

THE SOUTH CAROLINA TAP SYSTEM (SCTAP)



Short Summary

SCTAP, started in 1999 by the Milken Family Foundation, formerly known as The Teacher Advancement Program, is operated by the National Institute for Excellence in Teaching (NIET). TAP encourages teachers to grow and allows them to prosper by offering new models for professional entry and training, with performance-based compensation and career advancement possibilities.

There are four key elements of TAP:

- Multiple career paths. Teachers, while staying in the classroom, can increase leadership responsibilities and opportunities for commensurate compensation
- Market-driven, performance-based compensation. Teacher compensation awards reflect the level of growth of the teacher as well as the teacher's student achievement. Master teachers may earn as much as \$75,000 each year.
- Performance-based accountability. Fair evaluations based on clearly defined, researched based standards. Teachers are observed multiple times over the course of the year by annually certified evaluators and given specific ongoing feedback to allow for individual teacher growth.
- Ongoing, applied professional growth. An ongoing, applied professional growth model designed to occur several times each week through focused on the specific, school based identified needs of the teachers and students.

The ultimate goal of the SCTAP is to develop policies, practices, and procedures regarding evaluation, certification, and teacher quality, which will be implemented in all of South Carolina's public schools.

Demographics

- *Target Settings:* Available to all interested schools in South Carolina
- *Target Groups Served:* Schools that wish to take on comprehensive reform
- *Districts Served:* Various

Research and Evaluation

The development of program/initiative is based on/grounded in what research? Describe the evidence that shows the program/initiative works. Description of data collection and analysis should be included.

TAP was developed based upon scientific research as well as best practices from the fields of education, business and management. The TAP Elements of Success stem from research findings about effective practices in attracting, developing, motivating and retaining the highest quality teachers to the profession, and particularly to high-need schools. The core aspects of TAP are also consistent with best practices in business and industry to develop and motivate employees.

The following are original research papers:

Hudson, S. (2010). The effects of performance-based teacher pay on student achievement. Stanford, CA: Stanford Institute for Economic Policy Research. Available online at
<http://siepr.stanford.edu/publicationsprofile/2175>

Springer, M.G., Ballou, D., & Peng, A. (2008). Impact of the Teacher Advancement Program on Student Test Score Gains: Findings from an Independent Appraisal. Nashville, TN: National Center on Performance Incentives. Available online at
http://www.performanceincentives.org/data/files/news/PapersNews/Springer_et_al_2008.pdf

(Comment: This paper finds significant positive effects of TAP in elementary schools. Using some of its models but not all, it finds significant positive effects in middle schools. It does not find effects in high schools because the sample only included two high schools, both of which were incorrectly identified as fully implementing TAP.)

Solomon, L. C., White, J. T., Cohen, D., & Woo, D. (2007). The effectiveness of the Teacher Advancement Program. Santa Monica, CA: National Institute for Excellence in Teaching. Available online at: http://www.tapsystem.org/pubs/effective_tap07_full.pdf

Daley, G., & Kim, L. (2010). A teacher evaluation system that works. Santa Monica, CA: National Institute for Excellence in Teaching. Available online at: http://www.tapsystem.org/publications/wp_eval.pdf

These are policy papers that synthesize several sources of research:

Jerald, C. (2009). Aligned by design: How teacher compensation reform can support and reinforce other educational reforms. Washington, D.C.: Center for American Progress. Available online at http://www.americanprogress.org/issues/2009/07/pdf/teacher_alignment.pdf

Jerald, C., and Van Hook, K. (2011). More than Measurement: The TAP System's Lessons Learned for Designing Better Teacher Evaluation Systems. Available online at: http://www.tapsystem.org/publications/eval_lessons.pdf

And this is the best one-stop source of the latest research data:

National Institute for Excellence in Teaching. (2011). TAP Research Summary. Santa Monica, CA: National Institute for Excellence in Teaching. Available online at http://www.tapsystem.org/publications/tap_research_summary_0210.pdf

SC TAP schools achieve approximately 2 standards errors greater than their comparison schools.

- 95% of participating schools (excluding high schools) scored from at least 1 year's growth (value added 3) to significantly over a year's growth (value added 5).
- 63% of these schools scored significantly above the typical year's growth
- 50% of the schools scored 2 standard errors or more above the norm growth, scoring value added 5s.
- 92% of teachers across the state report that TAP has a positive effect on teacher collegiality
- 90% of these teachers indicate that TAP has a positive effect on the instructionally focused accountability.
- 88% report that TAP has had a positive effect on their own ongoing-applied professional growth.

Program Resources

- *Annual Cost:* Varies depending on size of school. Approximately \$400 per student.
- *Funding Sources:* 3 Federal Teacher Incentive Fund (TIF) Grants; State Technical Assistance Funds; Title I; Title II; additional state and local funds
- *Staffing Needs:* 1 Master teacher per 30 teachers (minimum)
- *Infrastructure/Equipment Needs:* N/A
- *Partner Organizations:* National Institute for Excellence in Teaching (NIET)

Contact Information

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