



South Carolina  
Department of Education

Together, we can.

# South Carolina TAP: A National Leader in Outcomes Based Teacher Incentive Programs

# Disturbing Trends

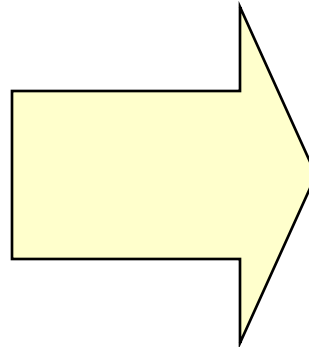
- **There are many effective teachers - just not enough.**
- **Percent of teachers scoring in top decile of high school achievement test:**

<b>1971-74</b>	<b>24%</b>
<b>2000</b>	<b>11%</b>
- **Attrition: 1/3 of teachers leave after 3 years of teaching; 1/2 by fifth year**
- **The most inexperienced teachers teach in high poverty schools**
- **The median age of teachers is on the rise**
  - **33 in 1976 to the mid-40's today,**
  - **more teachers nearing retirement age**
- **Fewer students inclined to become teachers**
  - **only 14 percent expressed "a great deal of interest" in teaching as a career.**
  - **Thirty-nine percent responded, "no interest at all."**

## Before TAP

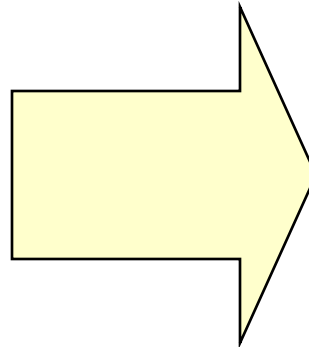
## After TAP

Stagnant Student  
Achievement



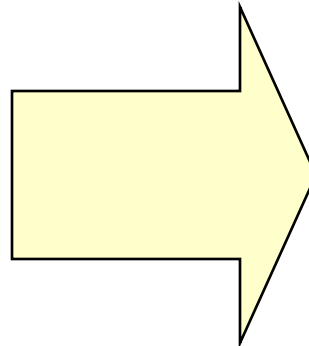
Improved  
Student  
Achievement

Disenfranchised  
faculty



Positive School  
Climate

High Teacher  
Turnover



Reduced Teacher  
Turnover



# 4 TAP Elements

1. Multiple Career Paths
2. Performance-based Compensation
1. Instructionally-focused Accountability
2. Ongoing, Applied Professional Growth

# The Career Ladder

## Traditional Model

Career  
Teacher

Administrator

### Single Career Path

- Requiring the same level of:
- professional qualifications
  - responsibility
  - authority
  - assessment rigor

## SCTAP Model

Regional  
Master  
Teacher


Master  
Teacher

Mentor  
Teacher

Career  
Teacher

### Multiple Career Paths

- Requiring increasing levels of:
- professional qualifications
  - responsibilities
  - authority
  - assessment rigor

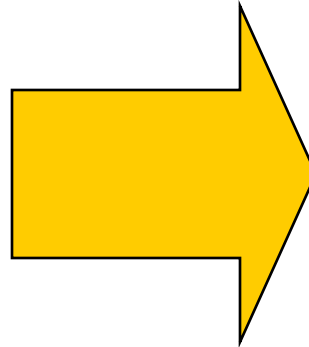


Keeps  
great teachers  
in the classroom

# Compensation

## Traditional Model

**Salary Schedule  
Drives Compensation**

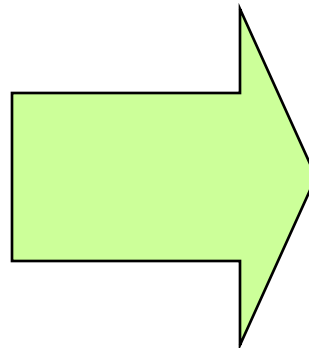


- Lock-step salary
- Determined by years of experience and training units accrued
- Credentials-based

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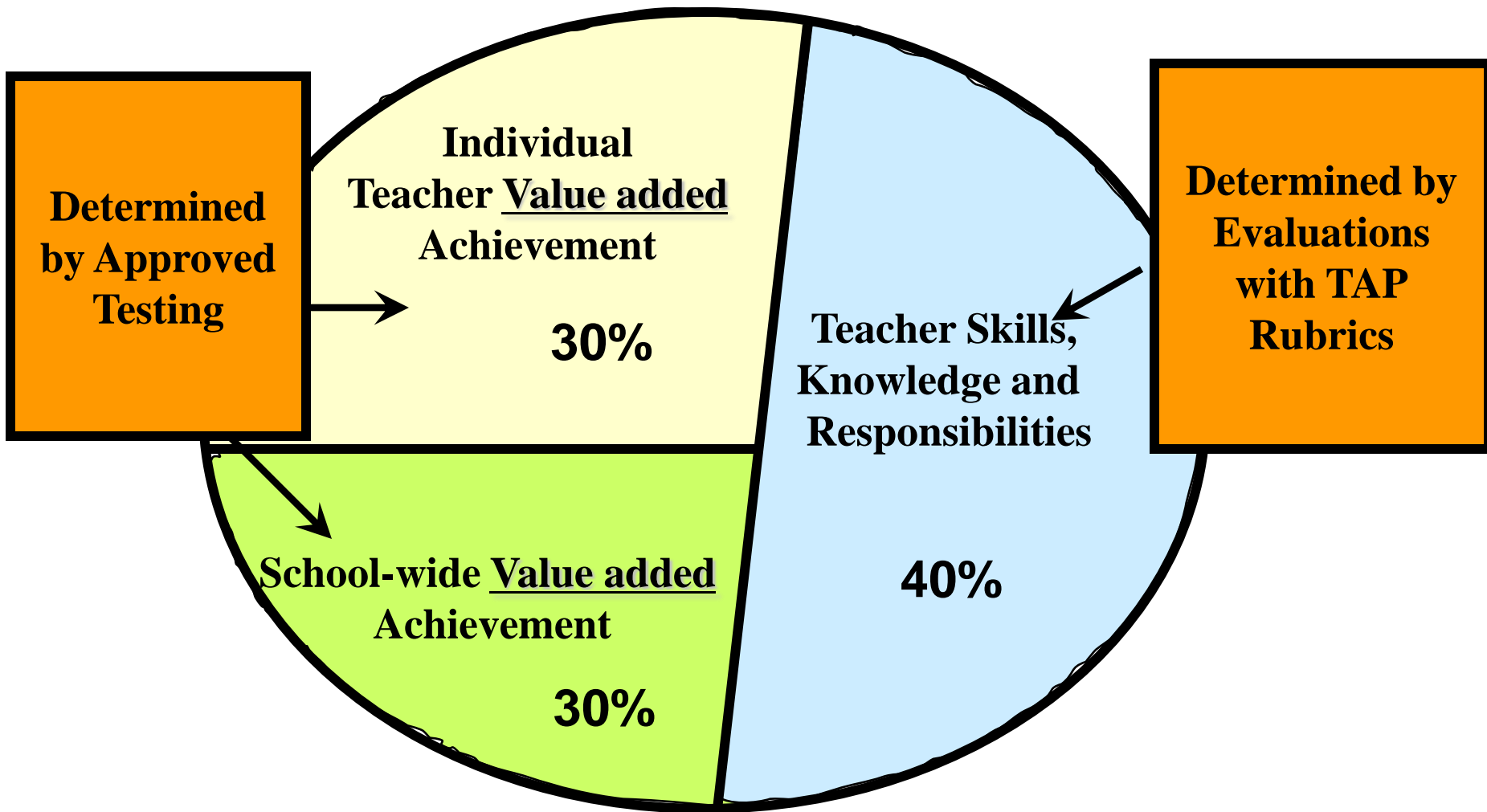
## SCTAP Model

**Performance and  
Responsibility  
Drive Compensation**




- Performance-based salary
- Determined by:
  - credentials
  - level of responsibility
  - classroom effectiveness
  - school team achievement
  - student achievement

# How Teacher Performance is Measured



# Salary Comparison

School	Salary (5 years and BA)	Student Achievement	Incentive	Total
Non-TAP	\$35,649	High	\$0	\$35,649
SCTAP	\$35,649	High	\$8,500	\$44,149



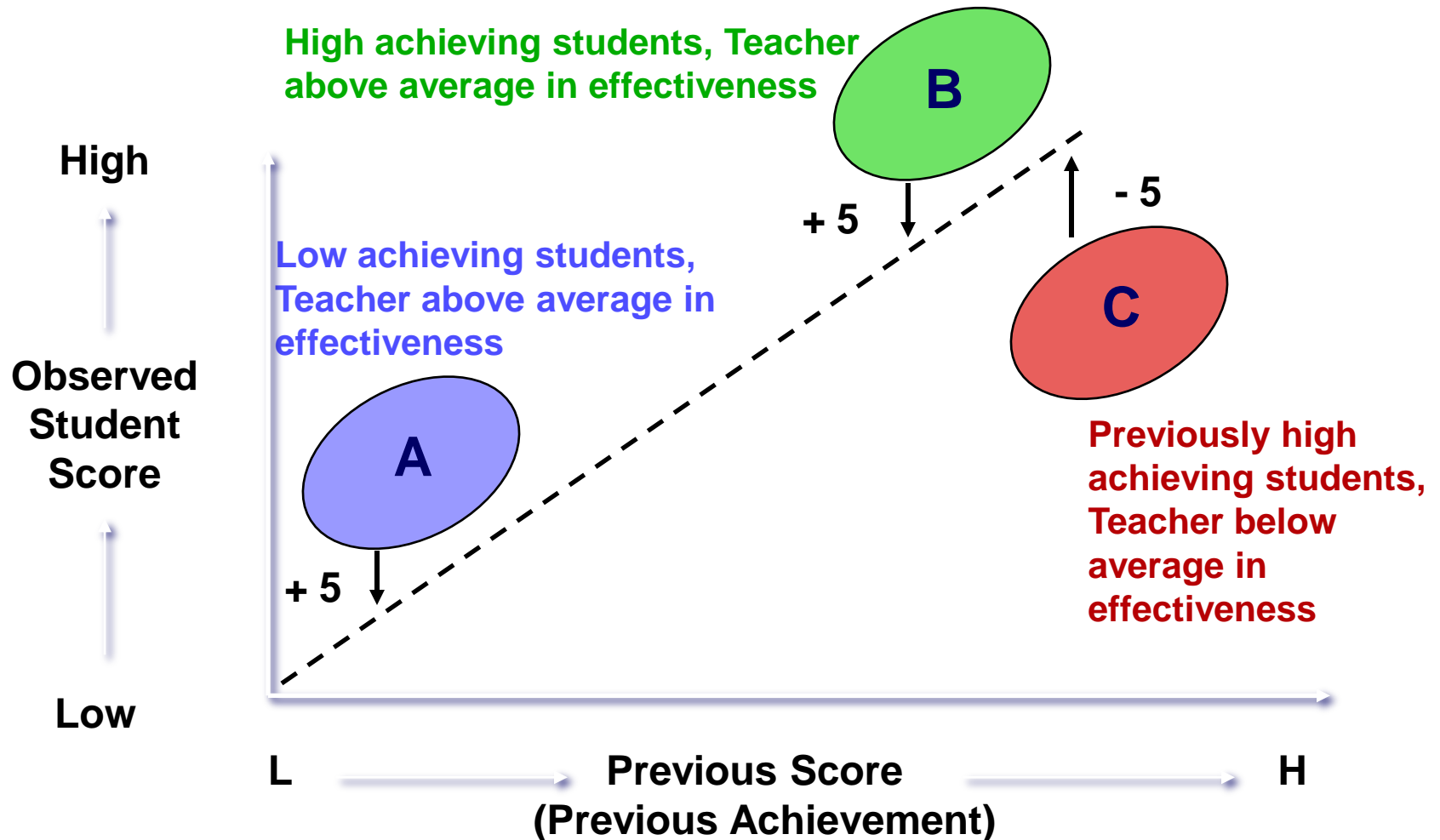
# Master Teacher Responsibility and High Performance

School	Salary	Bonus	Stipend	Total
SCTAP	\$35,649	\$8,500	\$10,000	<b>\$54,149</b>

# Value-Added Analyses

Because value-added measures growth in achievement of the same students over time, and because schools are largely responsible for achievement growth, value-added scores reflect the school and teacher contribution to student learning, not family and neighborhood factors.

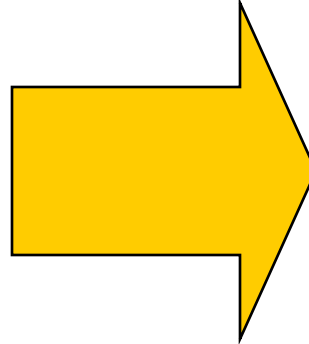
# Comparison of High and Low Effectiveness



# Professional Accountability

## Traditional Model

**UNEVEN  
ACCOUNTABILITY**

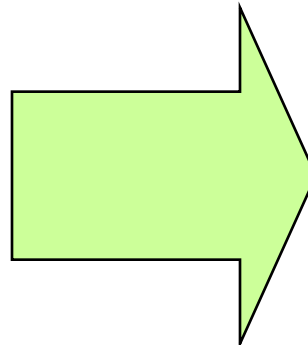


- Idiosyncratic evaluation standards and procedures
- Rewards and sanctions unrelated to evaluation outcomes
- Support provided for deficiencies only

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## SCTAP Model

**INSTRUCTIONALLY-  
FOCUSED  
ACCOUNTABILITY**



- TAP standards, procedures and performance rubrics
- Hiring, advancement and compensation tied to evaluation
- Support provided for growth

# TAP Teaching Performance Standards: Skills, Knowledge, & Responsibilities

## Planning Instruction

Instructional Plans  
Student Work  
Assessment

## Learning Environment

Managing Student Behavior  
Expectations  
Environment  
Respectful Culture

## Responsibilities

Staff Development  
Instructional Supervision  
School Responsibilities  
Reflecting on Teaching

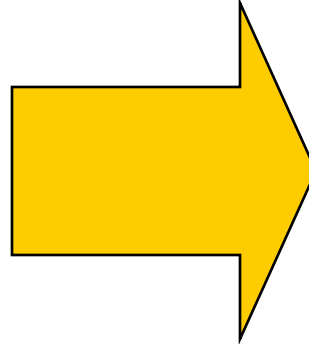
## Implementing Instruction

Standards and Objectives  
Motivating Students  
Presenting Instructional  
Content  
Lesson Structure and Pacing  
Activities and Materials  
Questioning  
Academic Feedback  
Grouping Students  
Content Implementation  
Teacher Knowledge of  
Students  
Thinking  
Problem Solving

# Professional Growth

## Traditional Model

**In-service/Course-based Professional Development**

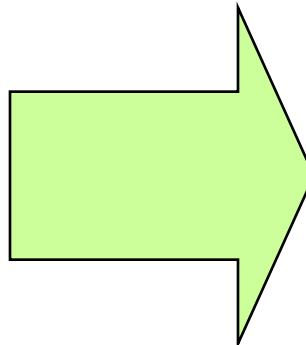


- Individual commitment, intermittent activities
- Goals and activities tied to personal and financial interests of the individual
- Unconnected to evaluation

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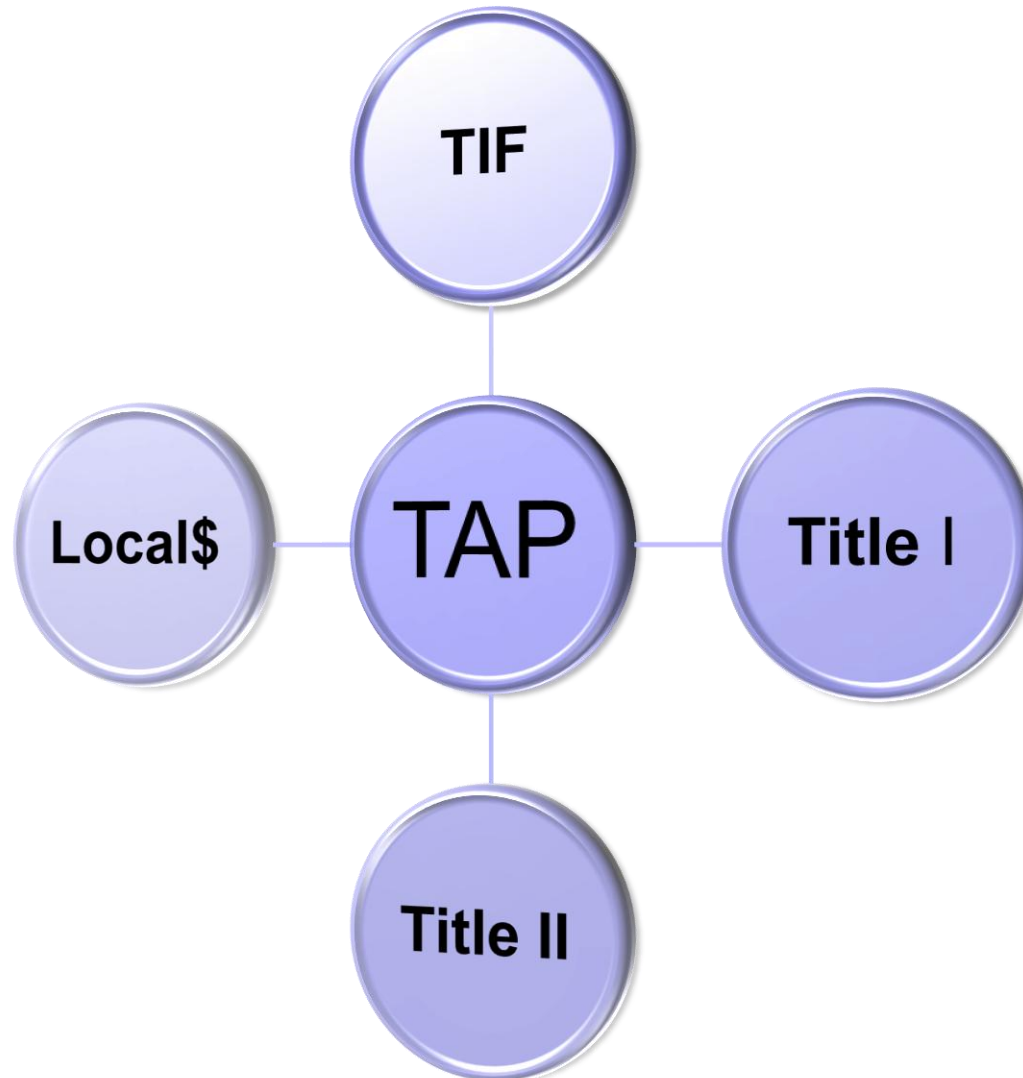
## SCTAP Model

**Ongoing Applied Professional Growth**



- School-wide commitment, weekly, site-based, teacher-led activities
- Goals and activities tied to state standards, local SIP and analysis of student learning outcomes
- Used to support and reinforce evaluation growth goals

# Sustaining TAP

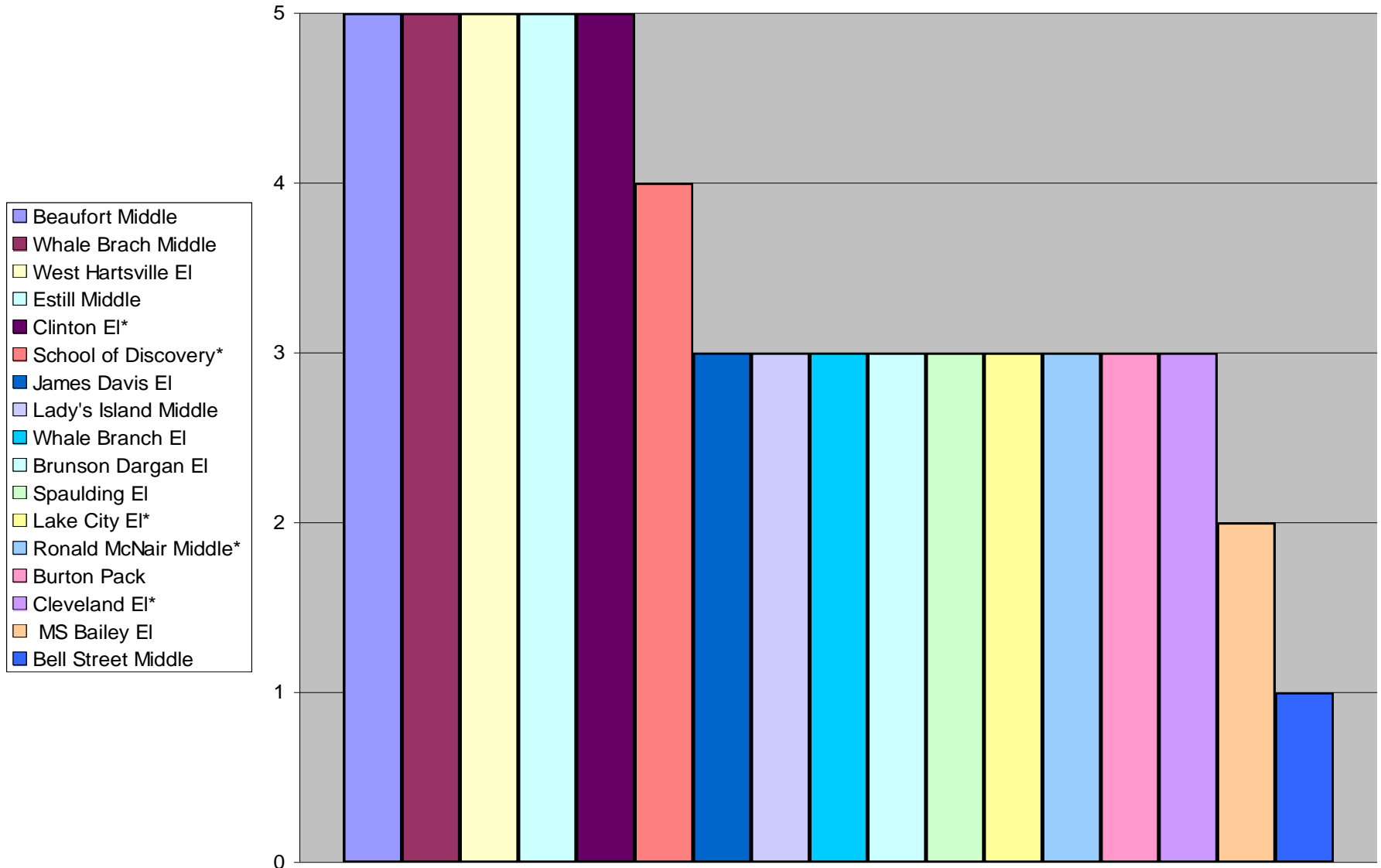




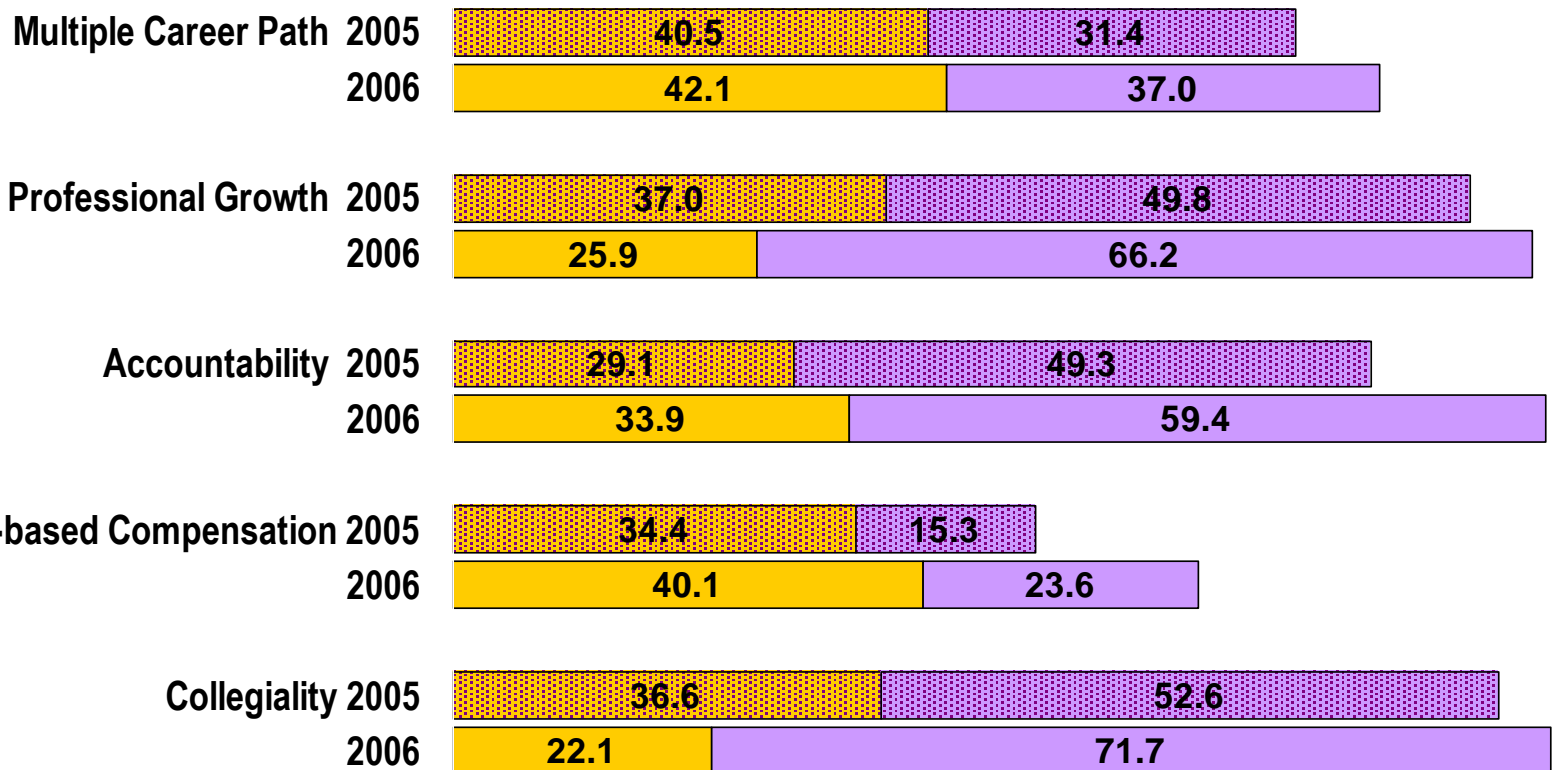
# RESULTS OF TAP

# SCTAP 2006-2007

## Value Added Results



# Teacher Support for TAP Elements:

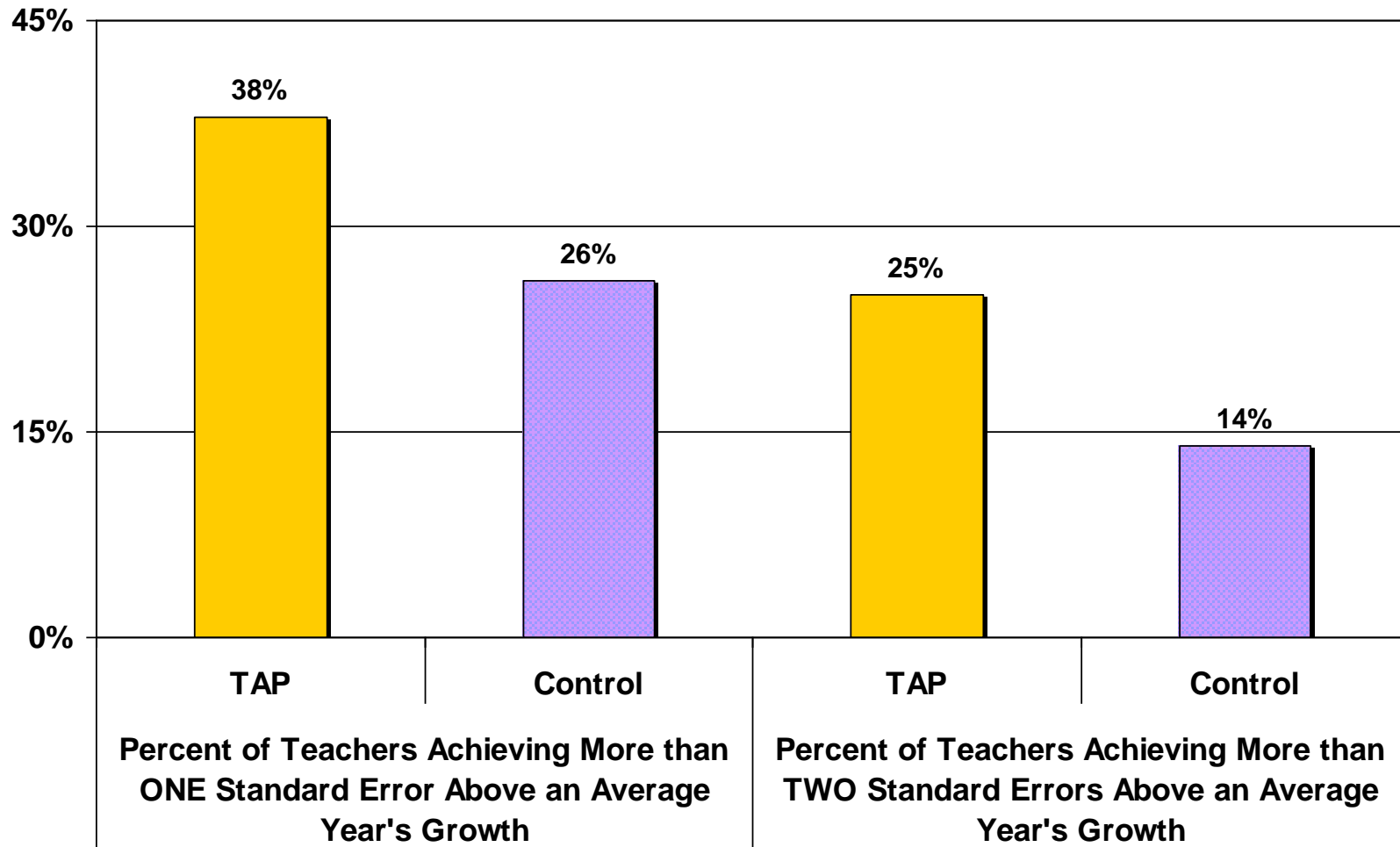


Percent

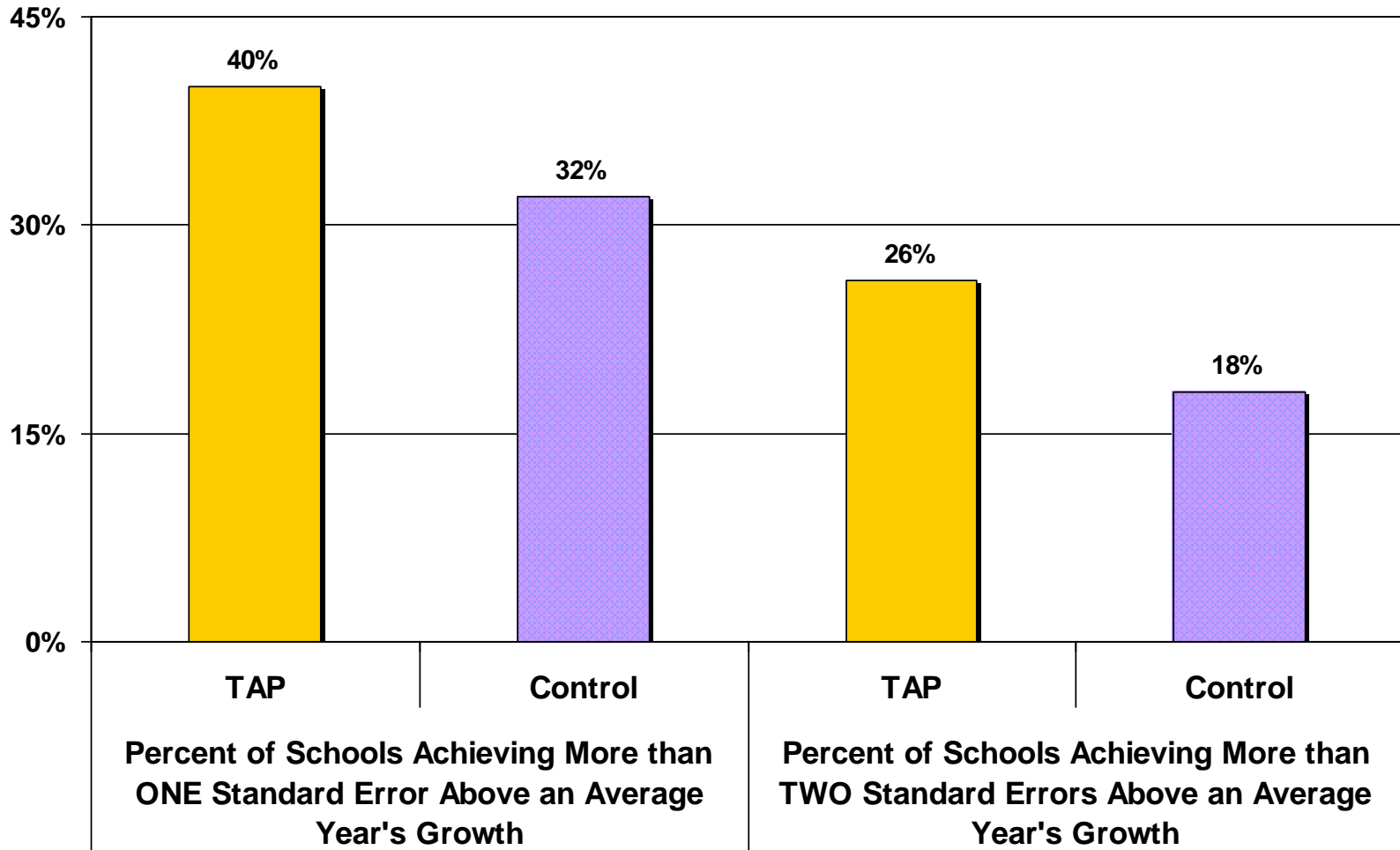
■ Average

■ Support / Strongly Support

# Teacher Support for TAP Elements:



# National Aggregated School Effect





# Case Study:

## Clinton Elementary School, Laurens School District 56

From Below Average to Average with an improvement rating of Good after just one year of TAP. This school was also a Value added '5.'

# Timeline of TAP Expansion in South Carolina

<b>Year</b>	2002	2003	2004	2005	2006	2007	2008
<b>Number of schools</b>	4	5	9	12	17	43	50 +
<b>Milestones</b>	Program piloted in Beaufort and Laurens 56	First bonus checks are distributed to teachers	Professional development component refined and rubric created	SC hosts second TAP National Conference and summer training	Principal bonus added Compensation levels increased	Districts given more autonomy to make changes in program implementation	SC creating in-state training materials



# Challenges

**1. Fiscal Sustainability**

**1. Continuity of Leadership**

**1. Local Capacity**



# Questions

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