**Louisiana TAP Initiative**

**TAP™ System**

**2012-2013 Guidelines**

**For**

**Year One TAP**

**School**

**Application &**

**Planning Worksheets**

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**LOUISIANA TAP INITIATIVE**

**GUIDELINES and APPLICATION for YEAR ONE 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 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 TAP school. The commitment of district leadership adds another layer of support to the implementation of 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. All four elements, implemented 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.

During Year One of TAP, schools adjust their schedules to allow time for teachers to meet in grade-alike or subject-alike cluster meetings. Teachers are introduced to the TAP Instructional Rubric that measures his/her ability to implement components of effective teaching. Master and mentor teachers lead weekly cluster meetings of teachers focused on specific student needs and research-based instructional strategies field tested in the school. They provide in-classroom support to teachers to ensure appropriate, effective transfer from cluster meeting work to classroom instruction. Master and mentor teachers in a TAP school also share in the principal’s instructional leadership by assisting them with evaluations of teachers throughout the school year. All TAP teachers – career, mentor, and master - experience four rigorous evaluations by a team that includes the principal/school administrators and master and mentor teachers. These evaluations, along with value-added gains for students and value-added gains for the school, combine to make teachers eligible for a performance payout at the end of year one and each subsequent school year.

**TAP: Four Elements for Success**

As mentioned above, TAP is comprised of four (4) key elements focused on increasing teacher instructional capacity and raising student achievement by creating a community of learners capable of independently continuing a school’s upward growth. The four (4) key elements of TAP are the following:

1. Multiple Career Paths
2. Ongoing Applied Professional Growth
3. Instructionally Focused Accountability
4. Performance-Based 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 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 with the school system 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 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 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 career 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 career 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), 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*. 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. Four official evaluations (one announced and three unannounced) are required of all teachers in TAP Schools.

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 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. The TAP program currently uses the SAS®EVAAS® model of value-added growth calculations to determine value-added gains of students.

Current state assessment data (LEAP, *i*LEAP, GEE, and EOC tests) 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 contracts with the Sanders group for their value-added reports.

**Participation in the Louisiana TAP Initiative as a Year One 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 utilization 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 (hereafter referred to as a school 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 TAP school plan (aligned with school improvement plan) that identifies school goal(s), yearly cluster goal, cluster cycle goals; 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 implement the school improvement plan and a TAP school plan, aligned with the school improvement plan. 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 TAP school plan.
* Develop the TAP 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, TAP executive master teachers, and other master teachers will assess master teachers both informally and formally on an ongoing basis. The *TAP Evaluation and Compensation 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 TAP school 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 TAP school 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, the TAP executive master teachers, and other master teachers will appraise mentor teachers both informally and formally on an ongoing basis, according to the guidelines contained in the *TAP Evaluation and Compensation Guide.*

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 weekly for 60-90 minutes. Career teachers are expected to attend and be prepared to participate in all aspects of each of the meetings.
* 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 teacher.
	+ 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 observe/evaluate career teachers both informally and formally on an ongoing basis, according to the guidelines contained in the *TAP Evaluation and Compensation Guide.*

**Participation in Louisiana TAP as a Year One TAP School: How?**

Schools eligible to apply for TAP must:

* Demonstrate the capacity to implement the TAP model with fidelity as evidenced by employing the proper number of master and mentor teachers.
	+ Master teacher to career teacher ratio: between 1:12 – 1:15
	+ Mentor teacher to career teacher ratio: between 1:6 – 1:8
* Demonstrate the structure to implement the TAP model with fidelity as evidenced by a Cluster Group meetings schedule, Leadership Team meeting schedule, and an Evaluation Schedule.
	+ All teachers participate in cluster meetings 60-90 minutes per week.
	+ Leadership teams meet weekly.
	+ All teachers are evaluated four times per year by appropriate evaluators.
* Demonstrate the commitment to implement the TAP model with fidelity as evidenced by a majority of the faculty voting for participation in the TAP model, which obligates all members of the faculty to participate.

Implementation Activities for a Year One TAP School

* Attend *TAP Core Training*: Five days of training will occur in June or July prior to the school year; two days of training will occur in early fall. All members of the school’s TAP Leadership Team must successfully complete *TAP Core Training* and pass the evaluator assessment. (5 days in summer; 2 days in fall)
* Provide a *Start Up of School* workshop: This workshop should provide all faculty members in the school with an overview of how the TAP organizational structure will be implemented in the particular school (e.g. cluster meetings, evaluations, post conferences, etc.) and an overview of the roles and responsibilities of master, mentor, and career teachers. Suggestions for *Start Up of School* workshop will be provided during the TAP Core Training. (1/2 day in August).
* Master and mentor teachers begin earning their addendums for their added roles and responsibilities.
* Schools begin implementation of all four TAP elements *Multiple Career Paths, Ongoing Applied Professional Growth, and Instructionally Focused Accountability.* This includes master and mentor teachers assuming their roles and responsibilities, weekly cluster meetings, weekly leadership team meetings, introduction of the *TAP Instructional Rubric*, and formal evaluations/conferences.
* 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 technical support.
* Leadership Team members participate in the National TAP Conference in spring (as funding and space permit).
* Leadership Team utilizes the following TAP resources in its implementation of TAP:
	+ CODE (Comprehensive Online Data Entry) System for purposes of managing TAP evaluations and performance payouts;
	+ TAP Training Portal for purposes of further supporting professional growth of all educators in the school;
	+ SAS Value-Added Calculations for purposes of determining school-wide and teacher value added reports and scores.
* Leadership Team members participate in the TAP Summer Institute (TSI) training in the summer following Year One implementation.

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 completed as part of the application process.

Application Form and Submission Information

A printed copy of the application is available in Appendix B for your review. To obtain an electronic copy of the application, email Nicole.Honore@la.gov or visit <http://www.doe.state.la.us/divisions/tap/becoming_a_tap_school.html>. A completed application will consist of the following two spreadsheets, each containing multiple worksheets.

1. Year One TAP School – LEA Application

Part 1. General Information

Part 2. Commitment and Support

Part 3. TAP Master and Mentor Teachers

Part 4. Assurances

1. Year One TAP School – School Application

Part 1. General Information

Part 2. Commitment and Assurance Form

Part 3. Master and Mentor Teachers

Part 4. Cluster Groups

Part 5. Leadership Teams

Part 6. School Vote

All questions must be completely answered. The signature of the LEA Superintendent is required on the LEA application and the signature of the school principal is required on the school application. Partial applications and/or partial responses will not be accepted.

Completed applications (two Excel spreadsheets) and any attachments must be emailed to nicole.honore@la.gov no later than **Friday, April 20, 2012** at noon. In addition, a printed signed application must be mailed to:

**Nicole J. Honoré**

**Louisiana Department of Education**

**Office of Human Capital**

**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, April 27, 2012**.

Once the application is reviewed and approved, the principal and district contact person will receive an email notification that all documentation is in order and the school may move forward with plans for TAP implementation in 2012-2013. A TAP Implementation Planning Worksheet is provided in Appendix C.

**Appendix A**

**TAP Cost Estimate**

**Budget Worksheet**

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| **TAP Cost Estimates – Budget Worksheets**  |
| **Item** | **Description/Work Space** |  | **Estimated Year One 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 Addendum/ Augmentation (II) |  \_\_\_\_ (# master teachers) X $\_\_\_ (salary augmentation) =$\_\_\_\_ (Total annual cost of master teachers salary augmentation) |   |  |
|  |
| c. Additional Days(III)(if over and above the addendum) | \_\_(# master teachers) X $\_\_\_\_\_(additional days) X $\_\_\_\_(district daily rate) = $\_\_\_\_(Total annual cost of master teachers additional days) |   |     |
| **2. Mentor Teachers**  |
| a. Salary Addendum/ Augmentation(ii) | \_\_ (# mentor teachers) X $\_\_\_\_ (salary augmentation) = $\_\_\_\_ (Total annual cost of mentor teachers salary augmentation) |   |   |
| b. Additional Days(iii)(if over and above the addendum) | \_\_(# 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)** |
|  | a. Based on minimum $2,000 per teacher (#\_\_\_\_Teachers X $2,000)Note: Per teacher amount determined by district. TIF districts provide $2,500 per teacher, as per grant agreement.  |   |   |
| 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%5CMy%20Documents%5CLaura%5CTAPF%5CBudget%20Worksheet%5CBudget%20Worksheet%20Excel%20Template%202005%20in%20IM.xls#RANGE!#REF!#RANGE!#REF!)Note: Complete only if paying teachers to attend the Start-up Workshop. | \_\_ (# 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)](file:///C%3A%5CMy%20Documents%5CLaura%5CTAPF%5CBudget%20Worksheet%5CBudget%20Worksheet%20Excel%20Template%202005%20in%20IM.xls#RANGE!_edn9#RANGE!_edn9)

 | \_\_\_ (# 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 $2,000 per year  |  |   |
| 1. TAP Training Portal
 | Approximately $1,000 per year |  |  |
| **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 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** – *It is recommended that the per teacher pool amount be no less than $2,000 per teacher. TIF districts: $2,500 per teacher.* |
| (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.

**Appendix B**

**Application Forms**

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| Louisiana TAP Logo_RGB.jpg |
| **2012-2013 Year One TAP School - LEA Application****Note: Applications are due to** **Nicole.Honore@la.gov** **by Friday, April 20th** |
| **Part I. General Information** |
| **A. Instructions** |
| A key element of success for every TAP school is the commitment and support of the LEA superintendent and central office support staff. For each school that plans to become a TAP school, the school, working with the LEA staff, will submit a TAP school application. It is expected that the LEA will work closely with each applying school to complete its application. If more than one school in a district is submitting a TAP school application, the LEA TAP application needs to be completed only once. The LEA should submit only ONE “LEA TAP Application” plus a “SCHOOL TAP Application” for each school applying to be a TAP school in 2012-2013. |
|
| **B. District Information** | **Enter Responses Below** |
| **Name of LEA** |  |
| **LEA site code ("LEA sponsor code")** |  |
| **Mailing address** |  |
| **Name of LEA Superintendent**  |  |
| **Phone #** |  |
| **Email address** |  |
| **Name of TAP District Contact** |  |
| **Phone #** |  |
| **Email address** |  |
| **Name of LEA fiscal manager** |  |
| **Phone #** |  |
| **Email address** |  |
| **Names of Schools submitting a Year One TAP School Application (Additional rows may be added, if needed.)** |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |



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| **2012-2013 Year One Tap School - LEA Application****Note: Applications are due to** **Nicole.Honore@la.gov** **by Friday, April 20th** |
| **Part 2. Commitment and Support** |
| *Please briefly answer the following questions related to the LEA's capacity and commitment to effectively support the implementation of TAP in the applying school(s).* |
|  |
| **1. Why has the district identified the school(s) for TAP implementation?** |
|   |
| **2.**  **What steps has the district taken to review funding sources available for the support and sustainability of TAP at the identified school(s)? What specific actions will the LEA take to allocate local, state, and/or federal dollars to support TAP implementation?** |
|   |
| 1. **In what ways will district personnel support the efforts of the TAP school(s)?**
 |
|   |
|
|



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| **2012-2013 Year One TAP School - LEA Application****Note: Applications are due to** **Nicole.Honore@la.gov** **by Friday, April 20th** |
| **Part 3. TAP Master and Mentor Teachers** |
| *Multiple career paths is an essential element of the TAP System. LEAs will work with TAP schools to recruit and select high quality candidates for these positions, to provide appropriate salary addendums for master and mentor teachers, and to establish required job descriptions.* ***Instructions: Complete each of the following and enter your response in the space provided.*** |
|  | *Enter Amount* |
| **A. Master and Mentor Teacher Addendums** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Salary addendum for full-time master teachers** |   |
| *This amount should be discussed and agreed upon with the LEA. It should be stipulated in the contract addendum for the master teacher. Note: LEAs that are participating in Louisiana TIF have agreed to a $10,000 addendum for master teachers* |
| **Number of additional contract days for master teachers** |   |
| *The number of additional days should be discussed and agreed upon with the LEA. It should be stipulated in the contract addendum for the master teacher. The recommended number of additional days is between 10-20.* |
| **Salary addendum for full-time mentor teachers** |   |
| *This amount should be discussed and agreed upon with the LEA. It should be stipulated in the contract addendum for the mentor teacher. Note: Districts that are participating in Louisiana TIF have agreed to a $5,000 addendum for mentor teachers.* |
| **Number of additional contract days for mentor teachers** |   |
| *The number of additional days should be discussed and agreed upon with the LEA. It should be stipulated in the contract addendum for the mentor teacher. The recommended number of additional days is between 5-10.* |
| **B. Recruitment, Selection, and Hiring of Master and Mentor Teachers** |
| *It is essential that the LEA, in collaboration with the school, implement a competitive process of the hiring of master and mentor teachers.* |
| **Briefly describe how the LEA/school will announce and recruit for the positions of master and mentor teachers. Include the outreach that will be done for faculty within the school, for teachers across the district, and for teachers beyond the district.** |
|  |
| **List the qualifications that the LEA/school will require of master teachers.** |
|   |
| **List the qualifications that the LEA/school will require of mentor teachers.** |
|   |
| **List the names/positions of the individuals that will serve on the selection committee for the identification of master teachers.** |
|   |
| **List the names/positions of the individuals that will serve on the selection committee for the identification of mentor teachers.** |
|  |
| *Identify the proposed timeline that will be utilized for the recruitment and selection of master/mentor teachers. Note: All mentor and master teachers must be identified in time to attend TAP Core Training in either June or July 2012.* | *Enter m/d/yr*  |
| **Date master and mentor teacher positions will be announced** |   |
| **Date recruitment activities for master teachers will begin** |   |
| **Date recruitment activities for master teachers will be completed** |   |
| **Date master teacher interviews will begin** |   |
| **Date master teacher interviews will be completed** |   |
| **Date master teachers will be identified/hired** |   |
| **Date mentor teacher interviews will begin** |   |
| **Date mentor teacher interviews will be completed** |   |
| **Date mentor teachers will be identified/hired** |   |
| *Master and Mentor Teacher Job Descriptions and Contract Addendums should be developed and provided to all TAP mentor and master teachers. A copy of the Master Teacher Job Description, Mentor Teacher Job Description, and sample Contract Addendums for each position must be provided to the State TAP office. If available at time of submission of this application, please submit as additional attachment to the application. If not available at time of application submission, the LEA/school must submit prior to the start of the 2012-2013 school year.* |
| **Date by which Job Descriptions will be finalized and available** |   |
| **Date by which Contract Addendums will be finalized and available** |   |
| **Name of LEA Human Resource Director** |  |
| **Phone Number** |  |
| **Email Address** |  |

**Louisiana TAP Logo_RGB.jpg****2012-2013 Year One TAP School - LEA Application****Note: Applications are due to** **Nicole.Honore@la.gov** **by Friday, April 20th** |
| **Part 4. Assurances**  |
| *The LEA Superintendent must sign below to indicate his/her approval of the contents of this application and his/her agreement to the following:* |
| *The LEA will:* |
|  | Support the purpose of TAP through faithful implementation of activities designed to recruit, motivate, develop, and retain high quality teachers in order to increase student achievement |
|  | Remain dedicated to the overall goal of the TAP System - to increase instructional capacity and raise student achievement |
|  | Agree to implement all four elements for success: Multiple Career Paths; Ongoing Applied Professional Growth Opportunities; Instructionally-Focused Accountability; and Performance-Based Compensation |
|  | Assist the school(s) in its efforts to establish ongoing support for and commitment to all four TAP elements from a significant portion of the teachers and the community. |
|  | Explore and lead efforts to identify funding sources to support full implementation of TAP in the identified school(s). |
|  | Identify an individual at the district office to serve as District TAP contact person for purposes of communication regarding this effort and whose responsibilities will include oversight and coordination of TAP in the identified school(s) |
| *SIGNED:*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **LEA Superintendent Date** |

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| Louisiana TAP Logo_RGB.jpg |
| **2012-2013 Year One TAP School - School Application****Note: Applications are due to** **Nicole.Honore@la.gov** **by Friday, April 20th** |
| **Part I. General Information** |
| **A. Instructions** |
| A key element of success for every TAP school is the commitment and support of the school principal and school staff. In addition, key planning steps are essential in order to assure effective implementation and fidelity to the model. The different sections of this application are designed to solicit your decisions and proposed plans around these key planning steps. |
|
| **B. School Information** | **Enter Responses Below** |
| **School Name**  |  |
| **Site Code**  |  |
| **Mailing address** |  |
| **School Principal**  |  |
| **Phone #** |  |
| **Email address** |  |
| **Grades Served** |  |
| **2011-2012 # Student Enrollment** |  |
| **2011-2012 # of Administrators** |  |
| **2011-2012 # of Classroom teachers** |  |
| **2011-2012 # of Other Certified Personnel (e.g., counselors, librarians, coaches)** |  |
| **2011-2012 # of Non-Certified Instructional Personnel (e.g., paraprofessionals, teacher aides)** |  |
| **2011-2012 % of students eligible for Free/Reduced Lunch** |  |
| **2011-2012 % of Students Receiving ESL Services** |  |
| Is the school currently participating in one or more of the following state-sponsored improvement programs? Louisiana School Turnaround Specialist (LSTS); High Performing, High-Poverty (HPHP) Initiative; Ensuring Literacy for All (ELFA): Ensuring Numeracy for All (ENFA): School Improvement Grant (SIG) 1003g? **If so, please list all that apply in the space provided below.** |
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| **2012-2013 Year One Tap School - School Application****Note: Applications are due to** **Nicole.Honore@la.gov** **by Friday, April 20th** |
| **Part 2. Principal Commitment and Assurance Form**  |
| *A major element of success if the commitment of the school principal, school leadership team, and instructional staff to the implementation of TAP with fidelity to the model. As a first step to demonstrate such commitment, the school principal must sign below to indicate his/her approval of the contents of this application and his/her agreement to the following:* |
|
| * Attend, along with his/her TAP leadership team members, a seven-day TAP Core Training (five days in summer 2012 and two days in fall 2012).
 |
| * Develop and implement a TAP Start-Up of School workshop to provide staff with an overview of the TAP organizational structure for the 2012-2013 school year, including such things as: cluster meeting assignments and schedules; evaluation and post conference plans and cycles; roles and responsibilities of master/mentor/career teachers.
 |
| * Serve as the head of the TAP school leadership team and in that capacity guide the team in: analyzing student data; developing a TAP annual plan, aligned with the School Improvement Plan, that includes school goal(s), yearly cluster goal, cluster cycle goals; monitoring cluster group operations; monitoring the evaluation process and fostering inter-rater reliability.
 |
| * Implement, in collaboration with the leadership team, a student assessment plan that includes formalized benchmarking and fosters teachers’ use of ongoing formative assessments.
 |
| * Become a 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.
 |
| * 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.
 |
| * Utilize SAS value-added scores and reports to inform decisions regarding teacher effectiveness.
 |
| * Work in a collaborative and cooperative partnership with the State TAP Director and the State Executive Master Teachers to enhance the school’s implementation of TAP.
 |
| * Communicate student progress to all appropriate constituencies.
 |
| * Foster relationships with community agencies and parents in support of the TAP system.
 |
| * Attend TAP Principals Networking and Support meetings and other trainings provided by the Louisiana Department of Education and/or NIET.
 |
| * Support the participation of the master teachers at my school in the Master Teacher Networking and Support meetings, the TAP National Conference, and TAP Summer Institute.
 |
| * Support TAP Master and Mentor Teachers in all aspects of their work.
 |
|  |  |
| *I understand the above information. I agree to lead and actively participate in the effort of our school to implement the TAP*  *System as described above and to support the instructional staff as we implement TAP.* |
| *SIGNED:*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **School Principal Date** |

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| **2012-2013 Year One TAP School - School Application****Note: Applications are due to** **Nicole.Honore@la.gov** **by Friday, April 20th** |
| **Part 3A. Master and Mentor Teacher General Information** |
| *Instructions: Calculate/Complete each of the following and enter your response in the space provided.* |
|  |  |  |  |  |  |  |  |  |  |  | *ENTER RESPONSES* |
| **Estimated number of career teachers in 2012-2013** |   |
| *Career teachers include those teachers who provide instruction to students, participate in cluster groups, and who will be evaluated four times per year using the TAP Instructional Rubric, but who are NOT serving as mentor or master teachers* |
| **Number of full-time master teachers for 2012-2013** |   |
| *The number of master teachers should be based on the number of career teachers in your school. The recommended ratio is between 1:12 – 1:15.* |
| **Number of part-time master teachers for 2012-2013** |   |
| *If any of your master teachers will work part-time as a master teacher, indicate how many will work as a master teacher* |
| *If any of your master teachers will work part-time as a master teacher, indicate the percentage of time each will work as a master teacher in the space provided below.* |
|  |
| **Ratio of master teachers to career teachers** |   |
| *To calculate the ratio, divide the Number of Master Teachers by the Number of Career Teachers: For example, if there will be 2 master teachers and 20 career teachers, then the ratio is 2/20 or 1:10.* |
| **Number of mentor teachers for 2012-2013**  |   |
| *The number of mentor teachers should be based on the number of career teachers in your school. The recommended ratio is between 1:6 – 1:8* |
| **Ratio of mentor teachers to career teachers** |   |
| *To calculate the ratio, divide the Number of Mentor Teachers by the Number of Career Teachers: For example, if there will be 4 mentor teachers and 24 career teachers, then the ratio is 4/24 or 1:6.* |
| **Amount of release time (weekly) for mentor teachers** |   |
| *Mentor teachers need designated release time to perform some of their TAP responsibilities, such as observation/evaluation of teachers, planning cluster, providing follow-up support. Note: The recommended amount of release time is between 1-3 hours per week.* |
| **Briefly describe how you will provide the release time for mentor teachers.** |
|   |
| **Part 3B. Recruitment, Selection, and Hiring of Master and Mentor Teachers** |
| *It is essential that the school, in collaboration with the LEA, implement a competitive process for the hiring of master and mentor teachers.* |
| **Briefly describe how the school leadership has worked with the LEA leadership to establish: the process by which master and mentor teachers will be recruited and selected; the qualifications for master/mentor teachers; the job description for master and mentor teachers; and, the master and mentor teacher addendum amounts.** |
|  |
| **Briefly describe how the school principal will be involved in the selection of master teachers.** |
|   |
| **Briefly describe how the school principal will be involved in the selection of mentor teachers.** |
|   |
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| **2012-2013 Year One TAP School - School Application****Note: Applications are due to** **Nicole.Honore@la.gov** **by Friday, April 20th** |
| **Part 4A. Cluster Group General Information** |
| *Every teacher in a TAP school must participate in cluster group meetings for 60-90 minutes per week. Cluster groups are lead by a TAP master teacher, assisted by a TAP mentor teacher. Administrators are encouraged to attend cluster meetings as frequently as possible. Cluster groups typically consist of 6-8 teachers from a common grade (or grades) or from a common subject area.* ***Instructions: Complete each of the following and enter your response in the space provided.*** | *ENTER RESPONSES* |
|
| *Number of cluster groups planned for 2012-2013* |   |
|
| *Number of cluster groups that each master teachers will oversee* |   |
|
| *Number of cluster groups that each mentor teacher will co-lead* |   |
|
| *Indicate the frequency and length (number of minutes of each cluster group meeting (e.g., twice a week for 45 minutes each meeting; once a week for 90 minutes)* |
|
|  |
| *Indicate how cluster groups will be configured (e.g., by single grade level; cluster of grade levels; subject area(s))* |
|
|   |
| *Will you hire additional "specialist" teachers to provide for cluster group release time and/or mentor teacher release time? If yes, how many full time equivalents will you hire?* |
|
|  |
| **Part 4B. Proposed Cluster Schedule for 2012-2013** |
| **Cluster Name** | **Cluster Type (Grades or Subjects of Teachers)** | **Projected Number of Cluster Members** | **Proposed Day(s) and Time(s) of the Week** |
| Example 1 | Grades 1 & 2 | 7 | Tuesday |
| 10:00 -- 11:00 a.m. |
| Example 2 | Math Grades 6-7-8 | 6 | Tuesday; 9:00 - 9:45 a.m. |
| Thursday; 9:00 - 9:45 a.m. |
| A |   |   |   |
| B |   |   |   |
| C |   |   |   |
| D |   |   |   |
| E |   |   |   |
| F |   |   |   |
| G |   |   |   |
| H |   |   |   |

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| **2012-2013 Year One TAP School - School Application****Note: Applications are due to** **Nicole.Honore@la.gov** **by Friday, April 20th** |
| **Part 5. Leadership Team General Information** |
| *TAP Leadership Teams are responsible for the successful implementation and monitoring of the TAP System at the school. Leadership Teams meet weekly to address specific areas of TAP implementation (e.g., cluster operations, data analysis, evaluation processes).* |
|
| *Identify the members of the proposed TAP leadership Team for your school by name and/or position. [For example, not all master or mentor teachers will be identified at the time of application submission. When the individual's name is not known, simply reference as Master A, Master B, Mentor A, Mentor B, Mentor C, etc.]* |
|
|
|  |
|
| *Indicate the frequency and length of each Leadership Team meeting (e.g., twice a week for 45 minutes each meeting; once a week for 90 minutes)* |
|
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| **2012-2013 Year One TAP School - School Application****Note: Applications are due to** **Nicole.Honore@la.gov** **by Friday, April 20th** |
| **Part 6. School Vote** |
| *Every prospective TAP school must hold a school-wide vote to determine participation in the Louisiana TAP initiative for the 2012-2013 school year. The results of the vote must be submitted as part of the application.* |
|  |  |  |  |  |  |  |  |  |  |  | *ENTER RESPONSES* |
| **Date of TAP vote** |   |
|
| **Number of faculty members participating in the vote** |   |
|
| **Number of faculty members voting IN FAVOR of TAP implementation in 2012-2013** |   |
|
| **Number of faculty members voting AGAINST TAP implementation in 2012-2013** |   |
|
| **Percent of faculty members in favor of TAP implementation** |   |
| *[Number in Favor/Total Number of Faculty Votes]* |

**Appendix C**

**TAP Implementation Planning Worksheet**

**TAP Implementation Planning Worksheet**

The chart on the following pages serves as an organizational tool for District TAP Contacts and principals to use when planning for TAP implementation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities** | **Person(s) Responsible** | **Target Date** | **Completed** |
| 1. Determine number of Master Teachers needed (ratio 1:12 - 1:15)
 |   |  |  |
| 1. Determine number of Mentor Teachers needed (ratio 1:6 - 1:8)
 |  |  |  |
| 1. Draft master/mentor job descriptions and contracts, remember to:
* Contact Central Office to determine required responsibilities
* Determine if position(s) will be full- or part-time
* Specify the number of additional contract days and salary augmentation for master and mentors teachers
* Review suggested responsibilities for master and mentor teachers.
* Modify responsibilities for school, as needed
* Finalize the master/mentor job descriptions and contracts
* Prepare appropriate number of copies
 |  |  |  |
| 1. As needed, identify how many replacement teachers will be needed (based upon the number of master/mentor teachers to be hired)
 |  |  |  |
| 1. Meet with District HR or other essential Central Office personnel to determine:
* System requirements for hiring master and mentor teachers – Set a date for hiring
* Salary Addendum amounts for master/mentor teachers
* Additional days for master/mentor teachers
 |  |  |  |
| 1. Establish a staffing Interview committee (may include Executive Master Teacher, State TAP Director, District Contact Person, Assistant Administrator, or other qualified persons to be determined) to draft interview questions, to review applications, conduct the interviews, and make recommendations
 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities** | **Person(s) Responsible** | **Target Date** | **Completed** |
| 1. Develop a plan to actively seek candidates from outside of the school and the district by determining method of advertising (i.e., Teach Louisiana, position advertised in newspaper(s), flyer Emailed to educators throughout district/state, posting on the school/district web pages, etc.)
 |  |  |  |
| 1. Inform the faculty of the open positions for master and mentor teachers and the qualifications required for selection
 |  |  |  |
| 1. Determine the requirements and interview protocol (questions, teaching demonstration, ppt. by candidate, portfolio, video of teaching, artifact of student learning gains attributable to candidate’s instruction, etc.)
 |  |  |  |
| 1. Determine an interview scoring process for committee to use; apply the TAP/district qualifications to evaluate candidates, if available
 |  |  |  |
| 1. Determine a schedule for conducting a first and second round of interviews – inform the staffing committee
 |  |  |  |
| 1. **Finalize and Email TAP Year One Application to**

**nicole.honore@la.gov** |  | **April 20** |  |
| 1. **Mail hard copies of the application, with signatures, to**

Nicole HonoréLouisiana Department of EducationOffice of Human CapitalP.O. Box 94064Baton Rouge, LA 70804 |  | **April 27** |  |
| 1. Conduct personal interviews with candidates
 |  |  |  |
| 1. Contact and validate all references
 |  |  |  |
| 1. Meet with committee to evaluate candidates and prioritize the list of potential master/mentor teachers
 |  |  |  |
| 1. Select and hire the master and mentor teachers by projected date
 |  |  |  |
| 1. Review master and mentor contracts with revised job descriptions, sample contract addendum, and salary augmentation. Obtain required signatures
 |  |  |  |
| 1. Develop Master School Schedule by reconfiguring the current schedule and determine the day(s),frequency and length of cluster groups
 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities** | **Person(s) Responsible** | **Target Date** | **Completed** |
| 1. Identify location for cluster room(s) and set up
 |  |  |  |
| 1. Secure needed materials/equipment for Cluster Room(s)
 |  |  |  |
| 1. Establish (grade-alike or subject-alike) cluster groups
 |  |  |  |
| 1. Assign each master and mentor teacher to a cluster group of career teachers
 |  |  |  |
| 1. Assign mentors to specific career teachers
 |  |  |  |
| 1. Establish schedule including dates, times, and locations for weekly TAP Leadership Team Meetings (TLT) (principal, master and mentor teachers)
 |  |  |  |
| 1. Conduct an initial TLT meeting for the purpose of reviewing roles and responsibilities, cluster group assignments and schedule, TLT meeting expectations, and discuss a date for a TAP Startup of School Workshop for all faculty
 |  |  |  |
| 1. Schedule dates for Leadership Team (principal, master and mentor teachers) to participate in required TAP Core Training.
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