Teacher Advancement Program (TAP)

Multiple career paths give high-performing teachers the option of taking on additional instructional and leadership responsibilities tied to increased compensation. Career teachers are regular classroom teachers at the beginning level of the career ladder. Mentor teachers, representing the next step up, provide day-to-day instructional coaching to career teachers, conduct demonstration classes, team-teach, and help plan benchmark lessons. Master teachers, representing the highest teacher position, participate in curricular/assessment planning, oversee professional development efforts, and can conduct peer evaluations tied to pay (Agam and Wardell 2007). Thus, excellent classroom teachers can be recognized and promoted while remaining in the classroom and can contribute to the improvement of other teachers and the school as a whole.
- ○ *Great idea - we should be doing this anyway*
- ○ *Could see doing this, depending on the details, but need more information*
- ○ *Good idea - if only time and money were available*
- ○ *Apprehensive about potential consequences*
- ○ *Over my dead body*

Ongoing applied professional growth requires job-embedded, evidence-based, targeted professional development with a focus on determining specific teacher needs based on analysis of student data. Because classroom teachers have frequent contact with mentor and master teachers, they receive continuous feedback about their teaching as well as sustained support for improvement. Teachers are active participants in their own professional growth, and the program instills in a school's culture the premise that all teachers, even great ones, can continue to learn and improve their practice.
- ○ *Great idea - we should be doing this anyway*
- ○ *Could see doing this, depending on the details, but need more information*
- ○ *Good idea - if only time and money were available*
- ○ *Apprehensive about potential consequences*
- ○ *Over my dead body*

Instructionally focused accountability represents the program's evaluation element, which utilizes multiple methods of evaluating teacher performance based on rigorous, evidence-based standards. Teachers must be evaluated at least four times a year by multiple evaluators, including master and mentor teachers and the principal, using a scientifically validated rubric derived from several widely accepted sets of standards such as the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, National Board for Professional Teacher Standards (NBPTS), and Charlotte Danielson's Framework for Teaching. Evaluators must undergo intensive training and pass a rigorous certification test to conduct evaluations, and they must be recertified every year. The system includes pre- and post-conferences between teachers and evaluators to provide feedback, identify areas for improvement, and target future professional support.
- ○ *Great idea - we should be doing this anyway*
- ○ *Could see doing this, depending on the details, but need more information*
- ○ *Good idea - if only time and money were available*
- ○ *Apprehensive about potential consequences*
- ○ *Over my dead body*

Performance-based compensation is provided to teachers for taking on additional responsibilities and for their performance, which is based on their evaluation results and the academic growth of their students, measured both as growth in each individual teacher's classroom and in the entire school collectively. Schools can determine the relative weight given to each factor, with the program recommending an approximate breakdown of 50 percent for evaluations, 30 percent for individual student achievement growth, and 20 percent for school-wide achievement growth.
- ○ *Great idea - we should be doing this anyway*
- ○ *Could see doing this, depending on the details, but need more information*
- ○ *Good idea - if only time and money were available*
- ○ *Apprehensive about potential consequences*
- ○ *Over my dead body*

[Framework for Teaching](#) (Charlotte Danielson)

[Evaluations based on teaching components that correlate to student achievement, but evaluations are not based directly on test scores]

Description of Framework in relation to teacher evaluation (from [FFT website](#))

An effective system of teacher evaluation accomplishes two things: it ensures quality teaching and it promotes professional learning. The quality of teaching is the single most important determinant of student learning; a school district's system of teacher evaluation is the method by which it ensures that teaching is of high quality. Therefore, the system developed for teacher evaluation must have certain characteristics: it must be rigorous, valid, reliable, and defensible, and must be grounded in a research-based and accepted definition of good teaching. The *Framework for Teaching* provides such a foundation. In addition, however, the procedures used in teacher evaluation can be used to promote professional learning. When teachers engage in self-assessment, reflection on practice, and professional conversation, they become more thoughtful and analytic about their work, and are in a position to improve their teaching. Evaluators can contribute to teachers' professional learning through the use of in-depth reflective questions. By shifting the focus of evaluation from "inspection" to "collaborative reflection" educators can ensure the maximum benefit from the evaluation activities.

The Components of Professional Practice

Domain 1: Planning and Preparation
- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 2: The Classroom Environment
- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 3: Instruction
- Communicating with Students
- Using Questioning and Discussion
- Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

○ *Great idea - we should be doing this anyway*
○ *Could see doing this, depending on the details, but need more information*
○ *Good idea - if only time and money were available*
○ *Apprehensive about potential consequences*
○ *Over my dead body*