **Salary Augmentation** – This cost consists of the additional compensation master teachers and mentor teachers received for their position plus associated benefits. This addendum represents compensation for the additional responsibilities assigned to master/mentor teachers and for the performance of the additional tasks associated with being a master or mentor teacher. Be sure to include benefits.(iii) **Master Teacher/Mentor Teacher** **Additional Days** – Master and mentor teachers will often work additional school days beyond the regular school calendar according to local arrangement. Include these costs if this arrangement is in place in your district. |
| (iv) **Substitute Time –** Substitutes may be needed to cover release time for mentor teachers to participate in Leadership Team members, perform observations, provide follow-up support, and/or attend trainings (or National Conference). This should only include TAP related substitute expenses. |
| (v) **Performance Awards** – In the Louisiana TAP initiative, performance pay awards are calculated following the second year of TAP implementation. In other words if a school implements TAP in 2010-2011, then the performance pay awards will be based on student and teacher performance in 2011-2012. Award calculations and payouts will occur in the fall following the completed school year – i.e., in that example, in Fall 2012. Therefore, no performance award expenses are incurred in Year One of TAP implementation. For information purposes, the total pool can be estimated by multiplying the number of teachers in your school by the amount per teacher budgeted for performance awards. If you are going to pay benefits on top of the pool amount, please include the amount. It is recommended that the per teacher pool amount be no less than $2,000 per teacher. First year Louisiana TIF schools begin full payout implementation the first year of TAP. |
| (vi) **Fringe** - The District must determine whether $ for taxes and benefits should be detracted from each teacher's performance award amount OR paid through a separate set of funds.  |
| (vii) **Additional FTE (full-time equivalent)** positions – Some schools may find it necessary to hire one or more additional FTEs in order to accommodate the cluster meeting schedule and/or to provide release time for all teachers to attend weekly cluster group meeting during contract time. |
| (viii)**Start Up Workshop Costs** – TAP schools are required to have a Start Up TAP workshop for the entire faculty prior to beginning TAP implementation. However, most districts do not incur an additional costs since they are often have available contract days that can be used for workshop.  |
| (ix)**Travel** – Cost of travel for school staff members to visit other TAP schools, attend state TAP trainings, and attend TAP National Conference |
| (x)**Value-Added Calculations** – Value-Added calculations are done by SAS, Inc. The estimated cost is based on the NUMBER OF STUDENTS who participate in statewide assessments and the NUMBER OF TEACHERS who teach a test subject. |
| (xi)**Observation Management System: CODE** - The CODE (Comprehensive Online Data Entry) system enables principals and leadership teams to input and archive teacher evaluation data and generate individual summative evaluation scores for teachers. This is a web-based system. |

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