Indiana TAP: An Introduction

Clarksville Community School Corporation (CCSC) transitioned from a TAP District to a TAP Best Practice District during the 2018-2019 school year which means that CCSC now uses modified version of the TAP Framework but continues to utilize the TAP Evaluation Rubric for annual evaluations for all certified teachers and counselors. The Administrators Evaluation Rubric is a modified and more comprehensive version of the existing TAP Leadership Team Rubric. The District Administrative Leadership Team began utilizing the Administrator Evaluation Rubric/Tool in the 19-20 school year. More information on the evaluation rubric is outlined in Annual Evaluation section of this document.

In 2010, Clarksville Community School Corporation joined the cohort of 44 Indiana schools implementing TAP: the System for Teacher and Student Advancement partially funded by the Indiana Department of Education's federal Teacher Incentive Fund (TIF) grant. TAP intentionally aligns systems for promoting, supporting, evaluating & compensating talent to enhance not only teacher effectiveness, but also job satisfaction & collegiality. These aspects also directly affect recruitment & retention of effective educators, particularly in high-need schools & hard-to-staff-subjects. In this way, Indiana TAP schools are pioneering ways for all schools statewide to innovatively develop and reward effective teachers and thereby improve student achievement.

Why the TAP System?
The TAP System, founded in 1999 through the Milken Family Foundation and their non-profit subsidiary, The National Institute for Excellence in Teaching (NIET), currently exists in over 500 schools across the country. TAP is defined by four aligned and related elements: multiple career paths for teachers, instructionally-focused accountability, ongoing applied professional growth opportunities, and performance-based compensation.

What unites TAP schools is a desire to reform their human capital practices. At the beginning of the 2011-12 academic year, very few of the 44 schools in Indiana had a performance-based compensation system (PBCS) in place or evaluated all of their teachers on an annual basis. Additionally, they did not provide robust career advancement opportunities for teachers or weekly teacher-led, job-embedded professional development. A systemic approach to infusing best practices that focus on high quality instruction and in turn, support student achievement was often missing from schools across Indiana. By implementing the TAP System, the 44 Indiana schools are now committed to remedying these shortcomings and advancing practice in the classrooms for the benefit of all their students. By implementing TAP, Clarksville Community School Corporation is providing the right incentives and targeted assistance through rigorous evaluation directly tied to individualized professional development in order to restructure practices and revitalize the teaching profession.

Annual Evaluations

Requirement: Annual performance evaluations for each certificated employee.

*Note: The full TAP Evaluation Rubric cannot be included here as it is the intellectual property of the National Institute of Excellence in Teaching (NIET).

Clarksville Community School Corporation (CCSC) began utilizing modified TAP evaluation models for annual performance evaluations for teachers and counselors beginning in the 2018-2019 school year. *TAP Best Practice* schools shall evaluate teachers two times per year and all evaluations will be completed by administrators. Because CCSC is a *TAP Best Practice* district, which means we do not have master and mentor teachers but rather Math and ELA Curriculum Coordinators at each level. These teacher-leaders support weekly Professional Development via Professional Learning Communities (PLCs) but do not evaluate teachers.

Observation Rubric

To measure teaching skills, knowledge, and responsibilities, TAP has defined a set of professional indicators required of all TAP teachers. A comprehensive rubric has been developed to measure teachers' performance in each of those indicators. The TAP Teaching Skills, Knowledge, and Responsibilities {SKR) Performance Standards are the backbone of TAP's Instructionally Focused Accountability element.

TAP's Teaching Skills, Knowledge and Responsibility Standards are divided into four domains (see table). Within each domain, performance indicators are listed with bulleted descriptors and a rubric specifying three performance levels for measuring actual teacher performance. A teacher's lesson earns a score of 1, 2, 3, 4, or 5 for each indicator.

Clarksville Community School Corporation does not utilize this aspect of the TAP Model. All teachers will are considered Career Teachers with Curriculum Coordinators for ELA and Math at each level. These teachers will have additional responsibilities such as leading Professional Development, Data Analysis, etc. but do not have the responsibility of evaluating teachers.

The TAP system requires a teacher career path component comprised of Master teachers, Mentor teachers, and Career teachers. This career path distributes school and instructional leadership and creates different job expect at ions and responsibilities for different types of teachers. Master teachers have responsibilities and job expectations in addition to those of Career teachers. The same is true for Mentor teachers, but on a lesser scale than Master Teachers. In addition, there are certain responsibilities for Career teachers in schools implementing TAP. For this reason, Responsibilities performance standards were established for Master, Mentor, and Career teachers to document areas and levels of effectiveness and provide benchmarks of performance. The Responsibilities standards are not measured by an observational rubric like the other domains, but rat her assessed through a survey instrument administered annually to all TAP teachers. Master teachers are assessed through the survey items by Career teachers, Mentor teachers, and administrators. Mentor teachers are assessed by Career teachers and Master teachers. Career teachers are assessed by Master teachers and Mentor teachers. This 360-degree approach expands and strengthens the evaluation process by providing meaningful feedback to all teachers from a variety of sources.

Teaching Skills, Knowledge and Responsibility

Performance Standards

1. Designing and Planning Instruction

    a. Instructional Plans
    b. Student Work
    c. Assessment

2. Implementing Instruction

    a. Standards and Objectives
    b. Motivating Students
    c. Presenting Instructional Content
    d. Lesson Structure and Pacing
    e. Activities and Materials
    f. Questioning
    g. Academic Feedback
    h. Grouping Students
    i. Teacher Content Knowledge
    j. Teacher Knowledge of Students
    k. Thinking
    l. Problem Solving

3. The Learning Environment

    a. Expectations
    b. Managing Student Behavior
    c. Respectful Culture

4. Responsibilities

    a. Staff Development
    b. Instructional Supervision
    c. School Responsibilities
    d. Mentoring
    e. Community Involvement
    f. Growing and Developing Professionally
    g. Reflecting Upon Teaching

Further, each domain is assigned a weight on which annual SKR scores are based:

Domain Weights	Career
Design and Planning Instruction	15%
The Learning Environment	5%
Instruction	75%
Responsibilities Survey	5%

At the end of the year, all evaluators' data are considered with these weights to produce a final score for each teacher (SKR score).

Additionally, evaluations are weighted differently based on who is conducting the evaluation. These weights are computed at the end of the year when final Skills, Knowledge, and Responsibilities scores are compiled. The chart below illustrates the weightings:

Teachers

Evaluator Type	Weighting
Administrator	90%
Self-evaluation	10%

Research Supporting TAP's Teaching Skills, Knowledge and Responsibility (SKR) Performance Standards

The TAP Teaching Skills, Knowledge, and Responsibilities (SKR) Performance Standards are the measures of effectiveness. These standards were developed based on education psychology and cognitive science research focusing on learning and instruction, as well as an extensive review of publications from national and state teacher standards organizations.

TAP reviewed instructional guidelines and standards developed by numerous national and state teacher standards organizations and from this information developed its own set of standards for teacher accountability. The work reviewed included guidelines and standards developed by:
- The Interstate New Teacher Assessment and Support Consortium (INTASC)
- The National Board for Professional Teacher Standards
- Massachusetts's Principles for Effective Teaching
- California's Standards for the Teaching Profession
- Connecticut's Beginning Educator Support Program
- The New Teacher Center's Developmental Continuum of Teacher Abilities
- The criteria for the TAP teaching standards came from both experimental design studies and correlation studies that used valid and reliable achievement tests in classrooms (see Schacter & Thum, 2004) [1].

The work of Danielson (1996)[2] also served as a valuable resource for defining the teaching competencies at each level of teacher performance. Rubrics were designed based on the work of Rowley (1999)[3] and various teacher accountability systems, including:
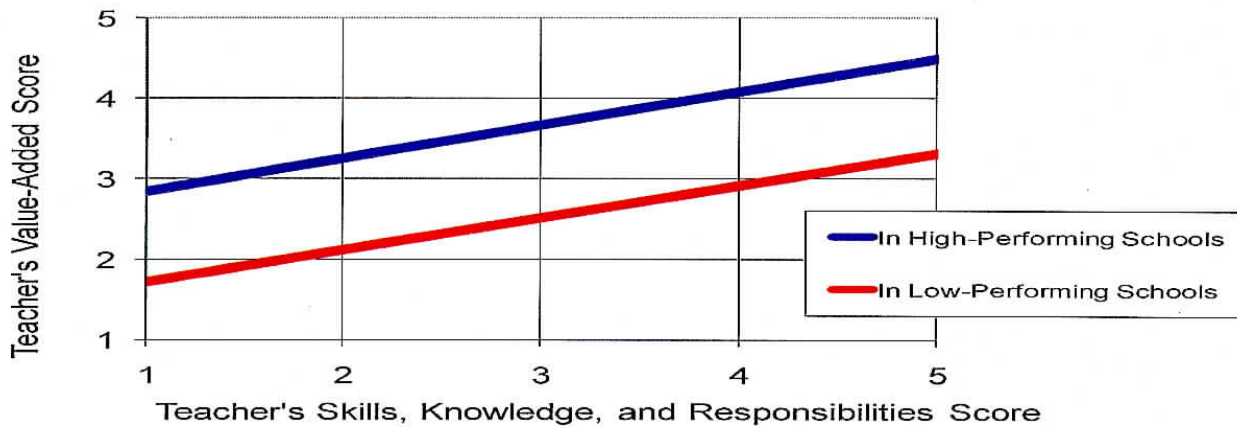- Rochester (New York) Career in Teaching Program
- Douglas County (Colorado) Teacher's Performance Pay Plan
- Vaughn Next Century Charter School (Los Angeles) Performance Pay Plan
- Rolla (Missouri) School District Professional Based Teacher Evaluation

By combining both evaluation scores and student growth data into their evaluation system, TAP has found a strong correlation between classroom observation scores and student growth percentages. The relationship between classroom observation scores and student achievement growth holds true regardless of the school's overall level of performance. This correlation provides an important validation of the TAP System's teacher evaluation system and its link to improvements in student achievement. It also illustrates the validity and reliability of measures used by TAP to assess student growth and teacher effectiveness. The following chart shows the strong relationship between teacher classroom evaluation ratings and value- added indicators of student learning growth.[4]

1 Schacter & Thum, {2004). Paying for high-and low -quality teachers. *Economics in Education Review,* 23, 411-430.
2 Danielson, C {1996). *Enhancing Professional Practice: A Framework for Teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
3 Rowley (1999). *High Performance Mentoring: Facilitators' Guide.* Thousand Oaks, CA: Corwin Press.

Figure: Line graph with y-axis labeled "Teacher's Value-Added Score" (ranging 1 to 5) and x-axis labeled "Teacher's Skills, Knowledge, and Responsibilities Score" (ranging 1 to 5). Legend: "In High-Performing Schools" (blue) and "In Low-Performing Schools" (red).

Frequency and Length of Evaluations

Each teacher in an Indiana TAP school is formally observed 4 times every school year. For each of these observations, teachers are also required to complete a self-evaluation.

The following evaluator type frequency is required for all Indiana TAP Teachers:
- At least 1 time per year by a Master Teacher
- At least 1 time per year by a Mentor Teacher
- At least 1 time per year by an administrator (principal, assistant prin cipa,l or corporation administrator}
- At least 1 additional observation by a TAP Leadership Team member (Master, Mentor , or Administrator}

All evaluations will be based on the observation of a complete lesson, including the beginning, middle and end. There is no set length of time for an evaluation, as the length of time for a complete lesson will likely vary by grade level, content area and teaching scenario.

Evaluation Windows

TAP schools create a yearly evaluation schedule that consists of four evaluation windows. These evaluation windows are typically two to three weeks in length and are designed to spread the four classroom observations out across the school year to allow ample time for teacher growth in between evaluations. These four evaluation windows are used for all announced and unannounced evaluations. Every teacher has one classroom evaluation per evaluation window.

[See appendix A #1.)

Announced and Unannounced Evaluations

Each teacher has at least four formal evaluations per school year. No more than half of the evaluations are announced.

[See appendix A #2.]

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4 Schacter, J and Y. M.Thum. "Paying for high and low-quality teaching. *Economics of Education Review* 23 (2004) : 411-43. Daley, Glenn and Sarah Shoff. *Tap Research Summary*. Publication. April 2010.

Evaluation Pre-Conferences and Post-Conferences

Prior to announced observations, the evaluator conducts a pre-conference meeting with the teacher to ask pertinent background questions about the lesson plan and the students in the class in order to provide context and evidence of proficiency. After each classroom/lesson observation, the teacher being observed receives feedback from the individual evaluator in a post -conference meeting. In the post-conference, the evaluator shares points of 'reinforcement' to highlight the teacher's strengths, as well as points of 'refinement' where the teacher has growth areas. All observations (announced and unannounced) must include post-conference meetings.

Informal Observations-Cluster Follow-up

Each week, members of the TAP Leadership Team provided targeted support to all teachers in the form of "follow-up" after weekly professional development meetings. In that way, informal observations occur quite regularly in TAP schools. All TAP teachers, therefore, receive additional opportunities for feedback and subsequent professional growth on a weekly basis

Monitoring the Fairness, Consistency and Objectivity of the System

To ensure the fairness and consistency of evaluations, all evaluation data is entered into the TAP Comprehensive Online Data Entry (CODE) system. CODE is a comprehensive web-based application for managing teacher observations as part of the TAP System. The reports generated from the CODE data analysis tools allow Indiana TAP Leadership Teams to monitor inter-rater reliability of evaluators and scoring inflation or deflation; it will also flag cases where there appear to be discrepancies in teachers' assigned evaluation scores. Some of the many reports that CODE generates for TAP Leadership Teams to ensure inter-rater reliability are as follows:

- o Observer Averages by Rubric Domain
- o Overall Averages by Rubric Indicator (see appendix for sample CODE report)
- o Overall Averages by Observer
- o Teacher Averages by Rubric Domain
- o Teacher Averages by Indicator
- o Historical Averages by Teacher

Furthermore, by entering the teacher observations into CODE, the TAP teacher monetary award payouts can be calculated in an automated fashion, significantly decreasing the efforts required.

The TAP Leadership Team, comprised of all evaluators, meets weekly and regularly monitors the reliability and consistency of classroom evaluation scores using these CODE reports, allowing for meaningful differentiation in teacher effectiveness. The TAP Leadership Team also monitors and supports teachers' progress toward instructional improvement by reviewing TAP Individual Growth Plans (IGPs) for each teacher. Additionally, TAP Leadership Teams monitor inter-rater reliability and score inflation/deflation through viewing, scripting, and scoring lesson videos from the TAP System Training Portal and comparing their scores to those of NIET National Raters and each other. The TAP Leadership Teams also regularly use national resources to compare and analyze post -conference plans as well as conducting paired observations on teachers in their building. Additionally, the high level of guidance and assistance schools receive from TAP national, state and district staff builds the expertise of all evaluators on how to effectively and consistently use the TAP teacher evaluation rubric to support teachers in improving instruction for the ultimate goal of increasing student achievement.

Financial Rewards Based on Teacher Effectiveness

The TAP System rewards teachers in multiple ways for their effectiveness. Three key principles guide the development of TAP's performance-based compensation:

- The system should balance the payout percentages between student achievement gains and performance.
- The performance portion may contain a score for how the teachers carry out their TAP responsibilities.

- The award should be dependent upon the individual's performance as well as the school's performance.

<u>Minimum awards given based on availability of funds</u>
To create significant incentive amounts, Indiana TAP schools place a minimum of $2,500 per teacher into a monetary award pool designed to deliver incentives. On an annual basis, all teachers earn incentives for increasing school-wide student academic growth. Teachers are also eligible for performance awards based on the growth of students in their individual classrooms and on the results of their multiple classroom evaluations.

Student growth is measured in elementary and middle schools using ISTEP+ data. For teachers in ISTEP+ tested subjects and grade levels, 30% of the performance-based compensation is based on individual classroom growth, 20% based on school wide growth, and 50% on the teacher's Skills, Knowledge, and Responsibilities score, which includes the classroom evaluations from the TAP rubrics and the TAP Responsibilities Survey. For teachers in non-tested subjects and grade levels, 50% of the performance - based compensation is based on school wide growth and 50% on the classroom evaluation scores from the TAP rubrics. Teachers in non-tested subjects can also base part of their pay on a voluntary association with a partner - tested grade or subject. For example, a music teacher might decide to associate her student growth numbers with all math scores in the school if she makes the decision to work with the math teachers to Integrate math content into her lessons. Indiana TAP high schools will use the state's accountability framework score (i.e. A-F metrics).

<u>Objective Measures of Student Achievement and Growth</u>

TAP schools in CCSC will use the A-F accountability model and student growth model for student achievement measures.

Requirement: Objective measures of student achievement and growth significantly (50%) inform all certified employee evaluations

Requirement: Student performance results from statewide assessments inform evaluations of employees whose primary responsibility is teaching tested subjects
In Indiana TAP schools, student growth is measured by Indiana's student growth model, a value-added measure of student achievement. The use of student growth data and resultant scores for both the classroom level (30%) and school level (20%), accounts for half of teacher annual incentives under the TAP performance-based compensation system and the measures CCSC uses these same measures for Teacher Appreciation Grant Awards. These same measures can also be incorporated into a summative evaluation using the same weightings. Effectiveness for the classroom level growth score is defined by the percentage of students achieving at least one academic year of growth.

Requirement: Methods of assessing student growth in evaluations of employees who do not teach tested subjects
Teacher performance-based compensation in non-tested subjects and grade levels for which growth model data is not currently available relies more on school-wide growth (50%). These same measures can be incorporated into a summative evaluation for teachers of non-tested subjects. For teachers in non-tested areas, 50% of their evaluation metrics will be based on the building's letter ratings. All non-tested subject areas are focused on ELA & Math skills to support and reinforce development of essential skills in the tested subject areas. Teachers in elementary and middle schools do have a school-wide growth score determined through Indiana's growth model. That score will be 30% of their summative evaluation rating while the school growth score will make up 20% of their evaluation rating for a total of 50%.

Rigorous Measures of Effectiveness

Requirement: Rigorous measures of effectiveness including observations and other performance indicators

In TAP schools, teacher effectiveness can be determined using multiple measures including at least two sets of evaluation scores from the TAP rubric, the TAP annual Responsibility Survey score, classroom achievement growth (if available) and school-wide achievement growth. Teachers and principals in TAP schools have the opportunity to earn performance-based compensation each year determined by these measures. These awards are dependent on the score teachers receive after being evaluated four times each year on the TAP Skills, Knowledge & Responsibilities (SKR) standards, school-wide performance/growth, and individual student performance growth in tested subjects and grade levels. Teachers must earn a minimum score to be considered effective and to earn subsequent performance-based pay. The TAP System provides robust evaluation information gleaned through the rigorous TAP evaluation process for all teachers at a school. This available information enables school leaders to have a clearer picture of the quality of instruction of each teacher in the building. The evaluation process includes four evaluations per year including scores on 19 indicators of instructional quality, four post-conferences including an area of reinforcement and refinement for each teacher, an annual responsibility survey, and student growth data. With such a vast array of formative information, school leaders are able to provide numerous pieces of evidence of teacher effectiveness or ineffectiveness and therefore more skillfully facilitate instructional improvement through school or district-determined growth plans.

Designation in Rating Category

Requirement: A summative rating as Highly Effective, Effective, Improvement Necessary, or Ineffective

Notably, TAP has developed a fair, transparent, and research-based evaluation system that rigorously differentiates teachers across levels that can correspond to the new state categories: ineffective, fair, effective, and highly-effective. Effectiveness of teachers can be based on TAP's five-point scale for both the SKR score and student growth. To be considered effective, teachers must earn a minimum score of 2.5 on the SKR portion of the evaluation. Effectiveness is also defined by whether students achieve at least one academic year of growth.

Requirement: A final summative rating modification if and when a teacher negatively impacts student growth

Student achievement that has been impacted negatively will be included in the teacher's individual growth rating and overall summative rating.

Requirement: All evaluation components including but not limited to student performance data and observation results are factored into the final summative rating

To determine the summative rating, TAP schools can incorporate the multiple measures of effectiveness described above. For elementary and middle school teachers *with* individual growth model data, the summative evaluation score can be determined through a weighted average of the following measures which aligns with the method for calculating TAP performance-based compensation: classroom evaluation/SKR (50%), individual growth score {30%}, school-wide growth score {20%}. For elementary and middle school teachers *without* individual growth model data, the summative evaluation score can be determined through a weighted averaged of the following weighted measures: classroom evaluation/SKR

(50%} and school-wide growth score (50%}. Those scores can then be translated into the state's four rating categories as follows:

--Highly Effective--TAP SKR scores of 4.0-5.0
--Effective—TAP SKR scores of 3.0-3.9
--Improvement Necessary--TAP SKR scores of 2.0-2.9
--Ineffective--TAP SKR scores of 1.9 and below

--Highly Effective [4.0-5.0.]
"A *highly effective* teacher consistently exceeds expectations both in terms of student outcomes and instructional practice. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have exceeded expectations for academic growth and achievement based on guidelines suggested by the department."

--Effective [3.0-3.9]
"An *effective* teacher consistently meets expectations both in terms of student outcomes and instructional practice. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the department."

--Improvement Necessary [2.0-2.9]
"A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations either in terms of student outcomes or instructional practice. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the department."

--Ineffective [1.9-below]
"An *ineffective* teacher consistently fails to meet expectations both in terms of student outcomes and instructional practice. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the department."

Evaluation Feedback

Requirement: recommendations for improvement and the time in which improvement is expected
Prior to announced observations, the evaluator conducts a pre-conference meeting with the teacher to ask pertinent background questions about the lesson plan and the students in the class in order to provide context. This pre-conference occurs no more than 2 days before the lesson observation. All observations (announced and unannounced) must include post-conference meetings. After each classroom/lesson observation, the teacher being observed receives written and oral feedback from the individual evaluator in a post-conference meeting. This post-conference occurs no more than 2 days after the lesson observation. The post-conference between the evaluator and the Career teacher is essential for reflection and growth. In the post- conference, the evaluator shares one "reinforcement" area from the TAP rubric to highlight the teacher's strengths, as well as one "refinement" area from the TAP rubric where the teacher has growth needs. TAP evaluators determine those areas by analyzing the evidence collected during the classroom observation. For both the identified reinforcement and refinement area, the

evaluator presents the teacher with the evidence that was collected during the lesson observation to support why that area on the rubric was selected. For the refinement area, or area of need, the evaluator also provides the teacher with a specific model/suggestion for improvement. Asking reflective questions during the post-conference allows the evaluator to check for understanding and to guide the teacher toward growth. Observed teachers receive their lesson's scores on all 19 indicators on the TAP rubric during the post-conference as well.

TAP teachers receive a summative evaluation score report each year. This report includes the ratings for performance in the TAP Skills, Knowledge, and Responsibilities (SKR) standards. The written report is discussed with the individual being evaluated before the end of the school year. The classroom value-added achievement and school achievement data also is discussed when results are returned (timing is contingent upon availability of state test results and growth/value-added analyses).

Tying Evaluation Results to Professional Development

Another essential element of the TAP System is ongoing, job -embedded professional development designed to support teachers in increasing their skills and effectiveness. All teachers receive frequent feedback on their instructional practice. In the *TAP Best Practice System*, teachers receive regular feedback from evaluators and fellow colleagues. Individualized support sessions are conducted weekly, and additional assistance can be provided whenever a teacher is struggling or is determined ineffective. This level of systemic support and professional development has previously been insufficient. The ongoing, job- embedded professional development in a TAP Best Practice Schools is structured through Professional Learning Community meetings, which occur once per week and functions as a focused, aligned, and purposeful professional learning community. During PLC's, Curriculum Coordinators and teachers provide demonstration (i.e. "model") lessons and coaching for Career teachers based on their instructional needs and the academic needs of the students. On a weekly basis, the Building Level Leadership Team analyzes collected student work to see how the teaching strategy has translated into improved student outcomes. With oversight and support from administrators and Curriculum Coordinators, teachers are held accountable by the TAP Leadership Team for implementing the ideas presented and discussed during PLC's. To assist teachers in transferring the new learning back to their classroom, administrators and Curriculum Coordinators provide support following every PLC meeting. (E.g. Observation/feedback, model teaching, demonstration lessons, and team-teaching following PLCs as well individual teacher mentoring situations.) This direct instruction is designed to build instructional capacity among the faculty and provide students with high quality lessons. Furthermore, to directly tie the professional development to teacher evaluation results, administrators and Curriculum Coordinators provide individualized support in their area of refinement determined by the evaluation process during PLCs. During this time, they assist the teacher in working on their identified refinement area and connecting it to the student strategy being taught in the cluster meeting. Through observations, modeling, coaching, and weekly PLCs, Curriculum Coordinators and the administration team are able to support the development of all teachers' instructional skills. This type of observation, support, and feedback provides an iterative feedback loop that aids the principal and faculty in creating a system that can continuously improve.

Curriculum Coordinators, working in conjunction with the principal and other TAP Leadership Team members, analyze student data and create and institute an academic achievement plan (School Improvement Plan) for the school each year. Along with the leadership team, they analyze student data and help create the academic achievement plan. Through weekly PLC meetings that focus on student data, Curriculum Coordinators identify common issues facing their schools. They research best practice strategies to address those issues and demonstrate those strategies in PLC meetings and district wide-Professional Development day, and in classrooms. When Curriculum Coordinators and administrators

observe teachers on their teams, they look for demonstration of the strategies addressed in PLC meetings.

Tracking Data and Managing Documentation
TAP provides state, district and school leaders with data and technology tools for real-time monitoring of system implementation. Indiana's TAP schools manage their teacher observations and performance-based compensation calculations using CODE. CODE creates reports summarizing teacher performance broken out at different levels: individual teachers, classroom, grade level, whole school, etc. Furthermore, the information that IDOE provides schools regarding teacher- and school-level student growth on ISTEP+ is merged with the other data in CODE. All of this rich information helps to track teacher effectiveness and school performance over time. All TAP schools in Indiana are currently regularly uploading teacher evaluation data into CODE which will be eventually be merged with student growth data so that the state TAP team can calculate payout amounts each fall.

Evaluators

Requirement: Only individuals who have received training and support in evaluation skills may evaluate certificated employees
The TAP rubrics and their 19 indicators are only intended for evaluations by the school's TAP Leadership Team members (the school principal(s), Master Teachers, and Mentor Teachers) who have successfully completed their initial TAP evaluator certification and annual recertification.

In non-TAP schools, the trained administrator/s shall conduct all evaluation of teaching and non-teaching staff.

CCSC began utilizing Curriculum Coordinators in 2018-2019. These teacher leaders receive a stipend for additional responsibilities but are not responsible for evaluating teachers. This is a change from previous Master and Mentor Teacher Roles. Sections below regarding teachers as evaluators do not apply to TAP Best Practice schools in CCSC.

Requirement: Teachers acting as evaluators clearly demonstrate a record of effective teaching, are approved by the principal, and conduct evaluations as a significant part of their job responsibilities
The TAP Leadership Team is comprised of the school principal(s), Curriculum Coordinators, and Career Teachers. Curriculum Coordinator teacher positions in a TAP Best Practice schools provide teachers with leadership opportunities that may not have previously been available. These unique roles allow teachers to take part in a distributed instructional leadership model without leaving the classroom. Curriculum Coordinators teachers are hired through a competitive, rigorous, and performance-based selection process, which includes an interview with the school principal. These teacher leaders come from within the school building or from outside schools or districts.

Does not apply
The professionals in these roles meets statutory requirement as specified in Senate Enrolled Act 1, IC 20-28-11.5, which states:
"Sec.1. As used in this chapter, 'evaluator' means an individual who conducts a staff performance evaluation. The term includes a teacher who:
  (1) has clearly demonstrated a record of effective teaching over several years;
  (2) is approved by the principal as qualified to evaluate under the plan; and
  (3) conducts staff performance evaluations as a significant part of teacher's responsibilities."

Curriculum Coordinators are required to have substantially more experience in curriculum development, professional development and mentoring than a traditional teacher. They must represent the "gold standard" in teaching and serve as a role model to all other instructional staff. Curriculum Coordinators have at least five years of teaching experience and a proven track record of increasing student achievement. Curriculum Coordinators must have contributed to their profession through activities such

as conducting research, teaching at the higher education level, presenting at conferences, and receiving awards that recognize their educational talents. Finally, Curriculum Coordinators need to be excellent communicators with students and adults alike. In addition to helping create the academic achievement plan for the school, their role involves serving as a support for career teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. By utilizing Curriculum Coordinators, the TAP Best Practice schools ensure that all teachers have the opportunity to be mentored and supported.

Requirement: All evaluators receive training and support in evaluation skills
TAP makes a major investment in training and supporting its evaluators, recognizing the significant impact observations and feedback can have on classroom instruction and thus, student performance. TAP evaluators participate in rigorous and ongoing training.

TAP CORE Training
Once schools have voted to implement TAP, there are nine days of required CORE training that all TAP Leadership Team members must attend. There are five modules for TAP's CORE (Coalition of Reflective Educators) training as delivered by NIET and state TAP staff:
- The first, one-day module provides detailed explanation, research and practice of the four elements of the TAP System, introduces participants to TAP cluster group professional growth activities, and introduces the TAP Teacher Performance-Based Compensation and Instructionally Focused Accountability Systems.
- In the second, two-day module, TAP school leaders learn how to use the TAP instructional rubrics (i.e., SKR standards) for evaluation and as professional growth tools to enhance teachers' instructional skills.
- The third, three-day module is an in-depth training on the two primary professional development components of TAP - t he operations of a TAP leadership team and the cluster group.
- During the fourth, two-day module in the TAP leadership team training series, TAP school leaders are prepared to become certified evaluators. Participants will further their skills in using the TAP rubrics to accurately analyze and rate classroom lessons and classroom environments, and learn how to plan for instructional conferences that reinforce and refine teacher skills in the area of implementing instruction and establishing productive classroom environments.
- The fifth, one-day module provides a framework for school leaders to develop and field test strategies through action research to target and address data-determined student skill deficits.

Upon completion of CORE training, participants must pass a test to become certified TAP evaluators, and they are required to renew this certification annually. These nine required days of training for all TAP Leadership Members provide TAP school leaders with the necessary foundation to effectively implement all four elements of the TAP System.

TAP Evaluator Certification and Re-Certification
TAP CORE Training culminates in a TAP Evaluator Certification test, which all leadership team members must pass before being eligible to use the TAP rubric s to conduct teacher evaluations. TAP Leadership Team members are required to renew this certification annually. The test includes applying the TAP rubrics to a video lesson and developing a post-conference plan for that lesson. TAP Leadership Team members must be re-certified annually through additional testing every year they serve in their role.

Ongoing Professional Development and Support Opportunities for TAP Evaluators
In addition to the introductory TAP trainings, ongoing school-level support is of critical importance as schools make the often-challenging changes to their structures as a result of TAP. TAP support and technical assistance is provided in a manner where districts and states currently implementing TAP contribute significantly to these efforts.

TAP State Director and TAP Regional Coordinators
NIET has developed and provides required formal training, as well as providing extensive training and support to the TAP state-based technical assistance teams, which in turn provide additional training to school-based TAP leadership teams. The training, support and oversight of the Indiana TAP staff by NIET

create the capacity to effectively implement TAP. These positions receive regular technical assistance and training from NIET. This training and support is provided throughout the year using both formal and informal methods. Formal training includes one- or two-day workshops provided three to four times per year, as well as access to NIET staff, who provide answers to specific questions regarding implementation, coaching and school-level training. The state TAP team also plans regular professional development opportunities such as network meetings for TAP administrators and Master Teachers. Therefore, the state- level TAP team allows for an infrastructure for providing regular guidance to schools implementing TAP.

National TAP Conference
The annual National TAP Conference provides the opportunity for states, districts and schools, as well as other stakeholders, to learn more about TAP, both its elements and how to put them into practice. The goals of the conference are to promote collaboration and sharing of experiences among current TAP schools, to provide strategies to improve TAP implementation, to increase national awareness of TAP for people seeking to improve teacher quality and student achievement in their schools, and to provide training opportunities for current TAP teachers.

TAP Summer Institutes (TSI)
Each TSI's goal is to provide intensive training for leadership team members, focusing on detailed elements of TAP. The focus of each TSI is determined by needs identified at TAP schools nationwide. Participants use thoroughly developed examples that link the processes of TAP implementation to instructional practices, focusing on improved student achievement. Participants leave TSI with materials to take back to t heir schools and utilize in support of ongoing applied professional growth. Sessions are led by NIET staff, stat e- lev el TAP staff, as well as expert Master teachers and principals from effective TAP schools.

TAP Training Portal
All Indiana TAP schools have access to the TAP Training Portal, a web-based training vehicle for providing additional guidance to TAP schools across the nation. The portal contains a library of videoed lessons that have been scored using the TAP rubrics. That way, TAP evaluators can watch and scores these videoed lessons as additional practice as they continue to develop their expertise and compare their scores to the national raters. The portal also contains training modules for each indicator on the TAP rubric to further enhance TAP evaluators' understanding of the evaluation process. A wealth of resources are available on the portal to support TAP implementation including training materials, documents, templates, classroom strategies, and research reports. Readers of this application can preview the TAP training portal at www.tapsystemtraining.org.

Additional TAP Support Resources
NIET has developed support materials, primarily the TAP Implementation Manual and the TAP Evaluation and Compensation Guide, used in each TAP school to provide the frameworks for TAP implementation. These materials are distributed only to schools that have voted on and are formally implementing TAP. These support materials are utilized during TAP Leadership Team meetings to establish inter-rater reliability within each school and across the evaluation team.

Feedback and Remediation Plans

Requirement: All Evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation

All observations (announced and unannounced) must include post-conference meetings. After each classroom/lesson observation, the teacher being observed receives written and/or oral feedback from the individual evaluator in a post-conference meeting. This post-conference occurs no more than 2 days after the lesson observation. At the end of each school year and/or at the beginning of the next, administrators individually meet with teachers to discuss annual SKR scores and student achievement measures

incorporated into each teacher's summative rating. Each fall, administrators also meet with each teacher to discuss the performance-based compensation amounts earned the previous year.

Requirement: Remediation plans for teachers rated ineffective or improvement necessary

All TAP teachers receive weekly classroom visits by administrators that can support the area of refinement determined by the evaluation process. Additional observations, coaching, and/or mentoring are provided for new and struggling teachers. Curriculum Coordinators also provide support to all teachers in their area of refinement during weekly PLC meetings and through the monitoring of each teacher's TAP Individual Growth Plan (IGP).

Requirement: Remediation plans include the use of employee's license renewal credit

Requirement: Means by which teachers rated as Ineffective can request a private conference with the Superintendent

If a teacher disagrees with the evaluation scores for individual performance, he or she may appeal the score provided there is a three or more point discrepancy between any evaluators score.

District Level Appeals

This may be requested after the teacher has followed the site-based appeal process. Appeals at the District level include the following:
1. Submit appeal request stating specific nature of discrepancy, full disclosure of the evidence of performance and a statement of expected performance evaluation.
2. The District level appeal committee shall meet, this committee will include on TAP teacher if the TAP model was used.
3. A review of the evaluation documentation will be presented.
4. A written final decision of the District Appeal Committee will be final.

Instruction Delivered by Teachers Rated as Ineffective

Requirement: The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective

Teachers who are deemed ineffective for two consecutive years shall be placed on an improvement plan after year one. If the improvement plan is not met, the teacher will be released from his/her employment with CCSC.

Requirement: The procedures established to communicate to parents when student assignment to teachers rated as ineffective is unavoidable

When unavoidable, parents will be sent a letter from the District office communicating their student will be placed with a teacher receiving an ineffective rating.

Basic Role and Responsibilities: PRINCIPAL

Overview of TAP Principal Position

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 utilization of TAP. In order to do so, a TAP principal must be at least "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. He or she must also be knowledgeable about the TAP processes and be able to utilize them to advance student achievement.

> » 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
> » In collaboration with the leadership team, create a school assessment plan that includes formalized benchmarking and fosters teachers' use of ongoing formative assessments
> » Evaluate each teacher at least once a year using the TAP Rubrics
> » Monitor the teacher evaluation data management system to identify trends in teacher evaluation scores and maintain inter-rater reliability
> » Work in a collaborative and cooperative relationship with the TAP director to enhance the school's implementation
> » Effectively communicate student progress to all appropriate constituencies
> » Foster relationships with community agencies and parents in support of TAP
> » Identify needs in teacher professional development and school curriculum, and gather resources and solutions to address these needs
> » Lobby state and federal representatives about securing sustainable funding for TAP

Principal Leadership Standards

If 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 and mentor teachers, it is the principal who retains control of the school and ultimately leads the TAP effort. Supporting and enhancing exemplary principal leadership is essential.

Instituting TAP is a challenging undertaking. TAP schools are expected to implement research-based concepts and structures that are often new and/or have previously been under emphasized. 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.

To do this, TAP principals should have expertise in **the four Principal Leadership Standards:**
> » Developing an exemplary school plan
> » Effectively communicating student progress
> » Knowledge of quality instructional practices
> » Knowledge of curriculum

Principal Leadership Standard 1:
Developing an Exemplary School Plan

Overview of Skills

The principal must be able to build an exemplary school plan that includes specific data-driven student achievement goals, curricular/ Instructional interventions and quarterly updates on progress.
To implement TAP effectively, a school must have an instructional/academic Improvement plan that:
> » Includes goals and interventions that are clear to all concerned constituents
> » Is aligned to the school's vision and mission
> » Has an assessment framework that provides regular updates on student progress

By organizing the school community around a common vision and providing direction for improvement efforts, the school plan creates the framework for the successful improvement of teaching and learning. It also clearly illuminates the need for establishing ongoing assessments that measure student progress.

While building a school plan is a collaborative effort, the principal leads this venture and must have expertise in the critical attribute s of building such a plan. These attributes include the ability to: display the school plan so that it is easily understandable; identify and utilize meaningful measures of progress (teacher formative assessments, benchmarks and state-aligned high-stakes tests); and effectively analyze student data and identify corresponding instructional interventions required to address the student need.

Principal Leadership Standard 2:
Effectively Communicating Student Progress

Overview of Skills

A communication plan should be developed that regularly updates the community on student progress, exemplary performances and successful practices.
The principal must be effective at communicating student assessment data to guide and focus staff, students and parents on student progress.

The school plan organizes thinking, planning and decision-making. To activate the school plan so that it is a dynamic, living document, a plan for regularly reporting student progress must be in place and utilized. In this way, Standard 2 is similar to developing a marketing plan, promoting student progress as the focus. When this information is effectively communicated, the entire school community mobilizes itself toward the common goal of achieving measurable student progress.

To be successful, these campaigns take a great deal of planning by the principal and TAP leadership team. Moreover, in some schools, resources like technology and time are limited, making the process more difficult. The principal must identify and optimize available resources.

Essential Components of a Communication Plan Include:
> » Regular monitoring and communication of student progress to teachers through staff and cluster meetings
> » Regular reporting to parents regarding student progress
> » School-wide display of student progress
> » Regular celebration of significant gains (and other achievements)

When Possible, Implementation Measures should also include:
> » Technology to communicate progress and exemplary models
> » Ongoing production of artifacts celebrating significant gains
> » School, classroom, student and teacher awards and recognitions

Principal Leadership Standard 3:
Knowledge of Quality Instructional Practices

Overview of Skills

» Develop exemplary models of instructional strategies that lead to increased student achievement and can be used easily when assisting teachers
» Conduct teacher observations and post-observation conferences that will lead to increased instructional proficiency by the teacher

The principal is able to identify, promote, teach and describe quality instructional practices.

Principal Leadership Standard 4:
Knowledge of Curriculum

Overview of Skills
» Fully understand the scope of skills, knowledge and content that the curriculum provides
» Know the state standards and how curriculum addresses the standards
» Oversee the articulation of curriculum across grade levels and student sub-groups
» Know each teacher's level of proficiency in teaching the current curriculum

Since TAP processes provide a powerful system for rapidly disseminating instructional strategies and curriculum, the quality and consistency of curriculum implementation must be regularly monitored on a school-wide basis. Consequently, the principal's leadership in this area is an essential safeguard for assuring that only the most effective and appropriate curricular interventions are being selected for implementation.