



History of TAP in SC:

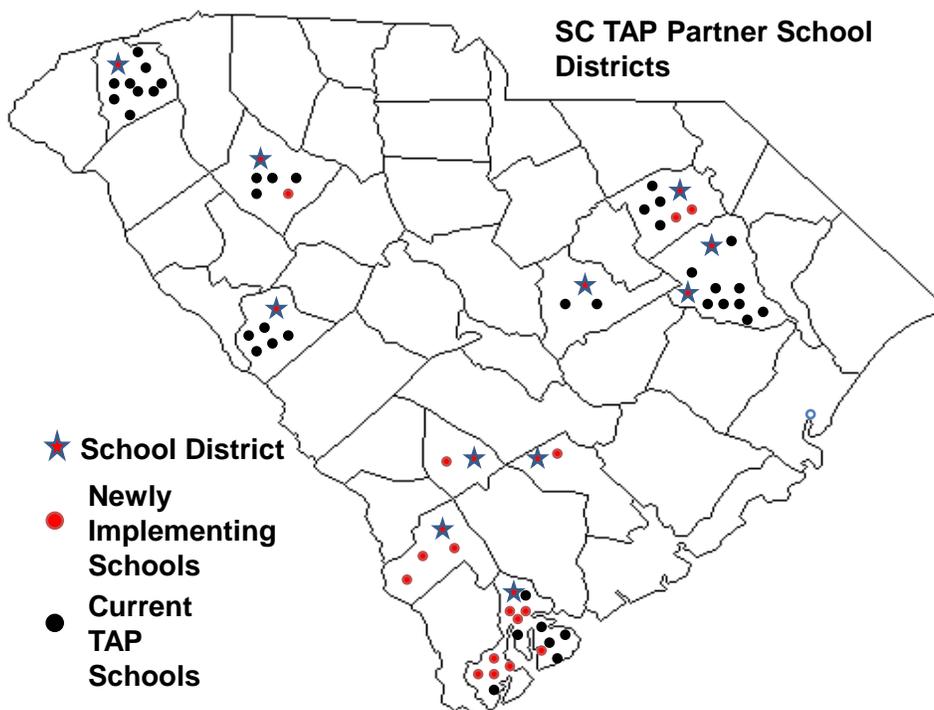
The TAP System began in South Carolina in 2001 with implementation in 6 pilot schools beginning in 2002. Through the implementation of this Comprehensive Reform Model, TAP fulfilled multiple needs regarding the equitable distribution of effective teachers throughout the State. By utilizing performance incentives, significant stipends for effective teacher leaders, and high quality embedded professional development, TAP quickly became a model of success to recruit and maintain effective teachers and administrators while building efficacy with current staff.

With the receipt of a Teacher Incentive Fund Grant (2010), SC TAP will have 71 schools by the completion of the 2010 – 2011 school year.

2002 – 2003	6 schools	5 Districts
2004 – 2005	9 schools	6 Districts
2006 – 2007	17 schools	7 Districts
2008 – 2009	45 schools	13 Districts
2010 – 2011	71 schools	16 Districts
2011 – 2012	59 schools	10 Districts

With the additional expansion this year, TAP will affect approximately 2,500 teachers who will be involved in the system which includes over 35,000 students.

Participating Districts and Schools



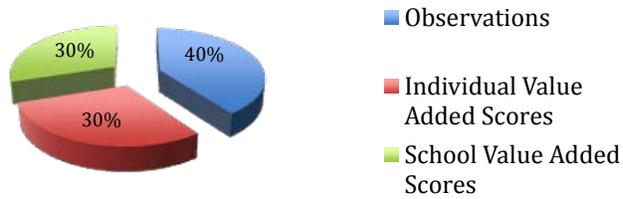
Tenants of TAP:



SCTAP follows the model designed from the Milken Family Foundation, specifically, the National Institute for Excellence in Teaching (NIET). Detailed information on the National Programs designed by NIET can be found at www.tapsystem.org. SCTAP is a very detailed approach to comprehensive reform in South Carolina schools. The tenants listed below provide a framework for the system, but the details held within the system are what truly help student achievement increase in any style or type of building.

1. **Multiple Career Paths** allow teachers powerful opportunities for greater responsibility with commensurate pay. In South Carolina, this typically means having career teachers, mentor teachers and master teachers. Career teachers are typical classroom instructors. Mentor teachers are classroom instructors who also hold some coaching and mentoring responsibilities and serve on the school's instructional leadership team. Master teachers are similar to Instructional Coaches and use their expertise and knowledge to work with multiple teachers in the building. Teachers move up this career ladder by showing sustained student achievement as well using their ability and leadership to coach peer teachers on effective practices.
2. **Ongoing, Applied Professional Development** allows teachers continuous, onsite growth opportunities focused on the needs of their students to enhance their overall effectiveness in their craft. This professional development is designed by the leadership team and occurs during the school day. It is designed around the immediate implementation of identified, vetted strategies that have proven success.
3. **Instructionally Focused Accountability** is represented by fair evaluations based on clearly defined, research-based standards. The rubric based observation and evaluation system allows this process to be a professional growth opportunity rather than a "gotcha" process. Teachers in SCTAP are observed a minimum of 4 times throughout the school year by certified, trained evaluators. incentives are given to teachers based on a value added approach to student achievement within the teachers' classroom, as a whole school and on their instructional performance. Typically in SCTAP, each of these incentives are weighted and grouped together for the total performance based compensation.
4. **Performance Based Compensation**-Salaries and performance incentives are tied to responsibilities, instructional performance and student achievement results. Performance

Performance Incentives



The average incentive across the state was approximately \$2,000 with a range of \$0–\$10,000 in performance bonuses for the 2009–2010 school year.

Administrative incentives are also available in many SCTAP schools. In 2010, these bonuses ranged from \$0–\$14,000 and were calculated with 75% based on school-wide value added growth and 25% based on the TAP Annual Review score measuring the fidelity of TAP implementation in the school.

TAP Funding:

South Carolina has received more federal dollars to implement performance pay than any other state (over \$90 million). The graphic below illustrates the funding sources of SCTAP.

