U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND PROGRAM
CFDA # 84.385A
PR/Award # S385A100134

OMB No. 1810-0700, Expiration Date: 11/30/2010
Closing Date: JUL 06, 2010

Table of Contents

Forms

Narratives

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

OMB No.4040-0004 Exp.01/31/2012

Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission	* 2. Type of Application:	* If Revision, select appropriate letter(s):
[ ] Preapplication	[X] New	
[X] Application	[ ] Continuation	* Other (Specify)
[ ] Changed/Corrected Application	[ ] Revision	

* 3. Date Received:	4. Applicant Identifier:
7/6/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: South Carolina Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
[redacted]	[redacted]

d. Address:

* Street1:	[redacted]
Street2:	[redacted]
* City:	[redacted]
County:	[redacted]
State:	[redacted]
Province:	
* Country:	[redacted]
* Zip / Postal Code:	[redacted]

e. Organizational Unit:

Department Name:	Division Name:
Educator Preparation, Support and Assessment	Educator Quality and Leadership

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Mr.	* First Name:	Dennis
Middle Name:			

* Last Name:	Dotterer
Suffix:	
Title:	South Carolina TIF
Organizational Affiliation:	
State Department Of Education	
* Telephone Number: [redacted]	Fax Number: [redacted]
* Email: [redacted]	

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Teacher Incentive Fund ARRA

13. Competition Identification Number:

N/A

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

11 School Districts representing 10 counties across the State of South

Carolina. These counties include: Bamberg, Beaufort, Darlington, Dorchester, Edgefield, Hampton, Laurens, Pickens, Spartanburg and Sumter. Additionally, the State's Department of Juvenile Justice School District serves all counties within the State.

*** 15. Descriptive Title of Applicant's Project:**

South Carolina Teacher Incentive Fund Project

Attach supporting documents as specified in agency instructions.

Attachment:
Title :
File :

Attachment:
Title :
File :

Attachment:
Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: 6 * b. Program/Project: 2-6

Attach an additional list of Program/Project Congressional Districts if needed.
Attachment:
Title :
File :

17. Proposed Project:
* a. Start Date: 10/1/2010 * b. End Date: 9/30/2015

18. Estimated Funding ($):

a. Federal	$[redacted]
b. Applicant	$[redacted]
c. State	$ 0
d. Local	$ 0
e. Other	$ 0
f. Program Income	$ 0
g. TOTAL	$[redacted]

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

[ ] a. This application was made available to the State under the Executive Order 12372 Process for review on .

[X] b. Program is subject to E.O. 12372 but has not been selected by the State for review.

[ ] c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

[ ] Yes [X] No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

[X] **** I AGREE**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Dr.	* First Name:	Jim
Middle Name:	H		
* Last Name:	Rex		
Suffix:			

Title: State Superintendent of Education

* Telephone Number:	[redacted]	Fax Number:	[redacted]

* Email: [redacted]

* Signature of Authorized Representative:	* Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
South Carolina Department of Edu...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
2. Fringe Benefits	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
3. Travel	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
4. Equipment	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
5. Supplies	$ [redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
6. Contractual	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
7. Construction	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
8. Other	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
9. Total Direct Costs (lines 1-8)	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
10. Indirect Costs*	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

***Indirect Cost Information** ***(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2011 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____ The Indirect Cost Rate is 2%
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 2%

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1894-0008 Expiration Date: 02/28/2011
Name of Institution/Organization: South Carolina Department of Edu...	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
2. Fringe Benefits	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
5. Supplies	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
9. Total Direct Costs (lines 1-8)	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Dr. Jim H Rex
Title: State Superintendent Of Education
Date Submitted: 07/02/2010

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: [ ] Contract [X] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	**2. Status of Federal Action:** [X] Bid/Offer/Application [ ] Initial Award [ ] Post-Award	**3. Report Type:** [ ] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [X] Prime [ ] Subawardee Tier, if known: 0 Name: The SC Department of Education Address: Does not employee lobbyists City: State: Zip Code + 4: - **Congressional District, if known:**	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:** Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:	
6. Federal Department/Agency: United States Department of Education	**7. Federal Program Name/Description:** Teacher Incentive Fund CFDA Number, if applicable: 84.385	
8. Federal Action Number, if known: N/A	**9. Award Amount,** if known: $0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Dr. Jim H Rex Title: State Superintendent of Education Applicant: South Carolina Department of Education Date: 07/02/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

APPLICANT'S ORGANIZATION South Carolina Department of Education	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. First Name: Jim Last Name: Rex Title: State Superintendent of Education	Middle Name: H Suffix:
Signature: _____	Date: 07/02/2010

ED 80-0013 03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:
Title : SC TIF GEPA Statement
File : C:\fakepath\GEPA Statement.pdf

Equitable Access and Participation (GEPA 427 Statement)

The South Carolina Department of Education has a longstanding commitment to educational excellence and equity. SCDE programs are open to all students. The State follows a plan to provide exemplary, integrated educational programs that meet individual student needs, talents, interests, and aspirations. All students and their parents/caregivers have ready access to program materials and applications for the state's programs. Nearly all district buildings are accessible to the physically handicapped and those that are not are being upgraded to provide accessibility. Any individual requiring special services and/or English as a second language (ESL) services are provided with accommodations in accordance with the appropriate policies and guidelines.

Improving opportunities for all students to learn and reach their full potential is a guiding principle for the South Carolina Department of Education. SCDE and specifically SC TAP has a primary focuses on eliminating achievement disparity of low-income and minority children in relation to state standards while a second focuses on selecting, supporting, and retaining employees who support the state's mission and reflect the diversity of the student enrollment, and a third focuses on partnerships with stakeholders.

SC TAP has a proven record of being able to set and meet ambitious goals for raising student achievement regardless of background, race or ethnicity and of using evaluation data to drive the decision-making process.

SC TAP schools, district and state staff are required to participate in training designed to ensure that students, teachers, family members, etc., have equitable access to and opportunities to participate in programs without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation. Despite statewide budget cutbacks, resources continue to be allocated to address priority needs designed to ensure that all students have access to an equal opportunity for a rich educational experience.

Fair Employment Practices: SCDE and SC TAP adheres to hiring practices which avoid discrimination on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation. The SCDE Human Resources Office, District Offices, school buildings, and other offices throughout the state post a statement summarizing the fair employment regulations, penalties for noncompliance, and avenues for complaint. SCDE and SC TAP follow procedures designed to encourage applications from traditionally under-represented groups, and participates in a program which encourages minority personnel to consider teaching careers. District schools and programs seek to hire staff with outstanding educational and professional qualifications that have a demonstrated ability to work effectively with staff, students, families, and other community members from varied ethnic/cultural and socioeconomic backgrounds.

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Dennis		Dotterer	

Address:

* Street1: [redacted]

Street2: [redacted]

* City: [redacted]

County:

* State: [redacted]

* Phone Number (give area code)
[redacted]

Fax Number (give area code)
[redacted]

Email Address:

[redacted]

2. Applicant Experience

Novice Applicant [ ] Yes [X] No [ ] Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

[ ] Yes [X] No

Are ALL the research activities proposed designated to be exempt from the regulations?

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title :
File :

Project Narrative

Project Abstract

Attachment 1:
Title: **SC TIF Abstract** Pages: **1** Uploaded File: **TIF Abstract Final.pdf**

The South Carolina Department of Education will apply for the **TIF grant in the main competition**, having designed a model, SC TAP, to create a performance based compensation system (PBCS) to recruit, develop, enhance and retain quality educators in identified high-need schools across the state of South Carolina. Specifically, SC TIF will work with 1,703 teachers and principals effecting 20,433 students in 42 schools within 12 school districts across South Carolina to develop a comprehensive model of reform to enhance student achievement, while increasing compensation for highly effective educators.

SC TIF offers new models for incentives for recruitment and retention of teachers and administrators in hard-to-staff areas in high-need schools, multiple professional training opportunities, as well as new compensation and career advancement opportunities. It honors the essence, while changing the structure of the education profession. SC TAP System is designed around four key pillars of reform: Multiple Career Paths, which allow teachers the opportunities for career advancement while continuing to work directly with students to increase achievement; Performance Based Accountability, using multiple measures of student and teacher achievement in a fair and rigorous manner; Ongoing, applied professional development to allow teachers to target and develop the required skills to address the needs of the individual teacher as well as the needs of the students; and lastly, Performance Based Compensation, which enables teachers and principals the opportunity to increase compensation, based on student achievement measured using a value-added growth model as well as instructional excellence as evaluated by a valid, reliable and rigorous instrument.

Through SC TIF, the Department of Education will implement a PBCS using value-added measures that are reliable and transparent to enhance the educational culture and recruit and retain highly effective educators and ultimately effect the student achievement for all students. SC TIF will become a beacon for other districts across the State. Through a joint partnership with the 12 districts, SC TIF will be a reflection of the power teachers hold over their individual professional growth as well as their compensation. SC TIF will be a unique reform effort that involves teachers every step of the way, starting with teachers voting to implement the reform and continuing with teachers being the main decision makers as it relates to identifying and reforming their individual developmental needs and the unique needs within their classroom.

SC TAP has been a successful partner with multiple schools and districts across the State and has been at the forefront of innovation and data management related to performance based compensation reform. Through the effort of SC TIF, South Carolina will reach the tipping point of moving from a pilot initiative to a full blown state-wide model of reform. SC TIF will be the final catalyst needed to prove that when performance based compensation is implemented with the proper efforts, support and buy- in from the teachers, students will grow above and beyond expected arbitrary benchmarks.

Project Narrative

Application Narrative

Attachment 1:
Title: **SC TIF Project Narrative** Pages: **72** Uploaded File: **SC TIF APP 7210 Final 5.pdf**

South Carolina Teacher Incentive Fund (SC TIF) Grant Proposal
Table of Contents

Section 1: Statement of Need

In applying for the **TIF Grant Main Competition**, it is recognized that the single most important predictor for student success is the quality of the teacher in the classroom (Jordan, Mendro, and Weerashinghe, 1997; Sanders and Horn, 1998; and Haycock, 1998). Often the most experienced, effective teachers go to more affluent districts; consequently, the poor and often minority students in poor or uncompetitive districts do not receive an equitable education (Haycock, 1998). The SC TIF partner schools serve high poverty and high minority populations in 42 schools across 12 districts. While the Request for Proposals established a baseline requirement of at least 50% of low income families, these schools have much higher percentages of families living in poverty based on eligibility for free or reduced-price lunch subsidies, and other poverty measures used by LEAs.

Although each school qualifies as a high-need school, collectively, the school's have an average poverty index of 83.6% (the state average is 72%) and an average minority population of 69% (the state average is 45%) (See Table 1 below). The poverty index is created using the poverty metric identified by the State of South Carolina which uses both Free and Reduced lunch eligibility as well as Medicaid qualifications. The table also delineates the percentages of students who scored unmet, defined as below standard by the South Carolina Education Oversight Committee, on the statewide assessment, the Palmetto Assessment of State Standards (PASS), administered in grades 3–8. In 2009, the partner schools had a much higher percentage of students scoring below basic in all four core areas than the state average.

The two high schools involved in the project—Strom Thurmond High School and Clinton High School show long-term consequences of such conditions through teacher turnover rates, on-time graduation rates, and student achievement data. In these high schools 23% of continuing

contract (experienced) teachers who taught during the previous year did not return, as compared to the State average of 15%. The high schools have an average dropout rate of 3.2%, which is slightly higher than the State dropout rate of 3%; 10% of students are older than usual for the grade level compared to the state average of 8.6%; and 28.8% of 10th graders fail the exit exam required by the State for graduation. The high schools have a graduation rate of only 66.5% compared to 74.1% of high schools similar to these in factors such as demographics and size.

The Department of Juvenile Justice School District also has significant needs that often go unmet. The schools within this State district have a 100% Free and Reduced lunch population. Besides the unique needs of significant poverty, these schools and teachers face unique challenges on a daily basis meeting the needs of juvenile offenders. The students who attend these schools have been incarcerated for multiple reasons, which create unique educational settings. Similarly, the Simpson Alternative Education Center in Pickens faces comparable challenges. These students have shown little to no success in the district's high schools and therefore are sent to the alternative education center. Data from the Department of Juvenile Justice School District and the Simpson Alternative Education Center are not listed in Table 1 due to the constant student turnover at these institutions.

Table 1: Profile of TIF Partner Schools

School District/School Name	MET AYP 2008-9	MET AYP 2007-8	Poverty Index 2009-10	% Minority Enrollment 2009-10	Not MET PASS ELA 2008-9	% Not MET PASS Math 2008-9	% Not Met PASS Science 2008-9	% Not MET PASS Social Studies 2008-9
Pickens								
A R Lewis Elementary	Yes	Yes	78.0%	2.3%	11.3%	18.5%	25.6%	11.1%
Simpson Alternative Education Center	N/A		58.62					

Six Mile Elementary	Yes	Yes	63.5%	2.9%	12.7%	17.3%	18.7%	12.4%
Crosswell Elementary	Yes	Yes	96.0%	91.3%	10.4%	15.6%	15.7%	10.4%
West End Elementary	No	Yes	77.0%	27.5%	19.3%	20.3%	23.9%	20.2%
Pickens Elementary	No	Yes	63.3%	11.4%	21.7%	28.3%	34.0%	27.5%
Hampton 1								
Brunson Elementary	Yes	Yes	70.4%	45.9%	9.3%	19.8%	25.0%	6.9%
Laurens 56								
Clinton High	No	No	76.0%	43.3%	N/A	N/A	N/A	N/A
Eastside Elementary	No	No	85.4%	68.7%	27.4%	31.9%	36.2%	24.2%
Bell Street Middle	No	No	78.0%	70.1%	32.7%	30.8%	33.2%	42.7%
Darlington								
West Hartsville Elementary	Yes	No	89.1%	78.8%	35.8%	27.3%	42.4%	30.8%
Spaulding Elementary	Yes	No	91.9%	65.9%	44.4%	44.9%	47.7%	38.3%
Brunson Dargan Elementary	No	No	96.4%	81.8%	32.7%	39.4%	40.4%	41.3%
Thornwell School of the Arts	Yes	No	96.3%	82.8%	41.0%	42.3%	42.3%	43.3%
Darlington Middle	No	No	83.0%	70.0%	44.9%	43.7%	46.7%	40.4%
Sumter 17								
Chestnut Oaks Middle	No	No	94.5%	91.1%	54.2%	62.6%	41.2%	54.0%
Crosswell Drive Elementary	Yes	No	96.0%	91.3%	41.6%	33.2%	45.9%	28.3%
Lemeria Elementary	Yes	No	98.1%	93.3%	22.4%	38.8%	36.7%	19.4%
Edgefield								
Douglas Elementary	Yes	No	89.4%	74.4%	28.2%	29.1%	44.2%	39.4%
Johnston Elementary	No	No	88.4%	84.4%	26.9%	44.3%	52.3%	34.5%
Strom Thurmond High	No	No	72.0%	66.1%	N/A	N/A	N/A	N/A
W.E. Parker Elementary	Yes	No	76.3%	67.4%	20.8%	25.3%	28.9%	20.8%
Johnson-Edgefield-Trenton Middle	No	No	81.0%	75.8%	28.5%	34.9%	40.1%	39.6%
Dorchester 2								
Eagle Nest Elementary	Yes	No	55.5%	54.7%	15.9%	18.6%	32.1%	13.6%
Summerville	Yes	No	64.7%	44.8%	17.6%	25.2%	28.8%	20.2%

Elementary								
Windsor Hill Elementary	Yes	No	73.9%	89.3%	16.8%	20.2%	32.8%	17.2%
Dorchester 4								
Williams Memorial Elementary	No	No	85.0%	73.2%	25.6%	30.2%	29.1%	15.6%
Spartanburg 1								
O P Earl Elementary	Yes	No	65.7%	16.3%	22.1%	27.5%	14.6%	16.9%
Inman Elementary	Yes	Yes	70.8%	27.8%	17.3%	21.2%	24.5%	19.6%
Department of Juvenile Justice Schools	N/A		100%					
Bamberg 2								
Denmark-Olar Elementary	No	No	95.6%	98.5%	43.2%	60.9%	51.2%	40.0%
Beaufort								
Robert Smalls Middle	No	No	78.8%	64.4%	35.4%	38.3%	36.2%	39.6%
Joseph Shanklin Elementary	Yes	No	91.0%	76.0%	34.0%	42.3%	38.1%	40.9%
Broad River Elementary	Yes	No	77.6%	56.1%	26.5%	32.5%	37.4%	41.0%
Shell Point Elementary	Yes	No	78.2%	60.8%	27.8%	35.4%	32.1%	19.4%
James Davis Elementary	No	No	96.8%	97.5%	44.0%	56.0%	64.4%	50.0%
Whale Branch Elementary	No	No	95.6%	77.2%	51.3%	47.4%	64.4%	53.4%
Whale Branch Middle	Yes	No	91.7%	84.8%	47.5%	43.5%	48.6%	34.9%
Beaufort Middle	No	No	51.8%	38.9%	22.7%	24.1%	27.0%	19.7%
St. Helena Elementary	Yes	No	98.3%	96.2%	33.5%	50.9%	56.6%	41.7%
Beaufort Elementary	No	No	86.2%	60.3%	27.4%	32.7%	36.4%	30.5%
TOTAL AVERAGE			82.5%	66.0%	30.1%	34.7%	37.8%	30.9%
ELEMENTARY STATE AVERAGE					24.2%	29.4%	35.4%	25.6%
MIDDLE SCHOOL STATE AVERAGE					33.2%	34.2%	36.5%	36.1%

Need: Challenges in Recruiting and Retaining Teachers and Principals in the LEA(s) and High-Need Schools

The 2008-09 school year began with 203 vacant teacher positions (CERRA Supply and Demand Survey, 2009[1]). These vacancies demonstrate districts' inabilities to recruit and retain a sufficient number of quality teachers. Long-term, these challenges will become more acute given the declining number of graduates from South Carolina's colleges of education. In 2008 State institutions of higher education graduated 2,534 teaching candidates. That number decreased by 9% (2296) in 2009.

The National Commission on Teaching and America's Future recognizes retention as a main cause of the nation's teacher shortage. The average teacher turnover rate for SC TIF partner schools was 17.5% which is significantly higher than the state average of 10%. Only two districts, representing 6 SC TIF schools, have a turnover rate lower than the state average. The chart below indicates the percentage of teachers not returning to the same school or district from the previous year (2008-2009).

District	Pickens	Hampton 1	Laurens 56	Darlington	Sumter 17
Turnover	9.2%	9.9%	16.5%	24.9%	23.2%

School	Edgefield	Dorchester 2	Dorchester 4	Spartanburg 1	Bamberg 2	Beaufort
Turnover	11.1%	17.9%	6.2%	12.9%	20.3%	21%

The cost of turnover represents a waste of limited school resources (Texas, 2000). Estimates for the cost of turnover represent between a multiplier of .25 to 1.5 of the annual leaver's salary plus benefits. These formulas translate into a range of costs for schools, for example [redacted] at Chestnut Oaks Middle School, based on an average teacher salary of [redacted] which is significantly lower than the average national salary of [redacted] and

[1] CERRA, The Center for Educational Recruitment, Retention and Advancement in South Carolina is explained in significant detail in section 6, Recruiting and Retaining effective teachers.

state average salary of [redacted]. Replacing teachers who leave with teachers with more experience or advanced degrees would impact the school's budget even more.

The salary survey conducted by the American Federation of Teachers ranks South Carolina 33rd in the nation for average teacher salary as well as for average beginning teacher pay. Our state average salary for a teacher with no experience is [redacted], yet four of the partner districts offer salaries below this amount. Rural areas and blighted suburban areas often face the most difficult dilemmas in retaining teachers because they compete not only with business and industry for personnel, but also with districts with higher tax bases that offer teachers higher compensation.

Many teachers certified in South Carolina leave the state to teach in neighboring states where they receive higher compensation. Our closest neighbors, Georgia, North Carolina, and Tennessee provide greater compensation. Georgia's average teacher salary is [redacted] more than South Carolina's, and North Carolina's average salary is [redacted] more. Five SC TIF partner districts, Pickens, Hampton 1, Edgefield, Beaufort & and Spartanburg County School District 1, are within 30 miles of border states, so they feel a pronounced effect of this compensation differential in their attempts to recruit and retain quality teachers.

These districts also face extreme hardship in recruiting and retaining talented principals and district leaders. The most senior superintendent has six years with the district; the average number of years of experience for superintendents in the partner districts is three. Similarly, as Table 2 below details, 37 of the 45 schools have principals with 5 or less years of experience. The average principal term is 4.1 with the median being two years. Thus, the turnover at the teaching level is paralleled by turnover at the leadership levels. Currently, if principals desire

more responsibilities (and subsequent pay increases), their options are often limited to leaving the principalship to attend to roles at district offices.

These districts reported the following for the quality and experience of their professional staff.

Table 2: Educational Attainment and Experience in the Partner Districts (2008-2009 data)

School Name	% Teacher Turnover 2008-9	% Teachers with Advanced Degrees 2008-9	# of Years at School for Principal
Pickens			
A R Lewis Elementary	5.7%	75.0%	0
Simpson Alternative Education Center			
Six Mile Elementary	14.4%	65.6%	5
Crosswell Elementary	6.1%	56.3%	1
West End Elementary	8.0%	52.1%	4
Pickens Elementary	11.7%	63.9%	4
Hampton 1			
Brunson Elementary	7.0%	81.8%	1
Laurens 56			
Clinton High	14.9%	57.9%	1
Eastside Elementary	16.2%	60.0%	0.1
Bell Street Middle	18.3%	55.6%	3
Darlington			
West Hartsville Elementary	29.1%	57.9%	6
Spaulding Elementary	16.3%	47.6%	1
Brunson Dargan Elementary	28.0%	63.6%	2
Thornwell School of the Arts	26.5%	43.5%	8
Darlington Middle	24.6%	30.6%	2
Sumter 17			
Chestnut Oaks Middle	35.8%	33.3%	4
Crosswell Drive Elementary	19.5%	42.9%	0
Lemeria Elementary	14.3%	54.3%	15
Edgefield			
Douglas Elementary	13.6%	56.0%	1
Johnston Elementary	9.4%	57.7%	1

Strom Thurmond High	10.8%	42.6%	1
W.E. Parker Elementary	7.3%	73.0%	2
Johnson-Edgefield-Trenton Middle	14.4%	56.1%	3
Dorchester 2			
Eagle Nest Elem	N/A	46.2%	2
Summerville Elem	13.2%	59.3%	27
Windsor Hill Elem	22.6%	50.0%	2
Dorchester 4			
Williams Memorial Elem	6.2%	78.7%	2
Spartanburg 1			
O P Earl Elementary	11.4%	51.3%	9
Inman Elementary	14.3%	78.0%	7
Dept. of Juvenile Justice			
Bamberg 2			
Denmark-Olar Elementary	20.3%	51.6%	5
Beaufort			
Robert Smalls Middle	23.0%	60.5%	12
Joseph Shanklin Elementary	19.8%	60.5%	1
Broad River Elementary	22.4%	62.5%	4
Shell Point Elementary	12.9%	54.8%	4
James Davis Elementary	21.3%	59.3%	1
Whale Branch Elementary	30.0%	55.2%	4
Whale Branch Middle	33.3%	39.3%	1
Beaufort Middle	13.9%	57.4%	5
St. Helena Elementary	18.4%	75.0%	0
Beaufort Elementary	13.5%	68.2%	8
TOTAL AVERAGE	17.5%	56.21%	4.1
STATE AVERAGE	10%		

Section 2: Project Design

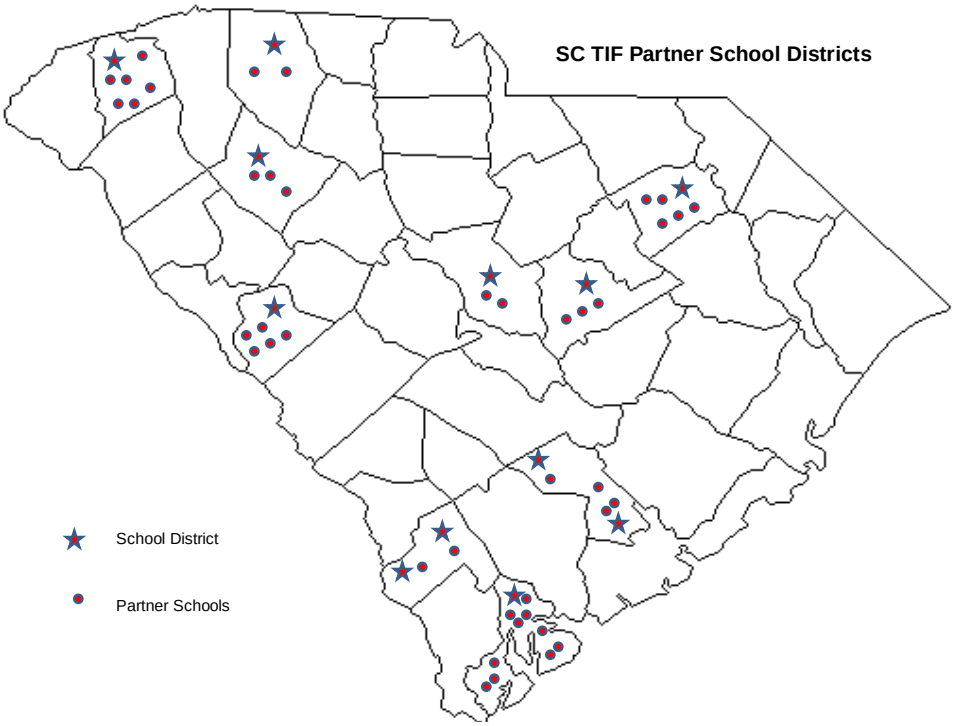
Building on Success

The South Carolina Department of Education has created a unique partnership with the National Institute for Excellence in Teaching (NIET) and its comprehensive system for teacher and student advancement known as "TAP" (see page 15 for a description of TAP) to change the State's current, flat salary and compensation system to a dynamic performance based compensation system designed to increase teacher effectiveness and generate higher student achievement in our highest need schools. In 2007, SC received TIF funding to bring TAP to 23 of the highest need schools in the State. This project has resulted in significant increases in student achievement in these schools, and has led to major policy and funding changes at the State level that position TAP's Performance Based Compensation Systems (PBCS) as a key strategy for improving teacher and principal effectiveness in the state. These policy successes include aligning the State evaluation tool with the TAP evaluation rubric, approving the use of State technical assistance funds for SCTAP, and the State using the TAP System as a model of mentoring for Induction level (1st and 2nd year) teachers to ensure the quality of growth to reach minimum adequacy. SC TAP has impacted State strategies for improving educator effectiveness, and has emerged as a leading state initiative to create change among our neediest schools.

In this TIF proposal, we seek to expand the work we accomplished through the initial TIF funding. Our new proposal will enable South Carolina to take SCTAP to greater scale, further solidifying SCTAP as a key State strategy for high need schools to improve their human capital, and apply the lessons learned through SCTAP to State strategies for strengthening the educator workforce including: performance based compensation, rigorous evaluation, use of value-added growth measures, development of a career ladder that supports differentiated leadership in

schools, and to create links between provision of professional development and evaluation systems.

Through this SC TIF proposal, we will bring this dynamic reform to an additional 12 districts across the state, 42 primary, middle, and high schools, 1,703 teachers and administrators, and 20,433 students who come from high poverty, high minority families and areas. Through the five years of the project, and expansion in the final years, our SC TIF proposal has the potential to affect more than 60,000 children and 5,000 teachers and principals. This expansion will solidify an innovative, proven system of performance based compensation reform in high need schools across the state of South Carolina. In addition, we propose in this grant to study the effects of a performance incentive structure that allows for larger potential incentives for the most effective teachers as compared to current SCTAP schools.



Our proposed TIF project employs short- and long-term solutions for the teacher and principal effectiveness problems in these high need schools. In the short run, SCTAP uses a

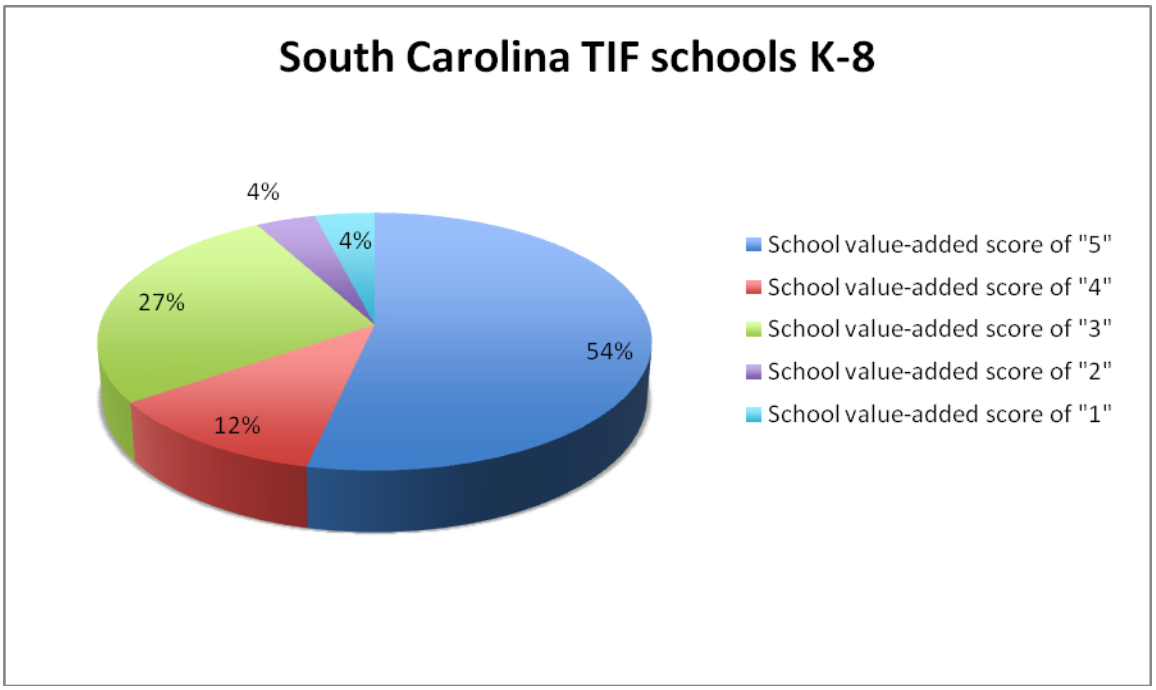
tiered professional development system where master and mentor teachers provide on-going and applied professional development for other teachers in an effort to build local capacity. In the long term, career advancement opportunities and significant yearly performance incentives are strategies to attract and retain effective teachers and principals in South Carolina's high need schools.

The South Carolina Department of Education, through SC TAP, sent a letter to all school districts within the state inviting them to apply to be partners in this Teacher Incentive Fund grant proposal. Each district was given the opportunity to respond with interest and receive a TAP implementation presentation to decide if this model would meet the needs of the district and receive buy-in from stakeholders. A total of 83 schools and 17 districts expressed an interest in learning more, and 42 schools committed to partnering with the Department on this grant. Our work to ensure the involvement and support of teachers and principals for this reform is further described in the communications section.

This level of interest is largely driven by the success seen to date in existing SCTAP schools. Even though the current schools are in varying years of implementation, the data show some promising trends. As part of South Carolina TAP's external evaluation, schools were matched with schools of similar demographics as identified by our State accountability matching system through the Education Oversight Committee, a part of the state legislative system. The comparison demonstrated that 13% more of the 43 TAP schools made AYP than the non-TAP schools. Additionally, 92% of the TIF schools made at least a year's worth of growth in reading, math, science, and social studies according to the SAS, Inc. value-added measurement. Fifty-four percent of the TIF schools received value-added scores of "5" meaning that the school averages were two standard errors above growth expected for one year (See Figure 1) representing

significantly greater than average growth. Prior to TIF, several participating schools, including Whitlock Junior High, JV Martin Middle School, Estill Middle School, and Chestnut Oaks Middle School were designated as chronically underperforming. As a result, they were identified as Palmetto Priority Schools by the Department. These schools were made part of the Palmetto Priority collaborative when they failed to meet the expected progress on student achievement required by the State's Education Accountability Act (EAA). They were identified among 39 of the lowest-performing schools in the state based on student achievement. Since the implementation of TAP in these schools, all 4 middle schools have been removed from the Palmetto Priority list. As a result of this success, TAP has been identified as a State-approved school-turnaround model. This means that underperforming schools that choose to participate in TAP may use State improvement funds to offset costs associated with TAP. This would allow a number of schools to achieve their required funding matches in early years of the TIF award and to plan for sustainability after the grant.

Figure 1: 24 South Carolina K-8 Original TIF Schools Value-added Performance '08-'09



*** A value-added score of "3" means the school achieved an average of one year's growth for all students. A value-added "4" is one standard error above one year's growth, and a value-added "5" is two standard errors above one year's growth – significantly more growth than comparable schools. A value-added "2" is one standard error below one year's growth, and a "1" is two standard errors below. In other words, a value-added score of "2" or "1" indicates that students are learning less than is expected in a given year.**

<u>New SC TIF Project: Building on Success</u>

Each of our 12 partner districts faces challenges in recruiting, developing and retaining teachers. Collectively, they are high poverty, high minority, high rurality, low educational impoverished areas with scarce or low economic bases to support education, and shifting populations, representing the range of conditions present in the state that makes retaining the human capital of talented teachers very difficult. The SC TIF project is designed to allow the effects on teacher and principal professional growth and retention and, most importantly, growth in student achievement to be seen by all State schools as a viable means of whole school reform to further effect change in education within South Carolina.

Without an effective whole school model of compensation and reform, the limited pool of quality teachers will often seek employment outside of these hard-to-staff districts where salaries are higher and working conditions (e.g. leadership, mentoring, and empowerment) are better. Results from the South Carolina working conditions survey administered statewide in April 2005 indicate that leadership, the work environment, the opportunity for continuous improvement, career advancement opportunities and the ability to interact and work with professional colleagues draw teachers to work in hard-to-staff schools. The survey also revealed a significant correlation between retention and professional development at all levels (Emerick, 2005).

SC TIF will utilize a comprehensive school-wide model focused on four tenets as outlined below. These tenets include: aggressive career advancement that allows teachers to maintain effective practice within the classroom while receiving additional responsibilities and compensation; a rigorous evaluation system that both differentiates levels of effectiveness and is linked to student achievement; a professional development system that is connected to the evaluation system and is designed specifically around teachers and students; and a compensation system that rewards effective practice for both teachers and principals.

TAP: The System for Teacher and Student Advancement was developed by the Milken Family Foundation, and is administered by the non-profit National Institute for Excellence in Teaching (NIET). Detailed information on the National Programs designed by NIET can be found at www.tapsystem.org as well as in Appendix A. SC TAP customized this comprehensive reform model for South Carolina schools. The details that drive this comprehensive reform 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 SC TAP, teachers may assume the roles of 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 and delivered by the leadership team and occurs during the school day. It is focused on the immediate implementation of research-based, 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 bureaucratic

process. Teachers are observed a minimum of 4 times throughout the school year by certified, trained evaluators. The State has approved use of this evaluation tool to fulfill all requirements under the State mandated evaluation system.

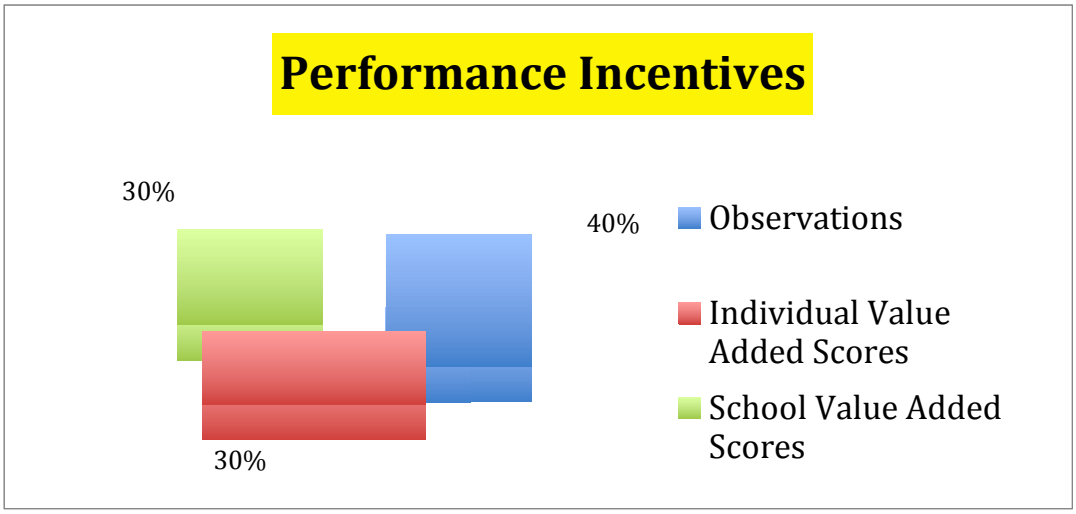
4. Performance Based Compensation - Salaries and performance incentives are tied to responsibilities, instructional performance and student achievement results. Performance incentives are given to teachers based on a value-added approach to student achievement within the teachers' classroom, as a whole school and on their instructional performance. Each of these incentives are weighted and grouped together for the total performance based compensation.

SC TIF will provide needed resources to 42 schools throughout the life of the grant, enabling the State to expand the SC TAP approach to almost 100 schools, helping the State reach a tipping point where this PBCS can become the leading solution for high-need schools across the State.

Multiple Measures of Teacher Effectiveness; Student Growth a Significant Factor

The SC TIF differentiated compensation system clearly addresses absolute priority one and is based on a modifications of TAP's formula (Appendix B): 60% of teacher performance incentives are calculated from student achievement as measured by value-added growth; the other 40% is based on a valid and reliable classroom observational rubric known as the TAP *Teaching Skills, Knowledge and Responsibility (SKR) Standards* (See Figure 2).

Figure 2: Basis for TAP Performance Based Compensation



These percentages will be adjusted in some cases, for example, based on the availability of data to calculate individual classroom value-added. In addition, principals will receive performance based compensation based on multiple measures including 60% school wide value-added growth, 20% SC TAP implementation, and 20% based on a principal 360 degree evaluation tool (VAL ED). See Table 3 for a description of how each teachers' and principals' effectiveness will be translated into performance compensation.

Table 3: Performance Based Compensation for Teachers and Principals

Educator	*Criterion 1*	*Criterion 2*	*Criterion 3*
K-3 Teacher	40% SKR	30% class value-added on MAP	30% school value-added
3-8 Teacher – tested subject area	40% SKR	30% class value-added on State assessments	30% school value-added
3-8 teacher –non-tested subject area	40% SKR	30% of a core subject's value-added on State assessments	30% school value-added
9-10 Teacher – ELA and Math	50% SKR	20% class value-added on MAP	30% school value added
9-12 Teacher – non-math/ELA subject	50% SKR		50% school value-added
K-8 Principal	20% Evaluation	20% fidelity of implementation	60% on school-wide value-added
9-12 Principal	20% Evaluation	20% fidelity of implementation	60% on school-wide value-added

To include as many teachers as possible under the SC TIF schools' performance incentive structure with individual student data, Measures of Academic Progress (MAP) will be used to determine individual student growth in grades K–3 and 9th and 10th grade math and ELA. MAP tests from the North West Evaluation Association give projected growth for each individual student, and a teacher's value-added score is calculated based on these tests. Also, teachers in non-tested subjects, such as related arts, will have the opportunity to choose one of the core content areas to reinforce in their classes in order to be linked to those particular students' value-added gains. These changes will ensure that 30% of the performance incentive for almost all teachers in the building will be based on the performance of students for whom they are directly accountable. These changes will also help build the sense of community and commonality of purpose by encouraging collaboration between content area and related arts teachers.

By including MAP tests and related arts teachers in TIF, accountability for teachers will increase. The use of MAP scores expands upon the traditional TAP model. In the traditional TAP model, 50% of a non-core 4th – 8th grade teacher's performance incentive would be based solely on the school-wide gains. With SCTAP's model, teachers who do not teach a State-tested subject or whose classroom does not meet the requirements to receive a value-added report based on the PASS test can have an avenue for individual accountability.

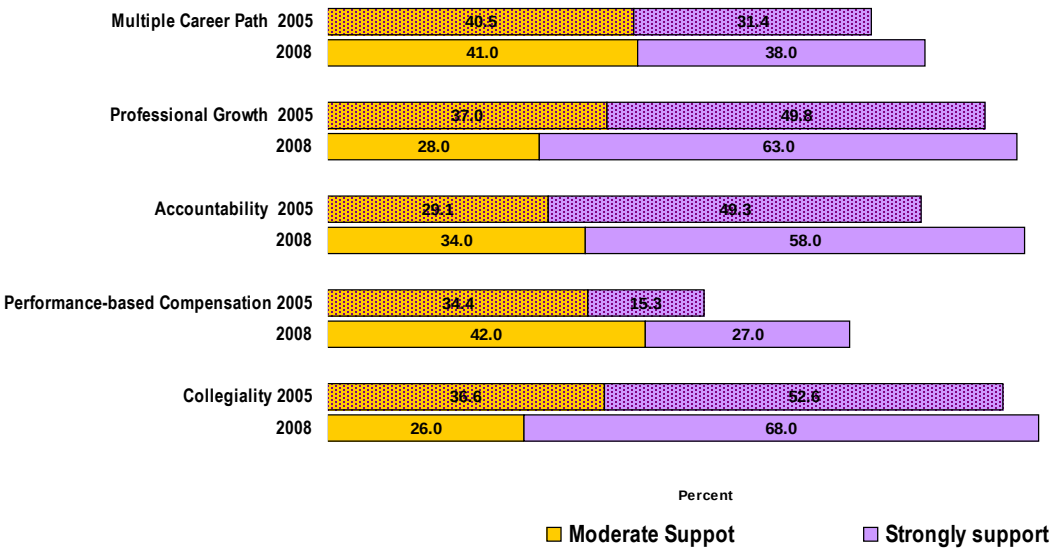
Measures of Student Growth are Valid and Reliable

Value-added analysis uses a statistical methodology that documents the rate of student progress at State, district, school, grade, and student levels and is based on individual student achievement data. The data determine academic gain or value-added growth for a student or group of students above a predicted target over a specific period of time; a student's past performance on tests predicts which scores students should achieve if they continued on the same path. Projected growth is determined by actual growth in two or more previous years. Using the value-added model, actual scores are compared to the predicted scores to determine the progress of a teacher's class. We will use a reputable provider to ensure validity and reliability of these calculations as described in the section on value-added measures.

Current TAP teachers continue to report high levels of satisfaction with TAP (See Table 4 below). Of the 366 teachers surveyed in 2008–09, 90% indicated that they supported or strongly supported increased accountability, and 73% indicated they supported or strongly supported the concept of pay for performance. These levels of support reflect the success of our efforts to ensure the involvement and support of teachers and principals as outlined later in the communications section.

When these teachers were asked about the level of collegiality at their schools since TAP was implemented, 93% reported that collegiality at their school is average or high. This is an important finding that contradicts the common perception and fear that performance pay systems will cause competition and a lack of cooperation among teachers. We believe this is due in part to the collaboration generated through weekly professional development cluster meetings, as well as the structure of the performance compensation, which encourages collegiality by rewarding individual and school-wide student growth. SCTAP's modification with the related arts teachers as well as with MAP testing will only increase the collegiality throughout the building, as all teachers will have a stake in every child's education.

Table 4: SC TAP Survey Teacher Survey Results

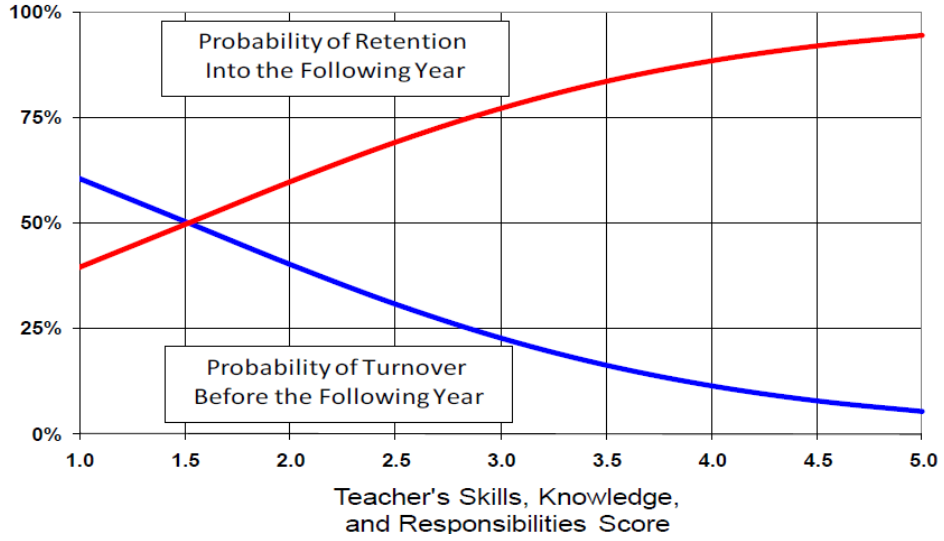


SC TIF Performance Compensation is Significant Enough to Impact Behavior

As stated in the first absolute priority, schools must differentiate levels of compensation to reward teachers who demonstrate their effectiveness by improving student achievement, and demonstrate that compensation levels will impact educator behavior.

As illustrated in the chart below, TAP results in an increase in the percentage of effective teachers and a decrease in the percentage of ineffective teachers in a school. We believe the levels of compensation we propose are significant enough, in combination with other aspects of the TAP system, to create this change. The change in the percentage of effective versus ineffective teachers in a school is a result of recruitment, retention and professional growth.

Chart 1: Teacher Retention based on Teacher Efficacy



SC TIF will create a fund for performance incentives based on an allocation of [redacted] which is approximately 5.6% of the statewide average annual teacher salary. Additionally, every school will provide recruitment and retention incentives for teachers in hard-to-staff subjects (math, science, special education) of up to [redacted] per teacher over a three year period (explained in detail in Competitive Priority 5, Retention and Recruitment). In existing SCTAP

schools, the most effective teachers can earn double or triple the per teacher allocation of [redacted]. We have seen this level of reward impact teacher and principal effectiveness and student achievement; however we believe there is value in testing whether a higher potential bonus will have a greater impact on teacher behavior. We therefore propose in this grant to increase the amount per teacher into the pool to [redacted] thus creating the opportunity for the most effective educators to approximately [redacted] or roughly 15% of the statewide average teacher salary per year. Outside of this TIF grant, schools implementing TAP within the State have differing allocations per teacher ranging from [redacted] to [redacted]. We will study the effects of differing levels of potential performance incentives on student achievement by comparing these schools with the schools in this grant.

Labor Market Effects

Indeed, a goal of this TIF grant is to increase the number of schools in South Carolina employing differentiated compensation, creating structures that enable schools to begin every year with highly qualified, highly effective teachers. SC TIF will work jointly with the human resources divisions in each participating district to use various forms of media to announce job openings at the TIF schools. The Project Director or staff will attend college recruitment fairs to attract teachers beginning their career, and TIF staff will attend a variety of State conferences to attract the most effective teachers to TIF schools. If the TIF grant is to be a catalyst for systemic change, it must create a heightened sense of competition where non-TIF districts are compelled to abandon their antiquated pay systems and adopt similar differentiated compensation models in order to compete with the TIF schools.

Principals

Just as the most effective teachers are needed in the classrooms, South Carolina needs the most effective principals to remain in the schools. The State has implemented a uniform evaluation system for principals. South Carolina's General Assembly adopted legislation that led to the development and statewide implementation of the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) in 2001 (S.C. Code Ann. § 59-24-5). This system is the most recent revision in the State's long history of having a uniform statewide evaluation system for principals. While the evaluation system is important in identifying effective principals, additional measures must be taken to identify, recruit and reward highly effective principals in high-need schools. Under the current system, if a principal desires more responsibility (and subsequent pay increase), the options are often limited to assuming a role at the district office. South Carolina TIF provides effective principals with the opportunity to make the equivalent salary a promotion to the district office would afford.

The TIF partner schools will offer a variety of incentives to principals and assistant principals. These include performance incentives based in significant part on the school-wide value-added gains. During the 2009-10 school-year, SC TAP schools piloted a principal performance incentive based on school wide value-added data as well as the school's performance on the implementation monitoring process of the TAP Annual Review to create a performance incentive structure. In this grant we will add additional indicators for the TIF school principals. SC TAP is currently working with the Anderson Research Group and will continue to work with the external evaluator of SC TIF to develop a comprehensive formula to calculate administrator performance incentives. Results from adequate yearly progress (AYP) and district,

state, or NIET principal evaluation models as well as a 360 degree Principal Assessment may be included in the formula; however, 60% will be based on student value-added growth.

Using the SC TAP current principal compensation system of school value-added growth at 75% and TAP Annual Review at 25%, the payouts for the principals in the SC TAP schools for 2008-09 ranged from [redacted] (when [redacted] was allocated per administrative team). SC TIF will allocate [redacted] per administrative team to be divided among the principal and assistant principals, based on 60% for the principal and 40% for the assistant principals. TIF school administrators' performance compensation will be determined using 60% of the overall school value-added score, 20% based on the implementation guidelines and review from the SC TAP Annual Review (Appendix C), and 20% based on the State of South Carolina's principal evaluation system, PADEPP and the 360 degree assessment instrument (See Table 1 above). In terms of evaluation, every principal and assistant principal in TAP schools will participate in this formal evaluation cycle each year. During the first year, the SC TAP advisory board, as well as representatives from each district, will translate the State principal evaluation system to create a rubric (using a 1 to 5 scale similar to all other SC TAP rubrics including value-added scoring) which will be used to determine the level of success and the performance incentive for each administrator.

Rigorous, Fair, Transparent Evaluation

The proposed TIF project will provide mechanisms to evaluate teacher and principal performance throughout the academic year. The TAP instructional evaluation system helps teachers and principals focus on pedagogy and student data to determine which teaching practices will lead to increased effectiveness.

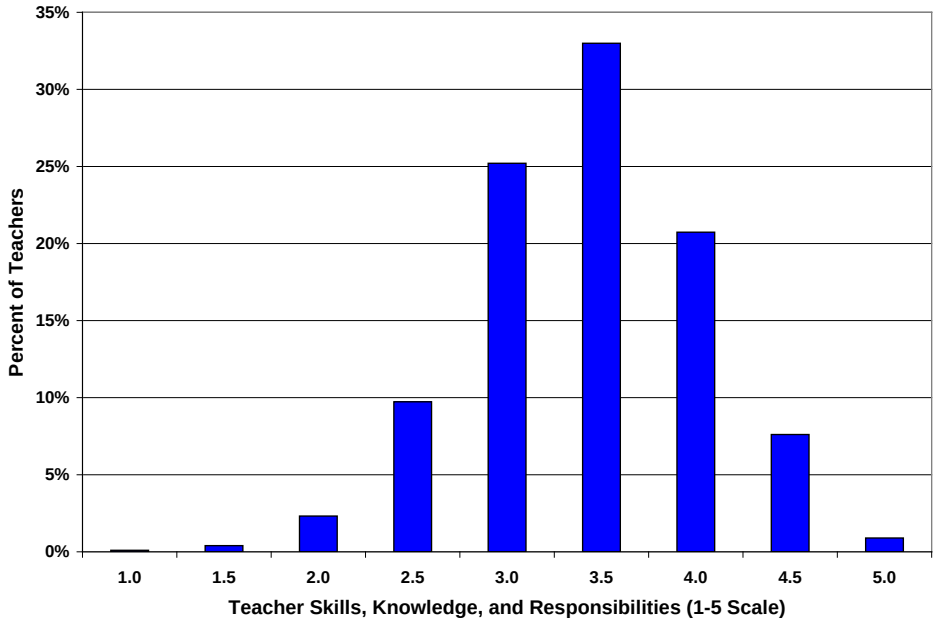
TAP differentiates teaching effectiveness through multiple observations, observers, and measures. TAP *Teaching Skills, Knowledge and Responsibilities (SKR) Standards* is a set of twenty-six research-based indicators of effective classroom instruction. These SKR standards have four domains which include three indicators for Designing and Planning Instruction; twelve indicators for Instruction; four indicators for the Learning Environment, and seven indicators for Teacher Responsibilities[2]. The focus of the evaluations is not content specific. Therefore, all teachers, including those in the special areas can be evaluated fairly by individuals who do not have content expertise in the subject observed. After each evaluation, teachers receive a score of 1 to 5, with 5 being exemplary (See Appendix D for an example of the TAP Instructional Rubric).

A NIET (2010) research summary shows the distribution of teachers on the TAP 5-point scale, demonstrating what sets the TAP system apart from most other evaluation systems (see Figure 3). The mean evaluation score for TAP teachers nationwide is 3.5 out of 5. In contrast, Weisberg and colleagues (2009) found:

> In districts that use binary evaluation ratings (generally "satisfactory" or "unsatisfactory"), more than 99 percent of teachers receive the satisfactory rating. Districts that use a broader range of rating options do little better; in these districts, 94 percent of teachers receive one of the top two ratings and less than one percent is rated unsatisfactory. (p. 6)

[2] Career teachers have three indicators for Teacher Responsibilities. Master and mentor teachers have seven indicators because of their added responsibilities.

Figure 3: Distribution of TAP teacher evaluation ratings in TAP schools



Source: NIET 2010, p. 9 – N=4007

Evaluations are performed 4 to 6 times per year by the TAP Leadership Team, which is comprised of master and mentor teachers, the principal, the SC TAP director and his staff, and other school administrators. At least half of the observations are unannounced. All announced observations include a pre-and post-conference with the teacher. Unannounced observations include only a post-conference. As Ralph Waldo Emerson stated, "We do not learn from our experiences, rather, we learn from reflecting on our experiences." It is this coaching ideal that SC TAP utilizes to enhance the teachers understanding and provides the teachers, at all levels, the opportunity for growth. This approach also ensures that evaluations are aligned with professional development.

Each teacher is evaluated a minimum of four times a year by multiple trained, certified and annually recertified evaluators using a comprehensive rubric. These standards are based on education psychology research focusing on learning and instruction. Instructional guidelines and

standards developed by numerous national and state organizations, including the work of Danielson (1996), among others, were reviewed and formed the basis for TAP's standards for teacher accountability. The teaching standards and rubrics are based on empirical studies from diverse literature, and research indicates that teachers who teach according to these standards will produce large significant achievement gains (Schacter & Thum, 2004; Daley and Kim, 2010). Research also indicates that when these rubrics are applied correctly, they serve as accurate predictors of student achievement gains.

The TIF Project Director and SC TAP Regional Master Teachers will train each evaluator a total of five days on the rubric, and each participant must pass the certification test before beginning observations. Annual evaluator recertification is required and inter-rater reliability is continuously monitored. The Project Director and his staff will conduct observations and debriefings in participating schools to ensure the rubrics are being applied correctly and to check for inter-rater reliability. Leadership teams at the site level use an online data entry system (CODE) to track all teacher observations and scores. This system is then used in the school leadership team meetings to check for score inflation, deflation, and consistency among evaluators with the real time data it is able to provide to the leadership teams. Evaluation data serves as a guide for the leadership team in the pedagogical areas of strength and weakness for the faculty to better enhance the level of professional development based specifically on the needs of the teachers.

To calculate the payouts and reward excellent teachers, the faculty of a school is typically divided into pools for career, mentor and master teachers. Performance incentive funds cannot shift from one pool to another. This separation ensures no evaluator would personally gain or lose financially as a result of scoring an observation.

SC TAP Evaluation Systems are Aligned with State Evaluation Systems

SC TAP and the state of South Carolina have worked together to correlate the TAP evaluations to allow all state schools using the TAP System to fulfill all requirements of ADEPT, **A**ssisting, **D**eveloping, and **E**valuating the **P**erformance of **T**eaching, the state teacher evaluation and accountability system, streamlining the evaluation process. Through 8 years of research and correlation, the South Carolina Department of Education has devised a system that considers 2.5 on the TAP Instructional Rubric to be at the competent level for the state accountability system. Further, because of the intense opportunities for professional growth within the TAP System, the State is using the TAP System as a model of mentoring for Induction level (1st and 2nd year) teachers to ensure the quality of growth to reach minimum adequacy. In 2006, the ADEPT system altered its performance dimensions to create performance standards, which more closely align with the TAP System.

The statewide Principal Evaluation System (See Table 5) will be used to evaluate the principals. This system utilizes a portfolio style assessment throughout the school year to evaluate each of the indicated standards. District-level personnel will evaluate these portfolios. These evaluations will then be correlated to the rubric designed by the SC TAP Advisory Council to determine the principal performance-based compensation. Additionally, beginning in year 2, all SC TIF principals will also be evaluated using the 360 degree assessment tool, known as VAL Ed or a similar instrument. The process will begin in year two to allow significant training to be completed by state and district officials as well as the principals themselves. The SC TAP Advisory Council will use the PADEPP Assessment tool and the 360 degree assessment tool to devise a payout rubric to identify the key portions of these tools that will ultimately comprise the 20% of the principal administrative payout.

Table 5: The Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)

PROGRAM FOR ASSISTING, DEVELOPING, AND EVALUATING PRINCIPAL PERFORMANCE (PADEPP) STANDARDS	NUMBER OF RELATED CRITERIA
Standard 1: Vision	4
Standard 2: Instructional Leadership	5
Standard 3: Effective Management	6
Standard 4: Climate	6
Standard 5: School-Community Relations	6
Standard 6: Ethical Behavior	3
Standard 7: Interpersonal Skills	5
Standard 8: Staff Development	4
Standard 9: Principal's Professional Development	4

Additional evaluations will be conducted of the school, and specifically of the principal as part of the SC TAP Annual Review process. Throughout the school year, approximately every two weeks, the SC TAP Regional Master Teachers will conduct walkthrough observations to identify and coach the principal on effectively monitoring the implementation of TAP within each building. As part of the formal Annual Review process, the SC TAP State team and NIET experts review the level and fidelity of implementation of SCTAP according to a rubric based on the levels of implementation that have shown the greatest impact on student achievement in TAP schools. Specifically, the team will analyze documents as they pertain to the leadership team elements, the design of the schools goals, and the alignment of professional development to those goals. Additionally, the teams will observe leadership team meetings and professional development cluster meetings (weekly meetings) to examine the effectiveness of implementation

using a researched based valid and reliable review instrument. Identified areas of this Annual Review will then determine the remainder of the principal's performance-based compensation.

Teacher Leadership: Spreading Expertise

Implementing a compensation system that rewards teachers and principals for demonstrated increases in student achievement is one facet of school reform, and equipping, enabling, and supporting teacher and principal skill development to foster those academic improvements in their peers is another essential step in our proposed TIF program. TIF's career paths provide educators with incentives to take on additional responsibilities and leadership roles through a selective process and enable instructional leadership to be shared among the principal and master and mentor teachers in a participatory leadership model. A rigorous evaluation system and school-based professional development are only possible with a cadre of teacher leaders to accomplish this work.

Unlike typical professional development, TAP provides on-site experts in master and mentor teachers and prime coaching evaluators to provide weekly professional development and reinforce this learning by providing classroom support to ensure effective transfer of the new techniques learned. The TIF Project Director and staff members will train leadership team members to identify effective research-based practices, prove the effectiveness of the strategies or adaptations with the students that are in that particular school, and then teach the strategies to other teachers in weekly professional development groups. The master teachers have access to an online TAP training portal to identify and share successful instructional strategies. In addition, the SC TAP director conducts a monthly networking seminar for master teachers on successful strategies, and master and mentor teachers receive a monthly newsletter about effective strategies, recent research, and pertinent readings.

Mentor teachers provide day-to-day coaching and mentoring services to the teachers under their supervision. They collaborate with colleagues to construct benchmark lessons, team-teach, and demonstrate model instructional skills. Mentor teachers receive an average yearly salary augmentation of [redacted] Mentors support five to eight teachers and provide another layer of coaching as well as a career path within instruction.

A master teacher occupies the highest level teacher leadership position in a TAP school. The master teacher is a highly skilled professional educator who shares significant leadership responsibilities and authority with the principal. A master teacher oversees the professional development of teachers under his/her supervision, facilitates curriculum and assessment planning, team teaches with colleagues, provides demonstration lessons, and conducts teacher evaluations based on the professional development provided. Master teachers will receive a [redacted] salary augmentation for their additional responsibilities and leadership roles and are responsible for the professional development of the career teachers. Master teachers are expected to work an additional 5 to 8 days per year.

A Prime Coaching Evaluator (PCE) is responsible for ensuring that all teacher evaluations are tied to individual professional development and overall teacher success. The prime coaching evaluator, an additional step for career advancement, will be used mostly in secondary schools due to the large number of teachers and individual needs which must be addressed. They will conduct observations on each teacher and be responsible for coaching and helping design teachers' Individual Growth Plans (IGPs). This coaching structure will ensure that all teachers receive the differentiated professional development that pertains to the individual needs. The prime coaching evaluator will work hand in hand with leadership teams,

mainly master and mentor teachers, to ensure that school-wide goals and professional development sessions are created to best suit the needs of all the individuals in the school.

The regional master teacher (RMT) is responsible for implementing TIF in a group of schools. The RMT attends the national TAP trainings and helps the Project Director build capacity among the school-level master teachers. RMTs will spend 90% of their time in the schools, providing on-going support for the master and mentor teachers and principals. The RMTs' salaries will be comparable to a principal in that specific region. Based on SC TAP surveys over the previous 6 years, the level of support provided by the regional master teachers was identified as the single most important factor to the success of the individual school (SC TAP, 2008). Teachers within the school need significant expertise in the school leadership to perform at the highest level. Schools require the highest level of support from the State team to enable them to produce exemplary results.

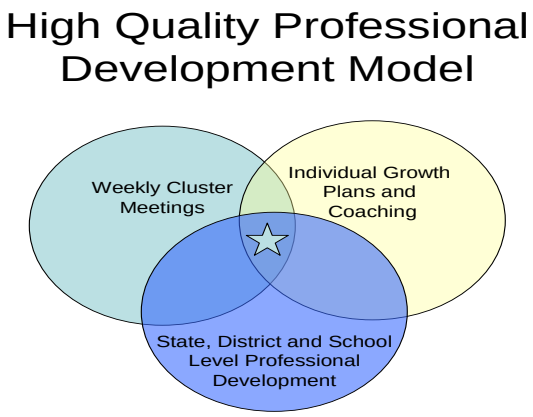
High Quality Professional Development

Professional development for principals is provided by the RMTs and the TAP Director. These professionals provide feedback throughout the year based on their observational visits to TAP schools. They also support principals in developing high quality leadership teams and in improving their ability to evaluate classroom instruction, coach master and mentor teachers and set student achievement and professional development school goals. As described in the next section, TAP staff work with principals to support their understanding, use and ability to communicate value added results to teachers and external stakeholders in the community.

As described above, the ongoing, embedded, applied professional development model that SC TAP uses is critical to integrating all aspects of teacher development. The cluster meeting model of professional development allows the school leadership team to devise a

professional development plan that is created based on the needs of teachers and students within a school building. It is this model that allows teachers to be continually exposed to strategies that are necessary for their individual development based on a weekly examination of student work. The traditional model of professional development does not allow the differentiation of strategies and needs to ensure that the teachers' and students' needs are addressed. The SCTAP cluster model of professional development ensures the opportunity for growth of all teachers at individualized rates. In this model, the needs of highly effective teachers and less effective teachers, as measured using value-added growth and classroom observations, are met. And because of the partnership with the South Carolina Department of Education, this professional development also qualifies for recertification credit for continuing contract teachers.

Additionally, decisions regarding professional development, whether from the State and district level, or identified by teacher or student data in a school, can be integrated into the cluster model. Through the SCTAP professional development model, each teacher creates and reflects using an Individualized Growth Plan (IGP). These IGPs are designed to facilitate reflective practice. The teacher's IGP serves as an ongoing, fluid journal of individualized professional development. The IGP provides a specific plan for improvement for teachers that are not performing at the "effective" level.



The graphic above represents the total professional development model as created by SCTAP. All aspects of this professional development are necessary to increase the effectiveness of all instructors within the school building. It is when all three are aligned that one will see the greatest effect on teacher growth and ultimately student achievement.

Ensuring Educators Understand Measures of Effectiveness

An additional vital aspect to teacher preparation and understanding of effective teaching occurs with the value-added leadership team conferences. Upon receiving the value-added analysis for each teacher, the leadership team conferences with each teacher to discuss the results. During this discussion, the data is presented to the teacher in an effort to demonstrate the areas of effective practice as well as any identified areas of concern. Value-added data by itself is not useful unless the results can be conveyed to teachers in a way that will impact classroom practice. By relating value-added results to the individual teacher's classroom observation results, the leadership team is able to tie evaluation results to professional development. These connections are further strengthened for teachers as master and mentor teachers follow-up with them in their classrooms, helping them to act on this data. When a principal is able to use the value-added results to align teacher strengths to student needs, the potential for significant student growth increases exponentially.

Similarly, the TAP Director or Regional Master Teachers, conference with administrators to explain school-wide value-added results as well as the results of other measures of principal

and assistant principal effectiveness. These discussions strengthen administrators' ability to analyze value-added data as well as data from their evaluations, and apply this understanding to improving their practice. Finally, these discussions further deepen administrators' understanding and ability to explain how value-added measures are translated into performance compensation for all educators in the school.

Data Management to Support the Performance Based Compensation System

Currently, the TAP schools in South Carolina use SAS Data Services, created by Dr. Bill Sanders, to calculate the value-added growth for the students, as further described in the section addressing value-added measures. Before the scores are computed by SAS, the SC TAP director works with SCDE technology personnel and local district technology directors to create a data base of student to teacher linkages and also student to student linkages that will be uploaded into the Battelle for Kids Link System. These two linkages are necessary to tie the teacher to the student when the scores are calculated and in order to project growth, respectively. There is not only a work-shop for the district personnel responsible for the linkages, but on-site assistance is available and is further supported by Regional Master.

The student value-added scores are then compiled into teacher reports detailing the average student growth (value-added score) per teacher. Currently SAS performs the value-added calculations for most of the schools involved in TAP nationwide and is prepared to perform calculations for the additional forty-two schools through the TIF grant. Also, field testing formulas designed in the fall of 2006 by Anderson Research Associates and validated since its inception will be used to calculate value-added scores based on MAP data tied to teacher and primary school principal performance incentives for grades K–3.

CODE, Comprehensive Online Data Entry System, a sole source provider to all national TAP schools, now handles all of the teacher observational data for the TAP schools in South Carolina and is prepared to support the additional 42 new schools. Each time a formal observation is conducted, the scores are input into the internet based program and compiled, weighted according to the evaluator and teacher being evaluated, and finally averaged. Real time corresponding charts and graphs are produced, which can be utilized by the leadership team to diagnose school-wide pedagogical problems.

Fiscal Sustainability

SC TAP has been financially viable for the previous nine years. Overcoming significant State budget constraints, SCTAP has provided a vision with this TIF grant for an effective PBCS for high-need schools. However, making the financial changes necessary to begin this reform represent a significant hurdle for high-need schools. We seek TIF funding to extend SCTAP to an additional 45 schools, bringing this reform to almost 100 SC schools. By showing that the kind of results we were able to achieve through the initial TIF grant can be extended to these additional schools, we believe we will establish SCTAP as the leading model for addressing the need for improved educator effectiveness in high need schools. In addition, during these nine years, all necessary support structures have been developed including: data systems; individualized teacher, school, district, and State support; and communication plans. These structures provide seamless benefits to all schools investing in a PBCS and illustrate how TAP is an integral part of South Carolina's strategy for recognizing and rewarding educators in high need schools based on effectiveness.

To address fiscal sustainability, partner districts have jointly agreed to two sustainability terms as a condition of their TIF grant participation as noted in their MOU signed by the district superintendent: (1) barring complete financial disaster, the partner district is committed to provide the PBCS to teachers and principals at participating TAP schools during and after the end of the TIF grant, and b) barring complete financial disaster, the partner district is committed to provide from non-TIF funds the following share of the PBCS: Incentives: Year Two 15%, Year Three 30%, Year Four 45%, Year Five 60% & beyond 100% and Personnel: Year Two: 10%, Year Three 25%, Year Four 33.3% and Year Five 50%.

SC TAP has already provided partner district leadership with a district budget covering the five years of the TIF grant to delineate all costs throughout the five-year grant period. Additionally, the state director will work with partner districts to strategically reallocate existing federal, State, and local funds to support the sustainability and expansion of the PBCS. The partnering school districts have agreed to identify Title I, Title II, professional development funds as well as State monies and local funds to ultimately create a sustainability plan by the completion of the third year of the grant.

Over the previous five years, the South Carolina Department of Education has committed approximately [redacted] per year of State Title II funds to implement SC TAP. These funds will continue to be available to enhance SC TAP. Because SC TIF is administered by the State Department of Education, all resources of the Department, including financial allocations such as Title II and state technical assistance monies are available to reallocate to address sustainability. Based on a proviso passed by the State legislature, State technical assistance funds are designated funds from the State legislature to be used for the enhancement of schools identified as consistently underperforming. SCTIF schools have access to these funds.

The state of South Carolina demonstrated its support for performance-based compensation systems such as SC TAP with the passage of the general appropriations bill H.4657 which proposes cuts in recurring allocations to [redacted] including the reallocation of State bonuses for National Board Certification to performance pay models which will take effect September 2010. Additionally, the chairman of the education subcommittee and the incoming chairwoman of the State Board of Education offered significant support at an April 14, 2010 board meeting.

Programmatic Sustainability

Comprehensive school reform is most beneficial if it can be integrated into all aspects of the State education system. This is essential when looking at the design of a performance-based compensation system that is beginning to demonstrate benefits including increased teaching effectiveness and increased student achievement.

SC TAP's integration in the South Carolina Department of Education, through the Division of Educator Quality and Leadership, has allowed SC TAP to use the resources of the Department as well as to allow the Department to become knowledgeable about the TAP System. It is because of this joint venture that SC TAP has become an identified State comprehensive reform model. This was the case when SC TAP was chosen and identified in legislation as a model to support the persistently under achieving schools identified as the Palmetto Priority Schools. Additionally, SC TAP was highlighted in the Race To The Top application as a model that utilizes a value-added approach in addition to an intense, rigorous, transparent instructional evaluation system.

Since it is part of the State Department of Education, SC TAP can benefit the entire state. State resources, such as the longitudinal data system, state-wide assessment centers, state-wide coaching training, as well as professional development centers have all been available for SC TAP schools. It is through these regional delivery centers that SC TAP will be able to expand and integrate all state initiatives.

Similarly, SC TAP has been integrated with the state accountability system for teacher evaluation (ADEPT). The ADEPT system was redesigned five years ago to align with the TAP evaluation rubrics as well as the mentoring and coaching model. The State has now designed the evaluation system to allow TAP to fulfill all obligations for inducting new teachers and continuing professional development of continuing contract teachers. Due to this alignment with the State evaluation system, SC TAP evaluations are used to determine tenure and retention decisions.

Ensuring Communication to all Stakeholders

While the necessary groups to have on board may vary somewhat by local climate and circumstance, performance pay and value-added assessment measures cannot be imposed top down. Without exception, teachers must be involved at every step of the process. As a result, teachers are involved in the implementation from the start. We also invite stakeholder groups to visit operating TIF schools to garner broader support.

The first step in South Carolina has been with the State Director and either the principal or superintendent. Next, the State Director explains the core tenants of TAP to leadership teams at the schools. Finally, the State Director presents TAP to the entire faculty of the school. This presentation is designed to not only describe in detail how TAP is implemented, but how the value-added assessment model works as well as how it correlates to performance based

compensation. Based on this presentation, teachers vote whether or not they want to join the SC TAP System. In most cases, the State Director presents TAP to the Board of Education for the specific districts upon request. All of the South Carolina schools listed as partners under the TIF grant have received the initial presentation and must vote with two thirds of their faculty approving SCTAP before implementation will begin.

TAP schools will receive a series of trainings as described previously in this proposal. The final presentation that the school receives at the beginning of the implementation year is a value-added bonus calculation presentation that explains in great detail the process involved in using a value-added model as well as how that ties to the performance compensation. The following summer, the State Director trains all school leadership teams on value-added calculations as well as the process they will follow to hold value-added conferences with all teachers to ensure complete understanding of measures of effectiveness.

Additionally, the state of South Carolina has developed and implemented a communications project, SC Teacher Village. This web-based portal is an online teacher model to connect teachers from all locations across the state through the use of an interface similar to a "Facebook" design. SC TAP has created a page on this portal to allow TIF teachers to access the TAP neighborhood and have continual dialogue to serve multiple needs. First, teachers will be able to communicate securely with each other regarding the implementation of TAP. Second, this portal will serve as a forum to share practices proven effective with our students in SC. Third, this forum will serve as a catalyst to allow professional development to be shared across the state in an economical and effective manner. Finally, the portal will serve as a TAP resource page to continually update information as it relates to performance based payout structures, and house multiple Webinars if additional training is needed on all aspects of TAP including value-

added payout structures, implementation guidelines, etc. The page will also post openings within TAP schools to allow for the career ladder opportunities to stretch across the state.

With continual communication and buy in from teachers, principals, districts and State level educators, SC TAP will be able to inform, train and enhance the understanding of the effects of a comprehensive, performance based compensation system.

SC TAP Communication Plan

The policy procedures will be based on National School Public Relations Association Standards for Educational Public Relations Program[3] structure as follows:

I. Concept

A. **Policy**

1. The organization shall adopt a clear and concise public relations policy statement.
2. The policy statement shall be approved through formal action of the organization's governing body, shall be published in its policy manual, and shall be reviewed annually by the governing body.
3. The policy statement shall express the purposes of the organization's public relations program and shall provide for the delegation of authority to appropriate executives.

B. **Procedures**

1. Management shall clarify the public relations policies through the development of written operational procedures.
2. The procedures shall outline major components of the public relations program, detail rules and regulations, and specify employee roles and responsibilities.
3. The procedures shall be distributed to all employees and representatives of key external publics.

Each of these steps will be completed by a team of the Executive Director, Executive Master Teachers (4), and Program Specialist.

The position responsible for ensuring the adherence to the plan and providing an evaluation of the plan will be the Executive Director.

Goals of the Community Relations Plan:

The goals of the Community Relations Plan are as follows:

[3] National School Public Relations Association. *National School Public Relations Association Standards for Educational Public Relations Program.* Available online: h**ttp://www.nspra.org/main_schoolpr.htm**

1. Establish a regular and timely communication process between the SCTAP office and each participating school.
2. Raise the awareness of SCTAP among educators and non-educators across the state.
3. Use positive publicity to increase funding.
4. Garner support for the program from state-wide stakeholders.[4]
5. Use media outlets effectively to promote SCTAP.

Action Plan:
An effective communication plan includes multiple vehicles and methods for delivering communications. The table below illustrates the type, audience, person responsible, and the timeframe.

The table below illustrates the type of communication, audience, person responsible, and the timeframe to achieve each goal.

Type	Audience	Person Responsible	Time Frame	Goal
Monthly newsletters to participating schools	Internal	Administrative Assistant	Monthly	1
Provide Quarterly reports to USDE and private foundations	External	Executive Director	Quarterly	3,4
SCTAP updates on SCETV	Internal and External	Executive Director	Annually	2,3,4,5
Present SCTAP at various conferences around the state	External	Executive Director/ Program Specialist	Monthly	2
Present SCTAP at Rotary Clubs and other non-educational meetings	External	Executive Director	Monthly	2
SCTAP State Conference	External and Internal	ALL SCTAP Staff	Annually	2,3,4
Establish	External	Program Specialist	Weekly	2,3,4,5

[4] These stakeholders include the Governor, Superintendent of Education, members of the State Legislature, Palmetto State Teachers Association, South Carolina Education Association, South Carolina Association of School Administrators, and etc.

positive relationships with journalists across the state who cover education				
Create pamphlets for local libraries and conferences	External	Administrative Assistant	Annually	2
Provide current and interactive Website	External and Internal	Administrative Assistant	Weekly	1,2,5
Provide training and guidance to principals on media relations	External	Program Specialist	Annually	5

Evaluation of Communication Plan:

Listed below are the goal of the SCTAP communication plan and the method for evaluating them. The goals of the Community Relations Plan are as follows:

1. Establish a regular and timely communication process between the SCTAP office and each participating school.
    a. *Feedback forms will be provided to all school leadership personnel soliciting specific information on whether they "believe" the communication is regular and timely. In addition, all SCTAP staff will complete a similar Likert-style survey about each participating school. The survey results will be aggregated for the SCTAP office and disaggregated for each participating school. Results from the surveys will be used to guide changes in communication policy.*
2. Raise the awareness of SCTAP among educators and non-educators across the state.
    a. *In partnership with the Anderson Research Group, conduct a baseline (Y1) survey of educators and non-educators across SC via random sampling to rate the awareness of SCTAP. Administer the survey each subsequent year to note if the awareness levels are increasing.*
3. Use positive publicity to increase funding.
    a. *Conduct annual budget reviews, and survey those involved (or their assistants/aides) with allocating money for SCTAP to determine their knowledge and support..*
4. Garner support for the program from state-wide stakeholders.

   a. *Sponsor a SCTAP annual conference with stakeholders; administer a Likert-style survey at the conference to gauge the support for the program. Compare the data longitudinally.*
5. Use media outlets effectively to promote SCTAP.
   a. *Monitor the news outlets across the state looking for a) the number of stories/ pieces on SCTAP each year and b) the percentage of positive, neutral or negative stories/pieces. This data will be compared longitudinally.*

Annually, the data sources mentioned above will be analyzed, and the community relations plan will be changed accordingly. The Executive Director will conduct the data analysis and meet with the team for input on appropriate changes.

Section 3: Adequacy of Support for the proposed Project

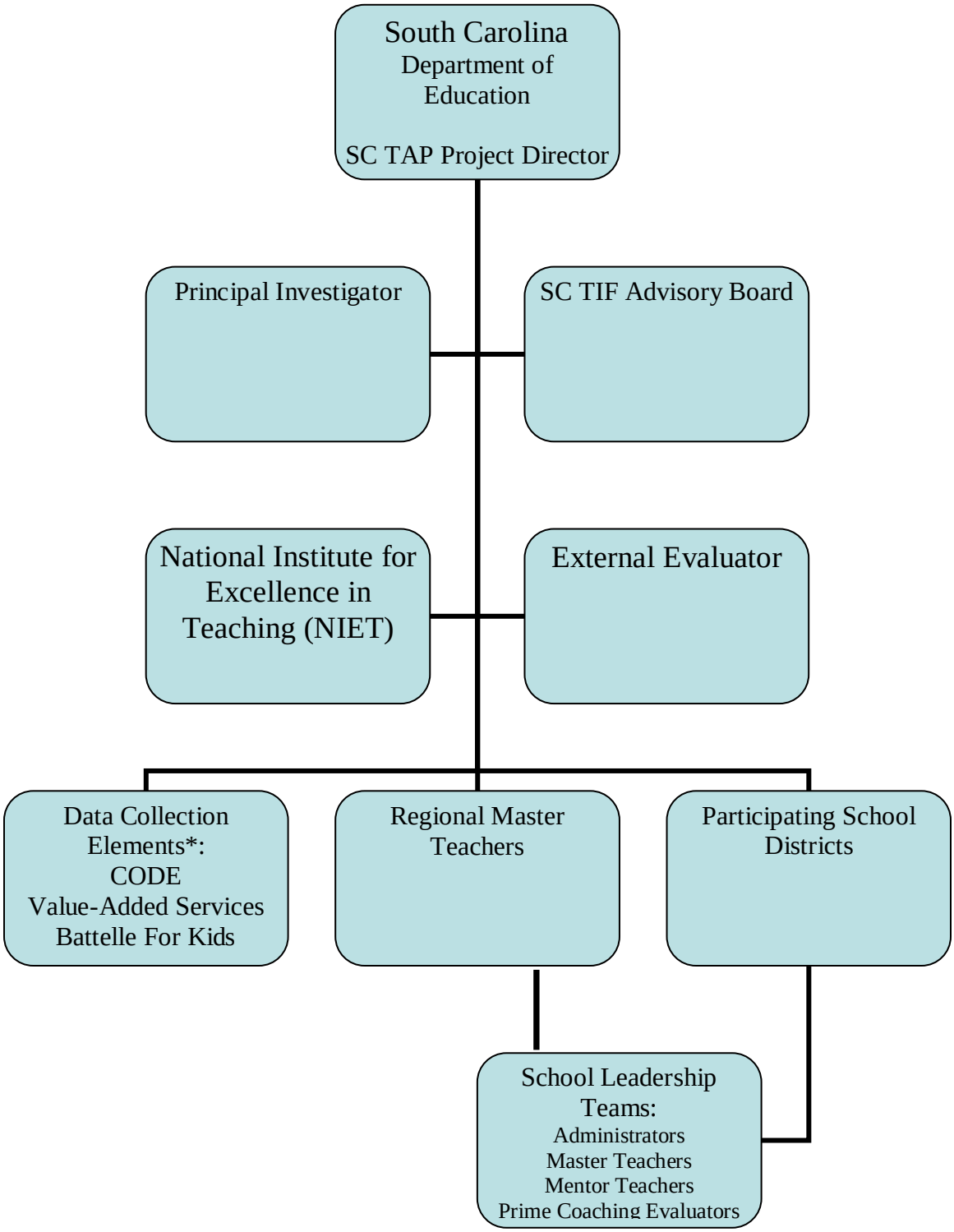
Management Plan and Key Personnel

The South Carolina Department of Education (SCDE) will be the fiscal agent for the proposed South Carolina Teacher Incentive Fund (SC TIF). The roles/responsibilities of the participating districts are outlined in each formal memorandum of agreement with the SCDE that are attached in the appendices.

Upon notification of funding, we will convene a TIF Advisory Board that will include the SC TIF Project Director who is also the TAP Director, the Department's Director of Educator Preparation, Support and Assessment, the Regional Master Teachers, two representatives from each district, the executive director of South Carolina's Center for Educator Recruitment, Retention, and Advancement (CERRA), and key personnel from The National Institute for Excellence in Teaching (NIET). The TIF Advisory Board will meet quarterly the first year and twice a year thereafter to provide a consistent platform for on-going, systematic review of the status and continuous improvement of SC TIF. Topics will include, but will not be limited to, implementation status; master teacher evaluations; recruitment and retention results and plans; and school report card data, adequate yearly progress (AYP), and value-added growth.

Based on the advisory board's findings and with permission of the US Department of Education, changes or adaptations will be made in the program's implementation to ensure that all of the program's objectives will be met. Each district and school's leadership team (superintendent, directors, the principal, assistant principal, mentor teachers, and master teachers) will adopt the advisory board's model, with leadership teams meeting weekly to review the program's implementation, and use the data and recommendations to report to the Project Director and amend the implementation as needed.

Chart 3: The Management structure of SC TIF



***** Data Collection partners are explained in greater detail in data management section

Timeline

The SC TIF management plan table below clearly outlines each activity that will be achieved, who is responsible for its implementation and completion, how that activity relates to at least one of the stated objectives, and when that activity will occur. This plan is designed to fulfill SC TIF's goals and objectives—on time and within budget.

Timeline

Activity/Related Objective	Person(s) Responsible	YEAR 1				YEAR 2				YEARS 3-5			
		Quarter[5]				Quarter				Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4
TIF implementation presentations and site visits	Project Director (PD) and Staff	√	√			√							
Advisory Board Organizational Meeting	PD	√											
Training with the Instructional Rubric	PD and Staff	√	√	√									
Interview/hire Master and Mentor Teachers	Districts	√	√				√				√		
Advisory Board Meeting–Program Implementation	PD			√				√				√	
Recruit successful and promising new teachers	Districts, PD	√	√			√	√			√	√		
Annual TIF Report to US Department of Education	PD				√				√				√
Advertising via the media for recruitment	Districts, PD		√				√				√		
State Test and MAP (K–3)	Schools		√				√				√		
School planning and goal setting	Schools			√				√				√	
Report to NIET on school's recruiting and retention	PD				√				√				√
K–3 MAP for baseline data	Schools			√				√				√	
Job Performance meetings with Master Teachers	PD					√				√			
Summer training for Master and Mentor Teachers	PD and Staff			√				√				√	
Create linkage files for student to teacher and teacher to school value-added calculations	PD				√				√				√
SC TIF conference	PD and Staff				√			√				√	
Report to State Department and NIET on student achievement progress	PD					√				√			
Annual briefings for principals and teachers regarding value-added data and performance based compensation	PD and Staff			√	√			√				√	
Principal and teacher value-added conferences	PD and school principal			√	√			√				√	
AYP data and value-added calculations (1,2,6)	PD				√				√			√	√
Teacher Performance Incentive checks awarded (1,4)	Districts				√				√				√

[5] Quarters refer to federal funding period beginning with December in the first quarter.

Credential Paragraphs

Key staff duties and qualifications are summarized below, with resumes and job postings in the Appendix E.

Dennis Dotterer, currently the director of SC TAP, will serve as the Project Director for SC TIF, devoting 80% of his time (as in-kind) to SC TIF implementation. He is currently employed to direct the implementation, expansion, and sustainability of the State's only performance pay program, TAP. In this capacity, Mr. Dotterer has worked with school districts across the state and directed multiple grant awards from the USED. He has served in a TAP school as an assistant principal and served as a principal at both the elementary and middle levels and, therefore, has first-hand experience with the common problems and issues school leadership teams will face and strategies that have been proven successful in these situations. Mr. Dotterer has an undergraduate degree in Elementary Education, a master's degree in Gifted and Talented Education, and an educational specialist degree in Administration and Supervision. The Project Director will

- help the districts market the participating TIF schools, via various forms of advertising, by publicizing the performance incentives and career ladder plan;
- supervise Regional Master Teachers and program assistant;
- provide on-site technical assistance;
- lead advisory board meetings;
- provide initial and continuing training for school-based master and mentor teachers;
- consult with SAS, Inc. Data Services to generate a list of teachers who qualify for performance incentives based on value-added scores;
- provide coaching training for Regional Master Teachers and school level master, mentor teachers and administrators;
- conduct classroom observations using Cognitive Coaching;

- attend fairs and content conferences to recruit highly effective teachers to TIF schools; and
- work with the school districts to help them attract high caliber teachers.

Principal Investigator**:** Dr. Allison Jacques, Director of the SC Department of Education's Office of Educator Preparation, Support, and Assessment, will devote 25% of her time (in-kind) to SC TIF. Dr. Jacques will provide fiscal and administrative oversight of the project. She will oversee the creation and maintenance of a new SCDE Web page listing specific openings at TAP schools and their potential performance incentives. This Web site will provide principals with a highly effective means to attract master and mentor teacher candidates specifically. Dr. Jacques is a former South Carolina Secondary School Principal of the Year and served on the board for the National Association of Secondary School Principals. She brings 16 years of educational experience of which thirteen are in administration. Her high school experienced improvement in academic performance, attendance and graduation rate. Her school's State report card rating improved to an absolute rating of excellent, where it stayed during her tenure and was the only high school in the State recognized for exemplary writing.

Regional Master Teachers (RMTs)**:** Four educators will be hired to devote 100% of their time to assume responsibility for the daily implementation of TAP in the four geographic regions in which the participating schools will be clustered. The RMT is responsible for implementation of TIF in a group of schools. The RMTs will attend the national TAP trainings and help the SC TIF Project Director build capacity among the school-level master teachers. RMTs will spend 90% of their time in the schools providing on-going support for the master and mentor teachers. The RMTs' salaries will be comparable to a principal in their region.

One RMT will be housed in Pickens and will work with the partner schools in Pickens, Spartanburg 1 and the Department of Juvenile Justice. The second Regional Master Teacher will be housed in Laurens 56 and will work with Laurens 56, Sumter and Edgefield. The third Regional Master Teacher will be housed in Beaufort and will work with Beaufort and Bamberg 2.

The final will be in Dorchester 2 to provide support for the partner schools in Dorchester 2, Dorchester 4, Dillon, Marion 7 and Darlington. The RCMT will

- evaluate and coach career, mentor, and master teachers;
- provide support for school-level data analysis, goal setting, professional development, coaching, and training for coaches using Cognitive Coaching;
- assist the project director in conducting the summer training; and
- participate in a weekly conference call with the Project Director.

Qualifications for these positions include a minimum of four years classroom experience and a minimum educational attainment of a master's degree. Candidates with leadership experience and/or National Board Certification are preferred.

Master Teachers: The master teachers will devote 100% of time in their individual schools to SC TIF and will provide significant leadership and share responsibilities regarding professional development with the principal. Master teachers will occupy the highest level teaching positions in the participating schools. The master teachers are highly skilled professional educators and will be recommended to have a minimum educational attainment of a master's degree and at least five years of successful teaching experience. Master teachers will spend the majority of their time focusing on the professional development of teachers.

Prime Coaching Evaluators: The Prime Coaching Evaluator will devote 100% of time in their individual school to SC TIF and will provide significant evaluative leadership and share responsibilities of teacher evaluation and data analysis with the principal. The prime coaching evaluator must be skilled in working with individualized coaching (i.e.: Cognitive Coaching or a similar method) and teacher evaluation systems. It will be recommended that candidates for this position have a master's degree and at least 5 years of successful teaching experience. The prime coaching evaluation will spend the majority of time evaluating and coaching teachers as well as analyzing data to work with teachers. With the collegial approach to the leadership team, this

role will be vital to ensure connections between individual evaluations, identified student and teacher needs, and the goals of professional development.

Mentor Teachers: The mentors teach a regular schedule but are also responsible for sharing the professional development duties with the Master Teachers including cluster, observations, and coaching.

The career teachers in a TAP school are those teachers who teach a regular schedule of classes and are responsible for implementing the professional development with their students. These teachers select weekly the type of support needed from the master or mentor teachers in their classrooms. Career teachers are responsible for constant analysis of student work.

Program Specialist: This person will devote 100% of time to SC TIF and will be responsible for providing clerical, fiscal, and administrative support to the project director and the RMTs. Responsibilities of this position include publishing and distributing an electronic monthly newsletter to TIF school leadership teams, featuring effective strategies, arranging meetings and trainings, preparing minutes of advisory board meetings, and completing routine functions such as copying, faxing, ordering supplies, and responding to inquires. Additionally, this person will create and design webinars and trainings to disseminate to all SC TIF schools for instructional purposes. Minimum qualifications for this position include an associate's degree and two years of both educational and clerical experience.

Section 4: Quality of Local Evaluation

Upon notification of funding, the project will contract with an external evaluator. Using a utilization-focused evaluation process as described by Michael Quinn Patton (2008), the external evaluator will systematically examine evidence related to each objective within the five goals of the project with the intent of continuously informing and responding to program development and implementation. Baseline data collected in Year 1 of the project along with the use of a comparison group of non-TIF schools will allow for the effective evaluation of progress within TIF schools. Approximately 40 comparison schools will be selected that match as closely as possible the participating schools in relation to Poverty Index, Absolute Rating, and Growth Rating. Poverty Index is a school-based measure that integrates student lunch status and Medicaid eligibility. Absolute and Growth Ratings are calculated annually for each school based on student performance on State-administered standardized tests or other factors related to student performance. Comparison schools will be used as appropriate to evaluate differences that may be attributed to schools' TIF status. Publically available data through the South Carolina Report Card system and student achievement data requested from the South Carolina Department of Education will be gathered for the comparison schools.

Five goals and related objectives that are aligned with the program's mission and purpose were developed to guide the evaluation process. Continuous information related to preliminary and final results will be communicated to the program director and other stakeholders to allow for use in program design and implementation and promote data-driven decision making.

South Carolina TIF Goals & Objectives

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina.
    a. TIF schools will begin each school year with 90% of teachers meeting highly qualified status.
    b. At least 50% of the TIF schools will demonstrate an increase on the Teacher Efficacy Scale (TES) each academic year.
    c. At least 50% of the TIF schools will demonstrate an increase on the Teacher Collegiality Scale (TCS) each academic year.
    d. On average, teachers in TIF schools will receive a score of 3.5 on the evaluation rubric that is aligned with the *TAP Teaching Skills, Knowledge, and Responsibility Standards*.
    e. The average turnover rate of teachers in TIF schools will be lower than that of the comparison schools by Year 3.
    f. The average number of years of experience of principals in TIF schools will be greater than principals in the comparison schools by Year 3.
    g. Factors that impact teacher and principal retention and attrition will be determined.
2. Enhance leadership and career advancement opportunities for teachers in high-poverty, high needs schools in South Carolina.
    a. 20% of teachers in TIF schools demonstrate career advancement by taking on additional responsibilities or accepting an advanced position.

b. Trends in performance evaluations of teachers and principals in TIF schools will be determined to assist in guiding professional development models and approaches and leadership development strategies.

3. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina.
    a. On average, principal scores determined through the Program for Assisting Developing and Evaluation Principal Performance (PADEPP) will improve each year.
    b. 50% of principals in TIF scores will score at a pre-determined appropriate level on the 360 degree assessment tool by Year 3.
4. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina.
    a. On average, students enrolled in TIF schools will maintain growth projected during a one-year period using a value-added model.
    b. 50% of students enrolled in TIF schools will demonstrate an improvement in student achievement above their projected growth.
    c. 50% of the TIF schools will demonstrate an improvement in Absolute or Growth Rating by at least one level by Year 3 of the project.
    d. The average Absolute and Growth Ratings of TIF schools will be higher than the comparison schools.
    e. Differences in student achievement using a value-added approach will be explored using Grade 4 through 8 Palmetto Assessment of State Standards (PASS) scores of teachers in TIF schools and comparison schools.

5. Enhance statewide system to identify, recruit, and retain high-quality teachers and principals in high-poverty, high needs schools.
    a. A statewide advisory committee made up of people representing each level on the career ladder will be actively engaged during each year of the project.
    b. Data systems and multiple methods of data collection will be used to ensure validity, reliability, and effectiveness of methods used to make decisions about performance incentives, teacher effectiveness, principal performance, and the evaluation of the program.

Evaluation Plan

The objectives within each goal will be monitored and reported on to examine progress, explore barriers, and determine additional areas for evaluation.

Goal 1

To explore progress toward Goal 1 and its seven objectives, information from a variety of sources will be used. To understand the percentage of highly-qualified teachers employed at each TIF school at the beginning of the academic year, two databases will be explored. The South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) database contains demographic and certification data on all South Carolina teachers. The South Carolina Department of Education Division of Educator Quality and Leadership's database contains teacher evaluation data including the content competency requirements for being labeled "highly qualified" as defined by No Child Left Behind. The percentage of "highly qualified" teachers at the

comparison schools also will be tracked and compared to that of the TIF schools throughout the project.

The Teacher Efficacy Scale (TES), a 30-item Likert-scale survey, will be used to examine personal teaching efficacy and general teaching efficacy. These surveys are administered to teachers in TIF schools on an annual basis and scores will be compared over time. Mean scores for each school will be calculated to explore efficacy at all participating schools. In addition, teachers complete an Attitudes and Beliefs survey that allows for a variety of areas to be examined including Teacher Collegiality. Collegiality is an emerging area that is being identified as a component in promoting and maintaining high-quality teaching and teachers. Mean Teacher Collegiality scores will be calculated by TIF schools to determine trends and improvement.

To explore teacher performance, teachers in TIF schools are evaluated using a rubric that is based on the *TAP Teaching Skills, Knowledge, and Responsibility Standards*, which includes 26 research-based indicators of effective classroom instruction. District and school teacher turnover rates and principal experience will be gathered from the South Carolina Department of Education for all of the TIF districts and schools. These rates and years of experience in the TIF schools will be compared to the average rate among the comparison schools to determine differences. Factors that impact teacher and principal retention and attrition will be studied using surveys, interviews, and focus groups with stakeholders in TIF schools and staff and administrators within the South Carolina Department of Education. In addition, continuing examination of research literature and discussions with experts in the field will assist in identifying factors that contribute to teacher and principal retention and attrition.

Goal 2

Extensive professional development, aligned with strengths and areas for improvement identified through the *TAP Teaching Skills, Knowledge, and Responsibilities Standards* and the statewide Principal Evaluation System, is provided to teachers and principals in TIF schools. The number of mentor and master teachers at each TIF schools will be calculated each year to examine changes. Information related to teacher and principal responsibilities and leadership will be collected to determine advancement and leadership potential of personnel in TIF schools. Teacher and principal surveys and interviews will be used to assess the perceived quality and potential benefits of professional development provided to TIF schools. Overall trends in TIF school needs, based on performance evaluations used to determine teacher and principal effectiveness, also will be explored and reported on to assist project personnel in designing, delivering, and consulting with TIF schools regarding professional development needs.

Goal 3

Principals in TIF schools will be evaluated through the statewide Principal Evaluation System, which uses the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) standards to determine principal effectiveness. In addition, the 360 degree assessment tool will be used to evaluate principals in TIF schools beginning in Year 2. Results from these two assessments will be collected and analyzed to determine principal effectiveness within the TIF schools. Based on baseline data collected during Years 1 and 2, appropriate levels of growth and expectation will be determined for principals in TIF schools. These levels will be monitored during the

remainder of the project to evaluate improvement and explore commonalities among principals in TIF schools related to strengths and areas of improvement.

Goal 4

Using a value-added analysis model, student achievement scores will be tracked to explore expected and actual growth for each teacher in a TIF school. The Measures of Academic Progress (MAP) distributed by the Northwest Evaluation Association will be used to assess changes in student achievement for teachers working with Kindergarten through Grade 3 teachers and Grades 9 and 10 English/language arts and math. Palmetto Assessment of State Standards (PASS) scores will be used to assess changes in student achievement for teachers working with Grades 4 through 8. PASS is South Carolina's standardized assessment system that is used with students in Grades 3 through 8 for accountability purposes. Using PASS results, student proficiency levels are categorized as Exemplary, Met, and Not Met. Using appropriate methods, MAP scores will be calibrated to compare student achievement across both assessments for all qualifying teachers. In addition, PASS scores will be requested from the South Carolina Department of Education for Grades 4 through 8 teachers in the comparison schools. Using the value-added analysis model, comparisons on PASS scores of teachers in the designated grades will be examined to identify significant differences between student achievement in TIF schools and non-TIF schools.

Goal 5

To evaluate the objectives within this goal and the overall status of the goal, information will be collected from the project director to determine the membership and activity of the statewide advisory committee. The evaluator will use multiple sources of

data and appropriate data analysis techniques to conduct the external evaluation and will work with the project director to identify additional sources of data and analysis methods that would be appropriate to enhance understanding of teacher quality and strategies that impact retention. In addition, conversations with organizations and individuals involved in teacher quality initiatives across the state will occur to better understand coordination and collaboration among multiple entities.

Evaluation Reporting

Interim and final reports will be produced by the external evaluator to apprise the project director and other stakeholders of progress toward the goals and objectives. Ongoing collaboration and communication will occur between the external evaluator and project personnel to ensure data collection efforts are occurring, resolve any issues during the data collection process, develop and revise instruments used for data collection, and determine additional evaluation methods to guide understanding of the impact of the project.

Section 5: Priority 4: Competitive Preference: Use of Value-Added Measures

Effective measurement of student achievement must be completed using a growth model to ensure that teachers evaluated using these data are not put at a disadvantage if they choose to teach more challenging students or subjects or choose to teach in more challenging schools. The SC TAP System uses a value-added assessment model to level the playing field by allowing a teacher to demonstrate their skill by measuring the growth of each student compared to that student's longitudinal performance. Unsuccessful models often use scores on a high stakes test alone as an arbitrary bar to determine the success of students and teachers. In the SC TAP System, value-added scores for individual classroom gain are based on three levels and correlate to classroom gains in student achievement. A score of 3 indicates that the aggregate growth of all students in a teacher's class has met a year's growth. Teachers must earn a minimum score of 3 or higher to receive a payout in the individual classroom achievement category. A score of 5 is two or more standard deviations above the predicted growth and a score of 4 is one to two standard deviations above the predicted growth. South Carolina's value-added gains have been calculated by Dr. Bill Sanders from SAS, Inc. The value-added calculations take the growth of the student into account as opposed to the mere achievement level.

Value-added scores for a school-wide gain are also based on levels 1–5 and correlate to how much the collective school gains (or does not gain) in student achievement. Teachers in a school that earns a score of 3 will earn 50% of the monies available in the school-wide gain category; a score of 4 will earn 75% of the funds available, and a score of 5 will earn 100% of the funds available in the school-wide gain category (between [redacted]).

All core content teachers in grades 4-8 will be evaluated using a value-added assessment on the State accountability achievement test, PASS (Palmetto Assessment of State Standards). K – 3rd grade teachers as well as English Language Arts teachers and math teachers at grades 9 and 10 will utilize the MAP test designed by NWEA. High school value-added gains will also be assessed using the South Carolina Education Oversight Committee's (EOC) accountability matrix that has been in place for four years. The external evaluator and the SC TIF Advisory Group will use the instrument to ensure that all high schools are measured using the most available and reliable data (See chart 2 below).

Chart 2: High School Criteria to Measure Student Growth

HIGH SCHOOL RATINGS
CRITERIA USED FOR INCENTIVE BONUSES

CRITERION	POINTS ASSIGNED				
	5	4	3	2	1
Longitudinal Exit Exam Passage Rate (%)	100	97.5-99.9	90.7-97.4	87.3-90.6	Below 87.3
First-Attempt HSAP Passage Rate (%)	62.9 or more	53.7-62.8	37.4-53.6	26.7-37.3	Below 26.7
On-Time Graduation Rate (%)	88.3 or more	79.6 – 88.2	62.2-79.5	53.5-62.1	Below 53.5
School growth index as identified by EOC	0.21+	0.11 – 0.2	0.0 – 0.1	-0.01 - -0.1	-0.11+

Principals will be assessed utilizing the value-added score of all students within the building using the school wide value-added score.

Data management capacity:

(1) SC TAP has utilized a value-added assessment model since 2001. Since its inception, SC TAP has updated several segments of the State's longitudinal data system as well as our delivery and reliability systems to ensure the quality of the data that is being produced. SC TAP currently utilizes an online data entry system that identifies each teacher and matches them to the proper subjects and schools. SC TAP then works with the SCDE to ensure that the teachers identified in the State data base are matched to the correct schools, subjects and grade levels. SC TAP then uploads this data to a computer system created by Battelle For Kids called LINK. LINK is a sole source online data warehouse system that enables schools to verify the teacher-student linkage process to ensure 100% reliability as it relates to this data. The process begins with a member of the SC TAP team verifying all schools and teachers based on data collected from the SC TAP online data system as well as the State Longitudinal Data System. After SC TAP staff verification, the principal of each individual school verifies that each teacher and student within the building is present. Each individual teacher then logs on to the system and links all students they have taught throughout the school year. To ensure the data remains correct, the final phase of the school verification process requires the principal to return to the data file to ensure that every child in the school is linked to one teacher per subject area. Once this verification process is completed and has been returned to SC TAP, the data is uploaded to SAS, Inc., the current value-added calculator, to await the student test data. Because each student in South Carolina has a unique student identifier, once the test results are received by the SCDE, SC TAP is able to link each test result to each student and then upload this data to SAS, Inc. as well. Although this process

requires multiple levels of verification, SC TAPs goal is to ensure 100% reliability in linking teacher data to student data.

Section 6: Priority 5: Competitive Preference: Retention and Recruitment

Through the process of matching the needs of the schools to this proposal, all schools were asked to identify their personnel needs. As noted in the statement of need, recruiting and retaining effective teachers to these hard-to-staff schools is one of the highest priorities that each district listed. To that end, SC TAP has designed a plan to not only identify quality personnel, but attract them to these schools using increased compensation and leadership opportunities and retain them using the same increased compensation and leadership opportunities.

NIET has completed extensive research regarding the retention of effective teachers throughout TAP schools in both South Carolina and Texas. The research demonstrates the power of utilizing a comprehensive model to retain effective teachers. The overall impact of retention on educational quality depends on the effectiveness of those teachers who remain as compared to the effectiveness of those who leave. As shown previously in Chart 1, results from the NIET study indicate that highly effective teachers are more likely to remain in a comprehensive TAP school, while the least effective teachers have a higher probability of leaving a comprehensive TAP school.

Recruitment

Throughout the past four years, SC TAP, through the Anderson Research Group, has conducted extensive research to identify highly effective teachers using a composite score of multiple factors. Throughout the previous three years, SC TAP and the Anderson Research Group have studied the attributes of teachers who have shown significant student achievement results as well as significant teaching skills using the TAP instructional rubric observation tool. These attributes were then weighted and organized

into a mathematical formula to identify the most effective candidates for any particular position. The formula, [redacted] ” is able to be applied to any applicant for a teaching position. Based on the total composite score, principals will be able to identify the highest quality candidate that shows the greatest potential to have the most significant impact on student achievement. [redacted]

[redacted]

[redacted]

In addition to these efforts, the state of South Carolina works closely with The Center for Educational Recruitment, Retention and Advancement (CERRA) in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. CERRA is the oldest and most established teacher recruitment program in the country.

CERRA's agenda is a comprehensive one in which the Center pursues a variety of programs for increasing the number of students in the education pipeline and recruiting and retaining qualified, caring, and competent teachers. The Center's primary target groups are middle and high school students, college students, and adults interested in changing careers. CERRA also targets groups of accomplished teachers through programs including mentoring, teacher leadership and National Board Certification. The network of educators in its programs overlaps in powerful ways to increase opportunities for improved recruitment in TIF schools.

It is through work with CERRA that the South Carolina Department of Education is able to identify hard-to-staff subjects, schools and areas. Each year, CERRA identifies these schools through continuous monitoring and publishes these subjects and schools. That list is given to the SCDE and will ultimately be utilized when deciding upon the recruitment and retention bonuses that will support attracting quality personnel to these subjects and schools.

The plan of action through this grant is not only to give recruitment bonuses to hard-to-staff schools to attract quality candidates but to continue to offer incentives to retain these candidates as well. If a qualified candidate is willing to fill a vacancy and teach in a hard-to-staff subject in a high-need school, they will be given a recruitment bonus of [redacted] If this candidate is able to demonstrate success in teaching and student achievement through the TAP Instructional Rubric Observational Tool as well as score at least one year's growth or more using the identified value-added growth model, then the candidate will receive an additional [redacted] to remain in the school for the second year. If the candidate is continuing the successful trend, the candidate will receive an additional

[redacted] to remain at the school for a third year totaling a recruitment and retention bonus of [redacted] over a three year term. This money will be in addition to any performance based incentive and/or stipend that they may receive for being in a TAP school. Given this scenario, it would be possible for a teacher to agree to teach at a high need SC TAP school and receive up to [redacted] over the course of three years if teaching in a high needs subject or school ([redacted] over three years), demonstrating leadership through being a mentor ([redacted] each year) as well as demonstrating significant student achievement ([redacted] performance incentive each year). This would ultimately translate into an equivalent of almost one year's salary for demonstrating significant results.

Section 7: Priority 6: Competitive Preference: New Applicants to the Teacher Incentive Fund

Although the South Carolina Department of Education and SC TAP have been involved with TIF prior to this submission, no partner schools in this TIF grant application have ever received funding through Federal TIF Funds. We are applying for this TIF project with a different group of eligible LEAs as our partner schools and therefore qualify for Competitive Priority 6 as new participants to TIF.

Section 8: Eligibility of Preferences Documentation Chart

Page Eligibility Requirements	
Applicant/Fiscal Agent Classification [FAC]	Page(s): 1-12 and Project Abstract
High-need schools' free or reduced price lunch status [HN]	Page(s): 1-4 and High Needs Grant Application section
Absolute Priorities [AP]	
AP 1	Page(s): 13- 29
AP 2	Page(s): 35-38 and Budget Narrative
AP 3	Page(s): 14- 19, 39
Competitive Preference Priorities [CPP]	
CPP 4	Page(s): 34-35, 59,61-64
CPP 5	Page(s): 65-68
CPP 6	Page(s): 70
Main TIF Competition Requirements	
Selection of Competition [SC]	Page(s): 1 and Project Abstract
Application Requirement [AR]	Page(s): 30
Core Elements of a PBCS and a Potential Planning Period [PPP]	Page(s): 39, 43-44,
Core Elements [CE]	
CE A	Page(s): 39-44
CE B	Pages (s): 11, Appendix C
CE C	Page(s): 25 – 30 and Appendix E
CE D	Page(s): 35-36, 38-39
CE E	Page(s): 34-35
Professional Development [PD]	Page(s): 15, 30-34, 58
High-Need Schools Documentation [HN]	* See HN above
Additional Eligibility Requirement [AER]	Page(s): 10-11

Section 9: References

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Project Narrative

High-Need Schools Documentation

Attachment 1:
Title: **SC TIF Poverty index Documentation** Pages: **2** Uploaded File: **Poverty Index Table of Need.pdf**

DISTRICT	BEDS	SCHOOL	INDEX
BAMBERG 02	0502010	DENMARK-OLAR ELEMENTARY	95.62
BEAUFORT 01	0701005	ROBERT SMALLS MIDDLE	78.77
BEAUFORT 01	0701008	BEAUFORT ELEMENTARY	86.17
BEAUFORT 01	0701010	BROAD RIVER ELEMENTARY	77.63
BEAUFORT 01	0701011	JAMES J DAVIS ELEMENTARY	96.76
BEAUFORT 01	0701018	SHELL POINT ELEMENTARY	78.22
BEAUFORT 01	0701020	ST HELENA ELEMENTARY	98.30
BEAUFORT 01	0701022	JOSEPH S. SHANKLIN ELEMENTARY	90.98
BEAUFORT 01	0701023	WHALE BRANCH ELEMENTARY	95.58
BEAUFORT 01	0701027	WHALE BRANCH MIDDLE	91.37
BEAUFORT 01	0701028	BEAUFORT MIDDLE	51.76
DARLINGTON 01	1601023	SPAULDING ELEMENTARY	91.86
DARLINGTON 01	1601024	BRUNSON-DARGAN ELEMENTARY	96.43
DARLINGTON 01	1601027	THORNWELL SCHOOL FOR THE ARTS	96.30
DARLINGTON 01	1601028	WEST HARTSVILLE ELEMENTARY	89.07
DARLINGTON 01	1601031	DARLINGTON MIDDLE	83.04
DORCHESTER 02	1802019	WINDSOR HILL ELEMENTARY	73.94
DORCHESTER 02	1802024	EAGLE NEST ELEMENTARY	55.50
DORCHESTER 04	1804018	WILLIAMS MEMORIAL ELEMENTARY	84.95
HAMPTON 01	2501004	BRUNSON ELEMENTARY	70.74
LAURENS 56	3056016	CLINTON HIGH	76.04
LAURENS 56	3056017	BELL STREET MIDDLE	79.97
LAURENS 56	3056023	EASTSIDE ELEMENTARY	85.39
PICKENS 01	3901015	CROSSWELL ELEMENTARY	64.44
PICKENS 01	3901021	A R LEWIS ELEMENTARY	77.61
PICKENS 01	3901025	PICKENS ELEMENTARY	63.28
PICKENS 01	3901027	SIX MILE ELEMENTARY	63.46
PICKENS 01	3901028	WEST END ELEMENTARY	76.92
SPARTANBURG 01	4201007	O P EARLE ELEMENTARY	65.72
SPARTANBURG 01	4201010	INMAN ELEMENTARY	70.79
SUMTER 17	4317029	CROSSWELL DRIVE ELEMENTARY	96.01
SUMTER 17	4317031	LEMIRA ELEMENTARY	98.06
SUMTER 17	4317044	CHESTNUT OAKS MIDDLE	94.52
EDGEFIELD 01	1901002	STROM THURMOND HIGH	71.96
EDGEFIELD 01	1901003	DOUGLAS ELEMENTARY	89.42
EDGEFIELD 01	1901005	JOHNSTON ELEMENTARY	88.44
EDGEFIELD 01	1901007	W E PARKER ELEMENTARY	76.33
EDGEFIELD 01	1901009	JOHNSTON-EDGEFIELD-TRENTON MIDDLE	80.96
DORCHESTER 02	1802009	SUMMERVILLE ELEMENTARY	64.66
PICKENS 01	3901	SIMPSON ALTERNATIVE EDUCATION CENTER	58.62
DEPT. of JUVENILE JUSTICE	5208402	BIRCHWOOD	100.00
DEPT. of JUVENILE JUSTICE	5208409	COASTAL EVALUATION CENTER	100.00

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Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:
Title: **Letters of Support and MOUs** Pages: **43** Uploaded File: **Letter of Support Appendices2.pdf**

State of South Carolina
Office of the Governor

MARK SANFORD
GOVERNOR

POST OFFICE BOX 12267
COLUMBIA 29211

July 6, 2010

The Honorable Arne Duncan
U. S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary,

I am writing in support of the South Carolina Department of Education's proposal to expand and enhance the Teacher Advancement Program (TAP) under the Teacher Incentive Fund (TIF) program. This effort can significantly improve the quality and effectiveness of the teaching force in South Carolina while serving as a national model for other states. TAP has already proven itself in the Palmetto State with schools using the TAP model consistently outperforming similar schools. Teachers are rewarded for great teaching, principals are rewarded for leading high-performing schools and students get the benefits of data-driven, student-focused instruction.

Providing the structure for strong professional development, career advancement and performance-based compensation, TAP promotes evaluating and compensating educators based on the value they bring to classrooms and students. Lessons learned through the implementation of this initiative will be used to improve schools across South Carolina.

This proposal offers an important step in the state's goal to strengthen teaching and learning in our schools by helping to ensure that our teachers have the tools required for success. The existing South Carolina TAP has laid the foundation for the expansion and enhancement of this important initiative. With the partnerships and collaborations included in this proposal, I am hopeful that this will be a successful endeavor for all concerned.

Thank you for your careful consideration of this important initiative.

Sincerely,

Mark Sanford

MS/js.kt

South Carolina
Department of Education

Jim Rex
Superintendent of Education

Together, we can.

July 6, 2010

To Whom It May Concern:

It is with tremendous pride that I support the South Carolina Department of Education's application for the Teacher Incentive Fund (TIF) grant competition. I have been personally involved in South Carolina's performance-based compensation efforts throughout my tenure as State Superintendent of Education. Since 2001, we have partnered with the National Institute for Excellence in Teaching (NIET) to utilize the TAP System. During that time, South Carolina has emerged as a leader in TAP implementation, with the highest number of TAP schools as well as the highest level of demonstrated value-added student achievement growth in the nation.

For the TIF competition, we have designed a model, SC TAP, to create a performance-based compensation system (PBCS) to recruit, develop, enhance, and retain highly effective educators in identified high-need schools across the state. Specifically, SC TIF will work with 1,703 teachers and principals affecting 20,433 students in 42 schools within 12 school districts across South Carolina to develop a comprehensive model of reform to enhance student achievement, while increasing compensation for highly effective educators.

The State of South Carolina, through the Department of Education, is committed to using SC TIF as a catalyst needed to prove performance-based compensation, when implemented with the proper efforts, such as support and buy-in from teachers and school leaders, increases student achievement above and beyond expected benchmarks.

Sincerely,

Jim Rex
State Superintendent of Education

JR/jp

1429 Senate Street Columbia, SC 29201 *Phone* 803.734.8500 *Fax* 803.734.3389 *Web* www.ed.sc.gov

The System for Teacher and Student Advancement

July 1, 2010

Dr. Thelma Meléndez de Santa Ana
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Assistant Secretary,

I write to express my support of the partnership between the South Carolina Department of Education and the National Institute for Excellence in Teaching (NIET) in the submission of a Teacher Incentive Fund (TIF) proposal. The cornerstone of the SC Department of Education's TIF proposal is the implementation of TAP™: The System for Teacher and Student Advancement (TAP). As developer and ongoing provider of support for TAP in schools across the country, we endorse SC Department of Education's inclusion of this comprehensive reform in their TIF project.

NIET began working with the SC Department of Education in 2001 to implement TAP in high-need schools. With just six schools in the first year, TAP is now integrated into over 40 schools statewide and that number is growing. The underlying premise of the SC Department of Education's TIF proposal is the development and sustainability of the TAP system across the State of South Carolina. We are confident that this approach meets the requirements of TIF and will help to develop a more effective educator workforce. With more effective teachers and principals in the schools, we can begin to close the achievement gaps and ensure that all children have the opportunity to achieve. We believe that the performance-based compensation, instructionally focused accountability, multiple career paths and ongoing professional development that are integral to TAP are necessary elements in the building of an effective teaching profession over time.

We look forward to our continued partnership with the South Carolina Department of Education under this TIF project.

Sincerely,

Gary Stark

Gary Stark
President, National Institute for Excellence in Teaching

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING
1250 Fourth Street ⋆ Santa Monica ⋆ CA 90401-1366
office: (310) 570-4860 ⋆ *fax:* (310) 570-4863

www.tapsystem.org

MEMORANDUM

TO: Dennis Dotterer, State Director, South Carolina TAP
FROM: Scott McMichael – President
DATE: June 30, 2010
RE: Sole Source Provider of Comprehensive Online Software System for TAP

TAP System was created to attract, retain and develop talented teachers and to provide teachers greater opportunity and career advancement. CODE is the Comprehensive Online Data Entry system design and developed in cooperation with the South Carolina TAP team and the National Institute for Excellence in Teaching specifically for schools embracing the nationwide Teacher Advancement Program (TAP).

Innovative Architects has developed a web-based software solution uniquely designed for schools participating in the nationwide TAP initiative in the way that we provide real-time evaluation information, online tracking of goals, meetings and action plans, and a forum for sharing information with other schools in the state. Innovative Architects is the **sole source provider** of this online capability.

We've made it simple for TAP schools to use the system and more efficient for schools to execute TAP. CODE is now deployed in 180 TAP schools in twelve states. Now completing our third school year with South Carolina, we look forward to our continued relationship and support of South Carolina TAP in its next wave of implementation. For more information on CODE, please contact me directly at Innovative Architects at 770-623-5734.

Battelle for Kids
Bringing clarity to school improvement

1160 Dublin Road, Suite 100
Columbus, OH 43215
(614) 481-3141
(614) 481-8997 fax
www.BattelleforKids.org

July 1, 2010

Dennis Dotterer, Executive State Director
South Carolina TAP Systems
3700 Forest Drive, Suite 320
Columbia SC 29204

Dear Dr. Dotterer:

The purpose of this letter is to indicate Battelle for Kids support of the South Carolina TAP Systems' proposal being included in the Teacher Incentive Fund application due July 6, 2010.

We are pleased to offer our BFK•LINK (patent pending) technology tool to ensure valid attributions of individual teachers to individual students. This unique, sole-source tool is essential in recognizing the instructional responsibility of teachers to individual students. BFK•LINK (patent pending) takes into account both teacher and student mobility, as well as shared teaching assignments.

We look forward to this collaboration to recognize and reward highly effective teachers.

Sincerely,

[redacted]

JWM:gcm

Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and Bamberg School District 2 (hereafter referred to as "the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance- based compensation systems for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina

2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina

3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina

4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina

5. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (September 2010 – July, 2015).

The Partner LEA agrees to perform the following activities:

1. Intentionally implement the four TAP elements outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;

2. Commit to hiring effective candidates to participate in all grant activities;

3. Implement the TAP System with fidelity to the model as measured annually SC TAP Annual Reviews;

PR/Award # S385A100134

4. Ensure adequate funding in matching as it relates to all personnel matches in the amounts of 10% in year 2, 25% in year 3, 40% in year 4 and 50% in year 5.

5. Ensure adequate funding in matching as it relates to all incentive matches, including both recruitment and retention incentives as well as performance based incentives in the amounts of 15% in year 2, 30% in year 3, 45% in year 4 and 60% in year 5;

6. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;

7. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;

8. Promote and participate in the specific activities listed in the TIF grant;

9. Work in collaboration with SC TAP on all grant activities;

10. Give priority to accomplishing the activities in collaboration with SC TAP;

11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

12. Adopt consistent policies across participating SC TAP schools.

SC TAP agrees to the following:

1. Assign specific staff to serve as a liaison to partner LEA;

2. Promote and participate in the specific activities listed in the TIF grant;

3. Work in collaboration with partner LEA on all activities;

4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

TERMS

This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

Jake Sullo
Lead Partner (LEA Superintendent) — 7/1/10 **Date**

Pr[redacted] — 7/1/10 **Date**

Larry D. Blair
Chair of the Board of Education (local, if appropriate) — 7-1-10 **Date**

Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and Beaufort County School District (hereafter referred to as "the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance- based compensation systems for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina
2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina
3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina
4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina
5. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (September 2010 – July, 2015).

The Partner LEA agrees to perform the following activities:

1. Intentionally implement the four TAP elements outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP System with fidelity to the model as measured annually SC TAP Annual Reviews;

4. Ensure adequate funding in matching as it relates to all personnel matches in the amounts of 10% in year 2, 25% in year 3, 40% in year 4 and 50% in year 5.

5. Ensure adequate funding in matching as it relates to all incentive matches, including both recruitment and retention incentives as well as performance based incentives in the amounts of 15% in year 2, 30% in year 3, 45% in year 4 and 60% in year 5;

6. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;

7. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;

8. Promote and participate in the specific activities listed in the TIF grant;

9. Work in collaboration with SC TAP on all grant activities;

10. Give priority to accomplishing the activities in collaboration with SC TAP;

11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

12. Adopt consistent policies across participating SC TAP schools.

SC TAP agrees to the following:

1. Assign specific staff to serve as a liaison to partner LEA;

2. Promote and participate in the specific activities listed in the TIF grant;

3. Work in collaboration with partner LEA on all activities;

4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

TERMS

This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

Valerie Truesdale 7.4.10

Lead Partner (LEA Superintendent) **Date**

Project Director for Grant Project **Date**

Chair of the Board of Education (local, if appropriate) **Date**

Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and Darlington County School District (hereafter referred to as "the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance- based compensation systems for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina

2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina

3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina

4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina

5. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (September 2010 – July, 2015).

The Partner LEA agrees to perform the following activities:

1. Intentionally implement the four TAP elements outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;

2. Commit to hiring effective candidates to participate in all grant activities;

3. Implement the TAP System with fidelity to the model as measured annually SC TAP Annual Reviews;

4. Ensure adequate funding in matching as it relates to all personnel matches in the amounts of 10% in year 2, 25% in year 3, 40% in year 4 and 50% in year 5.

5. Ensure adequate funding in matching as it relates to all incentive matches, including both recruitment and retention incentives as well as performance based incentives in the amounts of 15% in year 2, 30% in year 3, 45% in year 4 and 60% in year 5;

6. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;

7. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;

8. Promote and participate in the specific activities listed in the TIF grant;

9. Work in collaboration with SC TAP on all grant activities;

10. Give priority to accomplishing the activities in collaboration with SC TAP;

11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

12. Adopt consistent policies across participating SC TAP schools.

SC TAP agrees to the following:

1. Assign specific staff to serve as a liaison to partner LEA;

2. Promote and participate in the specific activities listed in the TIF grant;

3. Work in collaboration with partner LEA on all activities;

4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

TERMS

This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

Lead Partner (LEA Superintendent) — Date: 7-6-10

[redacted]

Project Director for Grant Project — Date: 7-6-10

Chair of the Board of Education (local, if appropriate) — Date:

Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and Department of Juvenile Justice School District (hereafter referred to as "the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance- based compensation systems for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina

2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina

3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina

4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina

5. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (September 2010 – July, 2015).

The Partner LEA agrees to perform the following activities:

1. Intentionally implement the four TAP elements outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;

2. Commit to hiring effective candidates to participate in all grant activities;

3. Implement the TAP System with fidelity to the model as measured annually SC TAP Annual Reviews;

4. Ensure adequate funding in matching as it relates to all personnel matches in the amounts of 10% in year 2, 25% in year 3, 40% in year 4 and 50% in year 5.

5. Ensure adequate funding in matching as it relates to all incentive matches, including both recruitment and retention incentives as well as performance based incentives in the amounts of 15% in year 2, 30% in year 3, 45% in year 4 and 60% in year 5;

6. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;

7. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;

8. Promote and participate in the specific activities listed in the TIF grant;

9. Work in collaboration with SC TAP on all grant activities;

10. Give priority to accomplishing the activities in collaboration with SC TAP;

11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

12. Adopt consistent policies across participating SC TAP schools.

SC TAP agrees to the following:

1. Assign specific staff to serve as a liaison to partner LEA;

2. Promote and participate in the specific activities listed in the TIF grant;

3. Work in collaboration with partner LEA on all activities;

4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

TERMS

This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

Mida C. Cobb — 7-6-10

Lead Partner (LEA Superintendent) — **Date**

Project Director for Grant Project — **Date**

Chair of the Board of Education (local, if appropriate) — **Date**

Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and Dorchester School District 2 (hereafter referred to as "the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance- based compensation systems for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina

2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina

3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina

4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina

5. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (September 2010 – July, 2015).

The Partner LEA agrees to perform the following activities:

1. Intentionally implement the four TAP elements outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;

2. Commit to hiring effective candidates to participate in all grant activities;

3. Implement the TAP System with fidelity to the model as measured annually SC TAP Annual Reviews;

4. Ensure adequate funding in matching as it relates to all personnel matches in the amounts of 10% in year 2, 25% in year 3, 40% in year 4 and 50% in year 5.

5. Ensure adequate funding in matching as it relates to all incentive matches, including both recruitment and retention incentives as well as performance based incentives in the amounts of 15% in year 2, 30% in year 3, 45% in year 4 and 60% in year 5;

6. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;

7. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;

8. Promote and participate in the specific activities listed in the TIF grant;

9. Work in collaboration with SC TAP on all grant activities;

10. Give priority to accomplishing the activities in collaboration with SC TAP;

11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

12. Adopt consistent policies across participating SC TAP schools.

SC TAP agrees to the following:

1. Assign specific staff to serve as a liaison to partner LEA;

2. Promote and participate in the specific activities listed in the TIF grant;

3. Work in collaboration with partner LEA on all activities;

4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

TERMS

This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

Lead Partner (LEA Superintendent)	7-1-10 **Date**
Project Director for Grant Project	**Date**
Chair of the Board of Education (local, if appropriate)	**Date**

Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and Dorchester School District 4 (hereafter referred to as "the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance- based compensation systems for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina

2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina

3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina

4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina

5. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (September 2010 – July, 2015).

The Partner LEA agrees to perform the following activities:

1. Intentionally implement the four TAP elements outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;

2. Commit to hiring effective candidates to participate in all grant activities;

3. Implement the TAP System with fidelity to the model as measured annually SC TAP Annual Reviews;

PR/Award # S385A100134

4. Ensure adequate funding in matching as it relates to all personnel matches in the amounts of 10% in year 2, 25% in year 3, 40% in year 4 and 50% in year 5.

5. Ensure adequate funding in matching as it relates to all incentive matches, including both recruitment and retention incentives as well as performance based incentives in the amounts of 15% in year 2, 30% in year 3, 45% in year 4 and 60% in year 5;

6. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;

7. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;

8. Promote and participate in the specific activities listed in the TIF grant;

9. Work in collaboration with SC TAP on all grant activities;

10. Give priority to accomplishing the activities in collaboration with SC TAP;

11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

12. Adopt consistent policies across participating SC TAP schools.

SC TAP agrees to the following:

1. Assign specific staff to serve as a liaison to partner LEA;

2. Promote and participate in the specific activities listed in the TIF grant;

3. Work in collaboration with partner LEA on all activities;

4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

TERMS

This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

Jerry D. Montgomery

Lead Partner (LEA Superintendent) — Date: 07-01-10

[redacted] — Date: 07/01/10

Chair of the Board of Education (local, if appropriate) — Date

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PR/Award # S385A100134

Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and Edgefield County School District (hereafter referred to as "the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance- based compensation systems for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina

2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina

3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina

4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina

5. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (September 2010 – July, 2015).

The Partner LEA agrees to perform the following activities:

1. Intentionally implement the four TAP elements outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;

2. Commit to hiring effective candidates to participate in all grant activities;

3. Implement the TAP System with fidelity to the model as measured annually SC TAP Annual Reviews;

PR/Award # S385A100134

4. Ensure adequate funding in matching as it relates to all personnel matches in the amounts of 10% in year 2, 25% in year 3, 40% in year 4 and 50% in year 5.

5. Ensure adequate funding in matching as it relates to all incentive matches, including both recruitment and retention incentives as well as performance based incentives in the amounts of 15% in year 2, 30% in year 3, 45% in year 4 and 60% in year 5;

6. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;

7. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;

8. Promote and participate in the specific activities listed in the TIF grant;

9. Work in collaboration with SC TAP on all grant activities;

10. Give priority to accomplishing the activities in collaboration with SC TAP;

11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

12. Adopt consistent policies across participating SC TAP schools.

SC TAP agrees to the following:

1. Assign specific staff to serve as a liaison to partner LEA;

2. Promote and participate in the specific activities listed in the TIF grant;

3. Work in collaboration with partner LEA on all activities;

4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

TERMS

This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

Mary Rue-Crenshaw

Lead Partner (LEA Superintendent)

7/5/10

Date

Project Director for Grant Project

Date

Chair of the Board of Education (local, if appropriate)

Date

Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and Hampton School District 1 (hereafter referred to as "the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance- based compensation systems for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina

2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina

3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina

4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina

5. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (September 2010 – July, 2015).

The Partner LEA agrees to perform the following activities:

1. Intentionally implement the four TAP elements outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;

2. Commit to hiring effective candidates to participate in all grant activities;

3. Implement the TAP System with fidelity to the model as measured annually SC TAP Annual Reviews;

4. Ensure adequate funding in matching as it relates to all personnel matches in the amounts of 10% in year 2, 25% in year 3, 40% in year 4 and 50% in year 5.

5. Ensure adequate funding in matching as it relates to all incentive matches, including both recruitment and retention incentives as well as performance based incentives in the amounts of 15% in year 2, 30% in year 3, 45% in year 4 and 60% in year 5;

6. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;

7. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;

8. Promote and participate in the specific activities listed in the TIF grant;

9. Work in collaboration with SC TAP on all grant activities;

10. Give priority to accomplishing the activities in collaboration with SC TAP;

11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

12. Adopt consistent policies across participating SC TAP schools.

SC TAP agrees to the following:

1. Assign specific staff to serve as a liaison to partner LEA;

2. Promote and participate in the specific activities listed in the TIF grant;

3. Work in collaboration with partner LEA on all activities;

4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

TERMS

This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

July 1, 2010

Lead Partner (LEA Superintendent) **Date**

[redacted]

July 1, 2010

Project Director for Grant Project **Date**

Chair of the Board of Education (local, if appropriate) **Date**

Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and Laurens School District 56 (hereafter referred to as "the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance- based compensation systems for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina

2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina

3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina

4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina

5. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (September 2010 – July, 2015).

The Partner LEA agrees to perform the following activities:

1. Intentionally implement the four TAP elements outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;

2. Commit to hiring effective candidates to participate in all grant activities;

3. Implement the TAP System with fidelity to the model as measured annually SC TAP Annual Reviews;

PR/Award # S385A100134

4. Ensure adequate funding in matching as it relates to all personnel matches in the amounts of 10% in year 2, 25% in year 3, 40% in year 4 and 50% in year 5.

5. Ensure adequate funding in matching as it relates to all incentive matches, including both recruitment and retention incentives as well as performance based incentives in the amounts of 15% in year 2, 30% in year 3, 45% in year 4 and 60% in year 5;

6. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;

7. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;

8. Promote and participate in the specific activities listed in the TIF grant;

9. Work in collaboration with SC TAP on all grant activities;

10. Give priority to accomplishing the activities in collaboration with SC TAP;

11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

12. Adopt consistent policies across participating SC TAP schools.

SC TAP agrees to the following:

1. Assign specific staff to serve as a liaison to partner LEA;

2. Promote and participate in the specific activities listed in the TIF grant;

3. Work in collaboration with partner LEA on all activities;

4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

TERMS

This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

David O'Shields

Lead Partner (LEA Superintendent) — **Date** 7.1.10

[redacted] **ect** — **Date** 7/1/10

Chair of the Board of Education (local, if appropriate) — **Date**

Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and Pickens County School District (hereafter referred to as "the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance- based compensation systems for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina

2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina

3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina

4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina

5. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (September 2010 – July, 2015).

The Partner LEA agrees to perform the following activities:

1. Intentionally implement the four TAP elements outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;

2. Commit to hiring effective candidates to participate in all grant activities;

3. Implement the TAP System with fidelity to the model as measured annually SC TAP Annual Reviews;

4. Ensure adequate funding in matching as it relates to all personnel matches in the amounts of 10% in year 2, 25% in year 3, 40% in year 4 and 50% in year 5.

5. Ensure adequate funding in matching as it relates to all incentive matches, including both recruitment and retention incentives as well as performance based incentives in the amounts of 15% in year 2, 30% in year 3, 45% in year 4 and 60% in year 5;

6. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;

7. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;

8. Promote and participate in the specific activities listed in the TIF grant;

9. Work in collaboration with SC TAP on all grant activities;

10. Give priority to accomplishing the activities in collaboration with SC TAP;

11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

12. Adopt consistent policies across participating SC TAP schools.

SC TAP agrees to the following:

1. Assign specific staff to serve as a liaison to partner LEA;

2. Promote and participate in the specific activities listed in the TIF grant;

3. Work in collaboration with partner LEA on all activities;

4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

TERMS

This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

_____ _____

Lead Partner (LEA Superintendent) **Date**

_____ _____

Project Director for Grant Project **Date**

_____ _____

Chair of the Board of Education (local, if appropriate) **Date**

Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and Spartanburg School District 1(hereafter referred to as "the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance- based compensation systems for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina
2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina
3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina
4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina
5. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (September 2010 – July, 2015).

The Partner LEA agrees to perform the following activities:

1. Intentionally implement the four TAP elements outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP System with fidelity to the model as measured annually SC TAP Annual Reviews;

4. Ensure adequate funding in matching as it relates to all personnel matches in the amounts of 10% in year 2, 25% in year 3, 40% in year 4 and 50% in year 5.

5. Ensure adequate funding in matching as it relates to all incentive matches, including both recruitment and retention incentives as well as performance based incentives in the amounts of 15% in year 2, 30% in year 3, 45% in year 4 and 60% in year 5;

6. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;

7. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;

8. Promote and participate in the specific activities listed in the TIF grant;

9. Work in collaboration with SC TAP on all grant activities;

10. Give priority to accomplishing the activities in collaboration with SC TAP;

11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

12. Adopt consistent policies across participating SC TAP schools.

SC TAP agrees to the following:

1. Assign specific staff to serve as a liaison to partner LEA;

2. Promote and participate in the specific activities listed in the TIF grant;

3. Work in collaboration with partner LEA on all activities;

4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

TERMS

This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

Ronald W. Jamison 7-2-10

Lead Partner (LEA Superintendent) **Date**

Project Director for Grant Project **Date**

Chair of the Board of Education (local, if appropriate) **Date**

Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and Sumter 17 School District (hereafter referred to as "the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance- based compensation systems for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina
2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina
3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina
4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina
5. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (September 2010 – July, 2015).

The Partner LEA agrees to perform the following activities:

1. Intentionally implement the four TAP elements outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP System with fidelity to the model as measured annually SC TAP Annual Reviews;

4. Ensure adequate funding in matching as it relates to all personnel matches in the amounts of 10% in year 2, 25% in year 3, 40% in year 4 and 50% in year 5.

5. Ensure adequate funding in matching as it relates to all incentive matches, including both recruitment and retention incentives as well as performance based incentives in the amounts of 15% in year 2, 30% in year 3, 45% in year 4 and 60% in year 5;

6. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;

7. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;

8. Promote and participate in the specific activities listed in the TIF grant;

9. Work in collaboration with SC TAP on all grant activities;

10. Give priority to accomplishing the activities in collaboration with SC TAP;

11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

12. Adopt consistent policies across participating SC TAP schools.

SC TAP agrees to the following:

1. Assign specific staff to serve as a liaison to partner LEA;

2. Promote and participate in the specific activities listed in the TIF grant;

3. Work in collaboration with partner LEA on all activities;

4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

TERMS

This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

Lead Partner (LEA Superintendent) — Date: 7/5/2010

Project Director for Grant Project — Date

Chair of the Board of Education (local, if appropriate) — Date

BEAUFORT MIDDLE SCHOOL

2501 MOSSY OAKS RD
BEAUFORT, SOUTH CAROLINA 29902
843-322-5700

PRINCIPAL
CAROLE T. INGRAM

ASSISTANT PRINCIPALS
NATHANIEL DRAKE
CARRIE GRILLI

July 5, 2010

Dear Mr. Dotterer,

It's my pleasure to write a letter of support for the expansion of the TAP program in South Carolina. As one of the original schools to initiate the TAP model in South Carolina, Beaufort Middle School showed consistent growth in student progress and in teacher effectiveness. Our students made gains that met state and national expectations, and our teachers sharpened their instructional skills in application of the best-practice qualities outlined in the TAP instructional rubric. As principal of BMS, I have had the opportunity to share this progress firsthand. I endorse the TAP model as a viable method for improving student achievement while focusing on teacher effectiveness.

The on-going professional learning through cluster provides teachers a format for action research as they make classroom applications of the strategies they develop. The benefits of these collegial groups yield authentic analysis and use of data and a cycle of continuous improvement of planning, instruction, and assessment.

The framework of the instructional rubric is a valuable guide for observing teachers. It provides specific, consistent instructional language for giving feedback to teachers around indicators of excellence. This feedback then offers teachers personal targets for professional growth and personalizes their learning as reflective practitioners.

The value added results provided to teachers at the end of each year show them how their teaching has affected student growth. The compensation for growth those teachers receive who meet and exceed expectations communicates "Job well done" in a way other models of feedback and improvement do not.

When BMS was affiliated as a TAP school, we celebrated the impact this model had on our student achievement and teacher effectiveness. It would be a pleasure to be part of the Teacher Incentive Fund Grant (TIF) and for additional Beaufort County Schools to celebrate the benefits of this model.

Sincerely,

Carole Ingram

West Hartsville Elementary School
214 Clyde Road, Hartsville, SC
Phone: 842-857-2370
Fax: 8430857-3272
"The Best School In the West"
Office of the Principal

To: Dennis Dotterer
From: Kay Howell, West Hartsville Elementary School
RE: TAP

Dear Mr. Dotterer,

I am very excited about West Hartsville Elementary becoming a TAP school during the 2010-2011 school year through the Teacher Incentive Fund Grant (TIF). I have done research on TAP and I know it will accelerate the achievement of our students and offer ongoing valuable training to our staff. My staff is ready for the opportunities that will be presented in research, classroom strategies as well as coaching and feedback from observations by administration and other team members. We are looking forward to the focus that cluster, observations and Leadership Teams can bring to West Hartsville. As you know most teachers do not have the opportunity that is offered for professional growth through informal and formal observations and coaching sessions. We are ready for the new challenges TAP will certainly offer and the positive changes.

As you may know, I have been in education for 37 years, have received a M.ED in Elementary Education and Ed.D. in Educational Leadership. I have participated in professional development and course work throughout my years in education, however, I see TAP as a fantastic opportunity to become a more reflective, focused educator and for my staff to bloom and grow in experience and knowledge through the TAP model.

Sincerely,
Kay S. Howell, Ed.D.

Kay S. Howell, Ed. D.

Project Narrative

Other Attachments

Attachment 1:
Title: **SC TIF Appendices** Pages: **166** Uploaded File: **SC TIF 3 7-6-10 part 2.pdf**

SC TIF Appendix Table of Contents

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Dennis Dotterer

[redacted]

Current Position: Executive Director for South Carolina TAP: The System for Teacher and Student Advancement.

Academic Degrees:

Ed. S.
Converse College
July, 2001
Major: Administration and Supervision

M. Ed.
Converse College; Spartanburg, SC
July, 1999
Major: Gifted and Talented Education

B.A
Clemson University; Clemson, SC
December, 1996
Major: Elementary Education

Professional Experience:

July 2009 – Present – *South Carolina Department of Education – South Carolina TAP, Executive Director*

June 2008 – July 2009 – *South Carolina Department of Education – South Carolina Teacher Advancement Program (SCTAP)*, *Associate State Director*

June 2006 – June 2008 – *Greenville County Schools – Tanglewood Middle School, Principal*

June 2005 – June 2006 – *Laurens School District 56 – Clinton Elementary School, Principal*

July 2002 – June 2005 - *Laurens School District 56 - Bell Street Middle School*, *Assistant Principal*

November 2000 –June 2002– *Greenville County – Paris Elementary School, Assistant Principal.*

December 1996 – November 2000 - *Greenville County– Mitchell Road Elementary School, Sans Souci Elementary School, Northwood Middle School*, *5th and 6th grade teacher*

Leadership/Awards/Grants:

- Graduate of School District of Greenville County's Leadership Academy
- State of SC Progress Energy School Leadership Executive Institute
- Treasurer of Assistant Principal's Association
- Palmetto's Finest Award, National Blue Ribbon Award, Exemplary Writing, and Red Carpet with two separate schools
- Recipient of The Middle School Award of Excellence in Curriculum and Instruction
- District Chairman of Elementary School Steering Committee and School Improvement Councils
- Village Green Grant Recipient
- Lead member in Greenville Interchange Foreign Language studies Grant
- Recipient of 21st Century Learning Center Grant
- Math and Science Hub Middle Level Grant
- Co-wrote numerous EIA grants
- ADEPT evaluator certification
- TAP Evaluator certification
- Higher Education Assessment of Teachers lead designer

Professionals Organizations:

- National Association of Secondary School Principals
- National Middle School Association
- Piedmont Consortium for the Gifted
- Association for Supervision and Curriculum Development
- South Carolina Association of School Administrators
- South Carolina Middle School Association
- South Carolina International Reading Association
- South Carolina Council for Teachers of Mathematics
- South Carolina Council for Social Studies

Professional Development Presentations and Seminars:

- Cognitive Coaching professional agency trainer
- "Scheduling for TAP" presenter
- National TAP conference multi-session presenter
- National TAP professional development trainer
- SCASA summer leadership school and state presentations
- SCMSA presenter
- SCIRA presenter and award winner
- NUFSAID middle school presenter
- Statewide Value Added Assessment trainer
- Louisiana Blue Ribbon commission on Education, Nov., 2009

ALLISON BATTEN JACQUES, Ph. D.

[redacted]

EXPERIENCE

DIRECTOR, OFFICE OF EDUCATOR PREPARATION, SUPPORT AND ASSESSMENT, DIVISION OF EDUCATOR QUALITY AND LEADERSHIP, South Carolina Department of Education, Columbia, SC
2005-Present
Responsibilities include: Overseeing the development, implementation and evaluation of systems for educator preparation programs in accordance with state statutes, State Board of Education regulation and State Department policies including the program approval and accreditation process for teacher education, overseeing the development, implementation, monitoring and evaluation of the Title II, Part A, Teacher Quality section of the No Child Left Behind Act and the Title II Higher Education Act Report, overseeing the development, implementation and evaluation of the South Carolina Teacher Advancement Program and overseeing the development, implementation and evaluation of teacher recruitment and retention programs.

PRINCIPAL, BROOKLAND-CAYCE HIGH SCHOOL, Lexington District Two, Cayce, SC
2001-2005
Responsibilities included: Supervision of the school program and staff, creating a vision for the school and carrying out the plan of action within the school and community

ADJUNCT PROFESSOR, UNIVERSITY OF SOUTH CAROLINA, Department of Educational Leadership, Columbia, SC
2003-Present
Responsibilities include: Teaching the principalship practicum, a two semester course that serves as the culmination of the Masters' degree program in Educational Administration

ASSISTANT PRINCIPAL FOR INSTRUCTION, BROOKLAND-CAYCE HIGH SCHOOL, Lexington District Two, Cayce, SC
1999-2001
Responsibilities included: Curriculum and Instruction, scheduling, testing, attendance, student activities, staff development, supervision of students, and teacher evaluation

ASSISTANT PRINCIPAL FOR CURRICULUM AND INSTRUCTION, CROSSROADS MIDDLE SCHOOL, District Five of Lexington and Richland Counties, Irmo, SC
1998-1999
Duties included: Assisting with the opening of a new school, constructing master schedule, allocating budgets to departments and teachers, developing a curricular vision, teacher assignments, interviewing teachers, meshing the skills of teachers from two faculties, assessing building needs, working with contractors responsible for renovations, textbooks, and discipline

ASSISTANT PRINCIPAL FOR CURRICULUM AND INSTRUCTION, IRMO MIDDLE SCHOOL-CAMPUS I, District Five of Lexington and Richland Counties, Irmo, South Carolina
1997-98
Responsibilities included: Curriculum and instruction, teacher supervision and evaluation, orientation and mentoring for first year teachers, textbooks, supervision of departments, discipline, staff development and in-service training, maintaining budgets for staff development and continuous improvement, approval and disbursement of professional leave, program improvement committee coordination, and coordination of standardized testing

TEAM LEADER and TEACHER, PINE RIDGE MIDDLE SCHOOL, Lexington District Two, West Columbia, South Carolina
1994-1997
Responsibilities included: Scheduling, planning and conducting team meetings, mediating concerns between teachers, staff and administration, disseminating information, maintaining clear communication with administration, Student Council advisor, and Cheerleading coach

EDUCATION

UNIVERSITY OF SOUTH CAROLINA
Doctor of Philosophy in Educational Administration, August 2002

UNIVERSITY OF SOUTH CAROLINA
Educational Specialist, May 1999

UNIVERSITY OF SOUTH CAROLINA
Masters in Educational Administration, May 1997

UNIVERSITY OF SOUTH CAROLINA
Bachelor of Fine Arts in Art Education, May 1994

PROFESSIONAL ACCOMPLISHMENTS

- Appointed to the Education Oversight Committee's, South Carolina Teacher Recruitment and Retention Task Force, 2007
- Wrote and received a $34 million grant from the United Stated Department of Education, 2006
- National Association of Secondary School Principals/Met Life Secondary Principal of the Year for South Carolina, 2005
- Executive Board Member, NASSP's National Association of Student Councils, 2004-05
- Joseph B. Whitehead National Educator of Distinction Award Recipient, Presented by the Coca-Cola Scholars Foundation for exemplary dedication to the field of education, 2005, 2003
- NASSP LEAD Conference, Facilitator and Featured Presenter: Keys to Positive Communication, Dallas, TX, 2005
- Principal of the Year, South Carolina Athletic Administrators Association, 2004
- South Carolina Department of Education, Conducted Seminar for Principal Leaders, 2004
- Southern Association of Student Councils, Presented: Principal Insights for Student Leaders, New Orleans, LA, 2004
- President, South Carolina High School League, AAA Classification, 2003
- Phi Delta Kappa International Conference, Presentation of SCDE Red Carpet Award, St. Louis, MO, 2003
- Phi Delta Kappa International Outstanding Dissertation Award, 2002
- South Carolina Department of Education's External Review Team, 2002-Present
- Area Coordinator, Phi Delta Kappa International, serving Southern Region, 2002-Present
- University of South Carolina, Department of Educational Leadership Facilitator, Supervision course on-site sessions, 2003-Present
- SCDE Office of School Quality, Workshop Facilitator- SAT Preparation, 2002
- President, Phi Delta Kappa, University of South Carolina Faculty Chapter, 2001
- SCDE Office of Safe Schools and Youth Services, Presented: Using PSAT Results, 2001
- SC Consortium for Gifted Education, Presented: Improving SAT Performance, 2001
- Governor's Press Conference Releasing South Carolina SAT Scores, Facilitator, 2000
- Vice-President, Phi Delta Kappa, University of South Carolina Faculty Chapter, 2000

- Executive Board, South Carolina Middle School Association, 1996
- Regional Director for the Midlands region of the SC Middle School Association, 1996-98
- Teacher of the Year, Pine Ridge Middle School, Lexington District Two1995-96
- Chairperson for Diversity Focus for District Strategic Plan, District Five of Lexington and Richland Counties, 1998
- School District Five Of Lexington and Richland Counties' Language Arts Leadership Team and SAT Improvement Committee Member, 1997-1999
- SCASA Award of Excellence Committee, 1999
- SC Middle School Association' Strategic Plan, Steering Committee, 1998
- South Carolina State Department of Education Showcase, Presenter, 1996
- District Leadership Council, Lexington District Two, 1995-96
- Coordinator, Lexington District Two Artistically Gifted and Talented Program 1995-2001
- South Carolina Middle School Association Conference, Presenter, 1994-1996

PUBLICATIONS

Batten, A., Semsar, J. and Kessel, I. "Ask the experts," *Leadership for Student Activities*, vol. 33:3, November 2004, p.46.

Batten, A. and Jacobs, J. Relationships between experiences and attrition for induction year teachers. (2003). National Council of Professors of Educational Administration. Sedona, AZ.

Batten, Allison M. (2002) Induction year teachers in South Carolina high schools: Relationships between their assessments of experiences and attrition. Columbia: University of South Carolina, College of Education.

Batten, et al. (2001) Needs of induction year teachers in South Carolina's professional development schools. Columbia: University of South Carolina, College of Education.

PROFESSIONAL MEMBERSHIPS

- South Carolina Advisory Board for the National Commission on Teaching and America's Future
- The Council of Chief State School Officers' Interstate New Teacher Assessment and Support Consortium, Member
- Instructional Leaders Roundtable, South Carolina Association of School Administrators
- South Carolina Association of Colleges for Teacher Education
- South Carolina Association of Teachers of Education
- University of South Carolina, Quality Assurance Committee
- Executive Board, National Association of Student Councils, Principal Representative, 2004-05
- Lexington County Sheriff's Student Advisory Council, Principal Representative, 2005
- National Association of Secondary School Principals
- South Carolina Association of School Administrators
- Phi Delta Kappa International
- University of South Carolina Chapter, Phi Delta Kappa
- South Carolina Middle School Association
- International Reading Association
- National Art Education Association
- Lexington County Principals' Association
- Alpha Delta Kappa International, Omicron Chapter
- Brookland-Cayce High School Educational Foundation

TAP Regional Master Teacher

Basic Job Responsibilities – Regional Master Teacher

1. Data Analysis with Schools

   Some of the responsibilities a Regional Master Teacher will have as a member of this team are to: Aide schools with the Analysis of student data to identify and break down student learning goals by school, content area, and grade level. After the school has completed the analysis of the data, the Regional Master teachers should help develop school academic achievement plan, create school assessment plan, monitor goal setting activities, provide ideas for classroom follow-up and goal attainment for cluster groups and individual growth plans and assess teacher evaluation results and maintain inter-rater reliability. These items are best completed with the leadership team.

2. Cluster Group Planning, Implementation, and Evaluation

   As a RMT, it will be necessary to work with the master teacher in developing the long range cluster plan and maintaining weekly cluster group meeting records and activities. The RMT will be involved with overseeing the implementation of cluster meetings with follow up regarding the STEPS for Effective Learning. They will provide appropriate follow-up with the master teacher on the assessment of all cluster groups' progress towards goals. The RMT should coach the master and/or mentor teachers on the reinforcement and refinement areas of the cluster and if necessary, model an appropriate cluster. The RMT should aide with the analysis of student work to verify the effectiveness of the cluster meetings. When appropriate, the RMT should work with the school leadership team to create and validate effective Cluster meetings.

3. Manage Teachers' Individual Growth Plans

   Oversees Master and mentor teachers in developing goals, providing instructional interventions with proven results, facilitates teacher proficiency with these new strategies through classroom and cluster based follow-up, and ensures that the progression of the master and mentor teacher skill development is aligned with changing teacher and student learning needs as it relates to effective cluster implementation.

4. Evaluations/Conferencing

   Conducts cluster evaluations and conferencing for both formal and informal observations. Holds effective pre- and post- conferences with master and mentor teachers. Conducts classroom observations on Master and Mentor teachers with follow up post conferences. Conducts observations with

members of the leadership team for inter-rater reliability purposes. RMT will not be involved in regular teacher observations.

5. Professional Growth

   While the regional master teacher is expected to come to the job with a high level of educational knowledge, they will be afforded the opportunity to work with a TAP State Directors and with other regional master teachers in an effort to enhance their skills and provide their teachers with only the best instructional interventions and strategies. It will be expected that Regional Master Teachers conduct regional trainings for their schools on all areas of implementation of TAP.

6. School observations

   RMTs are expected to visit with schools, Master and Mentor teachers, and school leadership teams consistently. Regional Master Teachers should spend 3 to 4 days per week in schools working with the SLT to implement TAP.

7. Planning and Follow ups

   RMTs should submit a plan of action for the week no later than Monday morning for the upcoming week. This plan is a tentative plan on what areas the RMT will be working on with which schools. Additionally, the RMTs should submit a follow up detailing the work that was completed the week prior as well the effectiveness of the efforts that were seen at the school. Follow ups should be provided to each school within 48 hours of a visit detailing what was seen with a reinforcement and refinement area to aide with growth.

Qualifications

Regional Master Teachers are required to have substantially more experience in curriculum development, professional development and mentoring than a traditional master teacher. They must represent the “gold standard” in teaching and professional development and serve as a role model to all other instructional staff. Master teachers should have at least five years experience at the teacher level and a proven track record in increasing student achievement at both the individual teacher level as well as the building level. Regional Master Teachers must have contributed to their profession through activities such as conducting research, publishing articles or other work in reputable education journals, teaching at the higher education level, presenting at conferences and receiving awards recognizing their educational talents. Finally, Regional Master teachers need to be excellent communicators with students and adults alike.

Specific Qualifications Required:

- Master's degree in relevant academic discipline.
- Doctorate degree in relevant academic discipline desired.
- At least five years of successful teaching as measured by performance evaluations, promotions, and portfolio of work.
- For teachers currently in TAP schools, exemplary scores on the TAP Teacher Performance-based Accountability evaluation.
- Demonstrated expertise in content, curriculum development, student learning, test analysis, mentoring, and professional development as demonstrated by an advanced degree, advanced training and/or career experience.
- Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional interventions.
- Instructional expertise demonstrated through model teaching, team-teaching, video presentations, and student achievement gains.
- Classroom demonstrations and external observations.
- Proof of effective professional development for individuals as well as large groups
- Proof of contribution to profession such as research, publications, university teaching, presentations, awards.
- Excellent communication skills and an understanding of how to facilitate growth in adults.

Overview of Master Teacher Position

Regional Master teachers function in a unique manner relative to the school level leadership teams. Their main function is to work with the leadership team to implement the professional development aspect of the Teacher Advancement Program. The Regional Master Teachers work with the Master and Mentor teachers on implementation and evaluation of cluster meetings and individual growth of teachers. Additionally, Regional Master Teachers work with the leadership teams to analyze school data to create school and cluster plans. Regional Master Teachers will be responsible for maintaining communication from the state level to the individual schools as well as inform the schools of any changes that occur with the implementation of TAP. Finally, Regional Master Teachers will conduct regional and state level trainings to build capacity of the program at the school level.

Roles and Responsibilities

- Analyze school-wide student data as basis for developing school plan.
- Develop school plan utilizing the TAP processes.
- Oversee planning, facilitation and follow-up of cluster group meetings during professional growth blocks.

- Team-teach with colleagues, demonstrate model clusters, and develop and help implement curriculum.
- Observe and provide peer assistance and coaching of the master and mentor teachers towards meeting Individual Growth Plan goals.
- Evaluate Master and Mentor teacher performance using TAP Rubrics and conduct follow-up conferences.
- Participate in all TAP trainings.
- Lead professional development meetings at region, state, and national levels
- Maintain records of implementation for each individual school
- Document and coach leadership teams
- Work an expanded calendar year

TAP MASTER TEACHER

Basic Job Responsibilities – Master Teacher

1. Leadership Team Participation

   Some of the responsibilities a Master teacher will have as a member of this team are to: Analyze student data to identify student learning goals by grade level, Develop school academic achievement plan, Create school assessment plan, Monitor goal setting, activities, classroom follow-up and goal attainment for cluster groups and individual growth plans, Assess teacher evaluation results and maintain inter-rater reliability.

2. Cluster Group Planning and Implementation

   As a Cluster group leader, the master teacher will be responsible for: Developing the long range cluster plan, weekly cluster group meeting records and activities with other members of the Leadership Team, Overseeing and leading, co-leading or attending selected cluster meetings weekly following the STEPS for Effective Learning, Providing appropriate follow-up in the classroom, and assessing all cluster groups' progress towards goals.

3. Manage Teachers' Individual Growth Plans

   Oversees groups of teachers in developing goals, provides instructional interventions with proven results, facilitates teacher proficiency with these new strategies through classroom based follow-up, and ensures that the progression of teacher skill development is aligned with changing student learning needs.

4. Evaluations/Conferencing

   Conducts classroom evaluations and conferencing for both formal and informal observations.

5. Classroom Follow-up

   Includes **observation/feedback, model teaching** (demonstration lessons) and **team-teaching** following every cluster meeting and in individual teacher mentoring situations.

6. Professional Growth

   While the master teacher is expected to come to the job with a high level of educational knowledge, they will be afforded the opportunity to work with a TAP State Director, "Lead" Master teacher and with other master teachers in an effort to enhance their skills and provide their teachers with only the best

instructional interventions and strategies. In some cases, mentor teachers will attend selected in-service training sessions.

Qualifications

Master teachers are required to have substantially more experience in curriculum development, professional development and mentoring than a traditional teacher. They must represent the "gold standard" in teaching and serve as a role model to all other instructional staff. Master teachers should have at least five years experience at the mentor level and a proven track record in increasing student achievement. Master teachers must have contributed to their profession through activities such as conducting research, publishing articles or other work in reputable education journals, teaching at the higher education level, presenting at conferences and receiving awards recognizing their educational talents. Finally, master teachers need to be excellent communicators with students and adults alike.

Specific Qualifications Required:

- Master's degree in relevant academic discipline.
- Doctorate degree in relevant academic discipline desired.
- At least five years of successful teaching as measured by performance evaluations, promotions, and portfolio of work.
- For teachers currently in TAP schools, exemplary scores on the TAP Teacher Performance-based Accountability evaluation.
- Demonstrated expertise in content, curriculum development, student learning, test analysis, mentoring, and professional development as demonstrated by an advanced degree, advanced training and/or career experience.
- Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional interventions.
- Instructional expertise demonstrated through model teaching, team-teaching, video presentations, and student achievement gains.
- Classroom demonstrations and external observations.
- Proof of contribution to profession such as research, publications, university teaching, presentations, awards.
- Excellent communication skills and an understanding of how to facilitate growth in adults.

Overview of Master Teacher Position

Master teachers function in a unique manner relative to the traditional teacher. Their primary role is, with the principal, to analyze student data and create and institute an academic achievement plan for the building. Master teachers lead cluster groups, and provide demonstrations lessons, coaching and team-teaching to career teachers. They also spend, on average, two hours per day teaching students. Master teachers collaborate to develop and to determine 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.

Roles and Responsibilities

- Analyze school-wide student data as basis for developing school plan.
- Develop school plan utilizing the TAP processes.
- Oversee planning, facilitation and follow-up of cluster group meetings during professional growth blocks.
- Team-teach with colleagues, demonstrate model lessons, and develop and help implement curriculum.
- Observe and provide peer assistance and coaching towards meeting teachers' Individual Growth Plan goals.
- Evaluate teacher performance using TAP Rubrics and conduct follow-up teacher conferences.
- Participate in all TAP trainings and become a certified a TAP evaluator.
- Attend professional development meetings facilitated by the "Lead" Master Teacher and TAP State Director.
- Work an expanded calendar year.

Appraisal

The principal, the "Lead" Master teacher, the TAP Executive Director and other master teachers will appraise master teachers informally and formally on an ongoing basis. (See: *Teacher Advancement Program: Teacher Institutionally-focused Accountability and Pay Guide*.) As well, mentor and career teachers will participate in master teacher evaluations.

Prime Coach Evaluator

Basic Job Responsibilities – Prime Coach Evaluator

Prime Coach Evaluator will facilitate change in instructional practices of teachers that will enable teachers to diagnose student needs more analytically; plan more productively; and teach more effectively.

Responsibilities include:

1. The PCE provides leadership for teachers by planning, collaborating, organizing, mentoring and facilitating change to improve the instructional program.
2. The PCE observes teachers in their classrooms and offers insights for the enhancement of teaching-learning situations.
3. The PCE disaggregates and analyzes data and assists principals and teachers in its interpretation to measure and improve student achievement and/or program effectiveness.
4. The PCE provides knowledge of appropriate standards, content, materials, and resources.
5. The PCE facilitates the use of research-based teaching strategies through Master Teachers to address the needs of teachers and school goals as related to individual evaluations.
6. The PCE provides staff development concepts to Master Teachers as needed to implement the teacher's individual growth plan.
7. The PCE establishes, maintains and enhances effective communication with administrators, teachers, parents and other stakeholders.
8. The PCE demonstrates a commitment to professional growth and ethical standards to advance the mission, goals and policies of SCTAP.
9. The PCE works with principals and teachers in organizing grade level/department meetings in order to affect horizontal and vertical continuity and articulation of instructional program throughout the school.
10. The PCE demonstrates appropriate use of educational tools to enhance and extend instruction
11. The PCE performs other duties related to the improvement of student achievement as determined by the principal.

Qualifications

Prime Coach Evaluators are required to have substantially more experience in evaluation, curriculum development, professional development and coaching/mentoring than a traditional teacher. They must be able to serve as a role model to all other instructional staff. The PCE should have at least five years experience as a coach and a proven track record in increasing student achievement among peers. The PCE must have contributed to their profession through coaching activities such as individual coaching, peer coaching, group professional development coaching and problem solving strategies. Finally, PCEs need to be excellent communicators with students and adults alike.

Specific Qualifications Required:

- Master's degree in relevant academic discipline.
- Instructional Coaching training; ie: Cognitive Coaching, etc.
- At least five years of successful teaching as measured by performance evaluations, promotions, and portfolio of work.
- For teachers currently in TAP schools, exemplary scores on the TAP Teacher Performance-based Accountability evaluation.
- Demonstrated expertise in evaluation, coaching, curriculum development, student learning, test analysis, mentoring, and professional development as demonstrated by an advanced degree, advanced training and/or career experience.
- Student data that illustrates the teacher's ability to increase student achievement through utilizing sPCEific instructional interventions.
- Instructional expertise demonstrated through model teaching, team-teaching, video presentations, and student achievement gains.
- Classroom demonstrations and external observations.
- Proof of contribution to profession such as research, publications, university teaching, presentations, awards.
- Excellent communication skills and an understanding of how to facilitate growth in adults.

Overview of the Prime Coach Evaluator:

The Prime Coach Evaluator will devote 100% of time in their individual school to SC TIF and will provide significant evaluative leadership and share responsibilities of teacher evaluation and data analysis with the principal. The prime coach evaluator must be skilled in working with individualized coaching (i.e.: Cognitive Coaching or a similar method) and teacher evaluation systems. It will be recommended that candidates for this position have a master's degree and at least 5 years of successful teaching experience. The prime coach evaluator will spend the majority of time evaluating and coaching teachers as well as analyzing data to work with teachers. With the collegial approach to the leadership team, this role will be vital to ensure connections between individual

evaluations, identified student and teacher needs, and the goals of professional development.

Roles and Responsibilities

- Analyze school-wide student data as basis for developing school plan.
- Develop school plan utilizing the TAP processes.
- Oversee planning, facilitation and follow-up of cluster group meetings during professional growth blocks.
- Team-teach with colleagues, demonstrate model lessons, and develop and help implement curriculum.
- Observe and provide peer assistance and coaching towards meeting teachers' Individual Growth Plan goals.
- Evaluate teacher performance using TAP Rubrics and conduct follow-up teacher conferences.
- Participate in all TAP trainings and become a certified a TAP evaluator.
- Attend professional development meetings facilitated by the "Lead" Master Teacher and TAP State Director.
- Work an expanded calendar year.

Appraisal

The principal, the Regional Master Teacher, the TAP Executive Directors will appraise master teachers informally and formally on an ongoing basis. As well, mentor and career teachers may participate in Prime Coaching Evaluators' evaluations.

TAP MENTOR TEACHER

Basic Job Responsibilities MENTOR Teacher

1. Leadership Team Participation

   Some of the responsibilities a mentor teachers will have as a member of this team are to: Analyze student data to identify student learning goals by classroom level, Develop academic achievement plan, Create classroom assessment plans, Monitor goal setting, activities, classroom follow-up and goal attainment for cluster groups and individual growth plans, Assess teacher evaluation results and maintain inter-rater reliability.

2. Cluster Group Planning and Implementation

   As a Cluster group facilitator, the mentor teacher will coordinate with the master teacher for: Developing the long range cluster plan, weekly cluster group meeting records and activities with other members of the Leadership Team, Overseeing and leading, co-leading or attending selected cluster meetings weekly following the STEPS for Effective Learning, Providing appropriate follow-up in the classroom, and assessing all cluster groups' progress towards goals.

3. Manage Teachers' Individual Growth Plans

   Working with the Master teacher, Peer coach groups of teachers in developing goals, provides instructional interventions with proven results, facilitates teacher proficiency with these new strategies through classroom based follow-up, and ensures that the progression of teacher skill development is aligned with changing student learning needs.

4. Evaluations/Conferencing

   Conducts classroom evaluations and conferencing for both formal and informal observations.

5. Classroom Follow-up

   Includes **observation/feedback, model teaching** (demonstration lessons) and **team-teaching** following every cluster meeting and in individual teacher mentoring situations.

6. Professional Growth

   While the master teacher is expected to come to the job with a high level of educational knowledge, they will be afforded the opportunity to work with a TAP State Director, mentor teachers, along with other master teachers, will

work in an effort to enhance their skills and provide their teachers with only the best instructional interventions and strategies. In some cases, mentor teachers will attend selected in-service training sessions to grow towards becoming a master teacher.

Qualifications

Mentor teachers are required to have more experience in curriculum, professional development and coaching than a traditional teacher. They must represent a high standard in teaching and serve as a role model to all other teachers. Mentor teachers should have at least five years experience in teaching and a proven track record in increasing student achievement. Mentor teachers must have contributed to their profession through activities such as conducting research, publishing articles or other work in reputable education journals, teaching at the higher education level, presenting at conferences and receiving awards recognizing their educational talents. Finally, mentor teachers need to be excellent communicators with students and adults alike.

Specific Qualifications Required:

- Working towards a Master's degree in relevant academic discipline.
- At least five years of successful teaching as measured by performance evaluations, promotions, and portfolio of work.
- For teachers currently in TAP schools, exemplary scores on the TAP Teacher Performance-based Accountability evaluation.
- Demonstrated expertise in content, curriculum development, student learning, test analysis, mentoring, and professional development as demonstrated by an advanced degree, advanced training and/or career experience.
- Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional interventions.
- Instructional expertise demonstrated through model teaching, team-teaching, video presentations, and student achievement gains.
- Classroom demonstrations and external observations.
- Excellent communication skills and an understanding of how to facilitate growth in adults.

Overview of Master Teacher Position

Mentor teachers function in a unique manner relative to the traditional teacher. Their primary role is, with the master teacher, to analyze student data and create and institute an academic achievement plan for the building. Mentor teachers help facilitate cluster groups, and provide demonstrations lessons, coaching and team-teaching to career teachers. They also spend, on average, six hours per day teaching students. Mentor teachers collaborate with master teachers to develop and to determine the adoption of learning resources. They are partners with the leadership team in evaluating other teachers. Mentor teachers may also

partner with the principal in sharing some of the responsibility of interacting with parents.

Roles and Responsibilities

- Analyze classroom level student data as basis for developing individual teaching plans.
- Develop classroom plans utilizing the TAP processes.
- Oversee planning, facilitation and follow-up of cluster group meetings during professional growth blocks.
- Team-teach with colleagues, demonstrate model lessons, and develop and help implement curriculum.
- Observe and provide peer assistance and coaching towards meeting teachers' Individual Growth Plan goals.
- Evaluate teacher performance using TAP Rubrics and conduct follow-up teacher conferences.
- Participate in all TAP trainings and become a certified a TAP evaluator.
- Attend professional development meetings facilitated by the "Lead" Master Teacher and TAP State Director.
- Work an expanded calendar year.

Appraisal

The principal, the Regional Master Teacher, the TAP Executive Directors will appraise menttr teachers informally and formally on an ongoing basis.

Program Specialist

SCTAP

The Program Specialist will devote his/her time to the SCDE SC TIF Project. The major responsibilities of this position will be to

- Design training and technology to enhance implementation of TAP in SC TIF schools
- Provide administrative/secretarial support to the office as it relates to SC TIF
- Complete administrative tasks and projects related to the project
- Answer questions, direct requests to appropriate staff and work with others in the department to resolve issues related to the project activities
- Create and monitor participant data base
- Assist in the coordination of development sessions
- Make business travel arrangements for Project Director
- Order and track supplies for the project, and
- Other duties as assigned

The preferred qualifications for this position are an educational and three or more years of administrative experience in a fast-paced environment. A preference will be given to individuals who have experience working at a state level. This position requires exceptional organizational skills as well as excellent written and verbal skills and the ability to multitask and handle confidential and delicate situations. The individual must possess advanced skills in Microsoft Office and computer applications.

Budget Narrative

Budget Narrative

Attachment 1:
Title: **SC TIF Budget Narrative** Pages: **58** Uploaded File: **Budget Narrative Final (2).pdf**

Section 7: Budget Narrative

BUDGET NARRATIVE (FORM 524)
PROJECT-YEAR BUDGET TABLES AND NARRATIVES

TIF GRANT PLANNING YEAR

Budget Year Summary: Year 1	
Budget Categories	**Total**
1. Personnel	[redacted]
2. Fringe Benefits	
3. Travel	
4. Equipment	
5. Supplies	
6. Contractual	
7. Construction	
8. Other	
9. Total Direct Costs (lines 1-8)	
10. Indirect Costs*	
11. Training Stipends	
12. Total Costs (lines 9-11)	

PROJECT-YEAR BUDGET NARRATIVE: YEAR ONE

1) Personnel

For SC TIF to be a complete success, the most important item is to hire all state-level TAP staff. That includes the TAP Director, program assistant, and the Regional Master Teachers (RMTs). Personnel costs associated with this grant are laid out to ensure that such a large cohort of schools as is included in SC TIF application will receive all

necessary support to implement TAP with fidelity. The TAP Director's salary will be [redacted] and will be spend 80% of his time on the SC TIF project. The remaining 20% will be in-kind matching using state Title II monies. The Principal Investigator, who oversees the TAP Director, will contribute up to 10% of her time, as needed, to the grant. This represents an in-kind contribution of up to [redacted] These positions are primarily responsible for fiscal grant management and overall implementation of the TAP System. The TAP program specialist will earn a salary of [redacted] and will be paid from the TIF grant. RMTs will each be paid [redacted]

Personnel: The following requested personnel will all be hired as employees of the project.	**FTE%**	**Total Salary**	**TIF Grant Allocated Salary**
TAP Director: holds ultimate responsibility for TAP implementation in South Carolina. Paid approximate salary of a high school principal. Responsibilities include (defined further in TIF Application): • Convening the TAP Network and working with schools through all implementation challenges • Supervising Regional Master Teachers, program specialist • Providing on-site technical assistance • Leading quarterly advisory board meetings • Assisting in data management to ensure validation for those who receive incentive bonuses	80%	[redacted]	[redacted]
Program Assistant: assists the TAP Director in all TAP	100%	[redacted]	[redacted]

implementation. Also spends 100% of time on TIF activities. Responsibilities include: • Design initial and continuing training for school-based master and mentor teachers • Working with TAP schools to help them attract highly qualified and effective teachers • Administrative, clerical and fiscal support • Preparing minutes from TAP network meetings • Scheduling and preparing materials for TAP Network meetings • Data management responsibilities, ensures quality data collection and validate performance incentives			
Regional Master Teachers (4): Each RCMT will devote 100% of his or her time to TIF grant work and will work with approximately 10 local schools. RMTs attend TAP trainings and build capacity of Master and Mentor teachers. RMTs are paid a comparable salary to a school principal. Other duties include: • Evaluating and supporting career, mentor and master teachers • Assisting in school-level data analysis, goal setting and cluster groups • Assisting the TAP Director in providing training sessions	100%	[redacted]	[redacted]

• Participating in TAP Network and other meetings or phone calls necessary with TIF and TAP Directors			
School Based Master teachers: Master teachers will design and lead embedded professional development for individual teachers as well as cluster groups. The salary represents the average salary of a teacher with a master's degree and 20 years of experience. Each school (42) will have 1 master teacher.	100%	[redacted]	[redacted]
Master Teacher Salary augmentation: Each Master teacher earns [redacted] per year above their previous salary in return for additional job responsibilities.	100%	[redacted]	[redacted]
School Based Prime Coaching Evaluator (PCE): The PCE will be responsible for data collection, evaluating and coaching individual teachers as well as coordinating with the Master teachers to ensure that professional development is aligned to the specific needs of both the students and the teachers. This position will only affect schools with significantly large populations (15).	100%	[redacted]	[redacted]
Prime Coaching Evaluator augmentation: Each Master teacher earns [redacted] per year above their previous salary in return for additional job responsibilities.	100%	[redacted]	[redacted]
Mentor teacher salary augmentation: each mentor teacher earns [redacted] per year above their previous salary in return for additional job responsibilities (173).	100%	[redacted]	[redacted]
Totals:			**Total Personnel Cost:**

			[redacted]

2) Fringe Benefits

It is necessary to consider fringe benefits for the above positions. Thirty-one percent of each base salary in the personnel chart is used to calculate a total of [redacted] in fringe benefits for year one.

3) Travel

Travel is an essential expense to establish and monitor the structure of professional development and school culture as the needs change.

Travel	Number of Trips	Cost per Trip	Total
TAP Director travel for school based implementation meetings. Each school receives 2 implementation meetings. The first meeting is regarding the TAP System and design for that school and the second meeting is the value-added presentation with the performance incentive structure to ensure complete understanding. Approximately half of these meetings will require an overnight stay and per diem.	84	42 trips @ [redacted] or overnight meeting • 150 miles round trip @ federal mileage rate of $0.50 per mile • [redacted] per night for lodging • $40 per diem 42 trips @ [redacted] for single trip (150 miles round trip)	[redacted]
Regional Master Teacher startup training 1: This 3 day/3 night training is the second step toward a school's adoption of TAP.	2	[redacted] per trip X 2 trips = [redacted] • [redacted] per night out of state lodging • [redacted]0 flight cost • [redacted] per day per diem	[redacted]

NIET startup training 2: This 2 day/2 night training is the final step toward a school's adoption of TAP.	2	[redacted] per trip X 2 trips = [redacted] • [redacted]0 per night out of state lodging • [redacted] light cost • [redacted] per day per diem	[redacted]
Annual Nat'l TAP Conference Los Angeles, California: This 3 day/3 night conference will be attended by TAP state leadership and the TAP leadership teams from each TIF school in order to receive essential TAP training. Rate is based on conference being held in Los Angeles, California as it has been three of the past four year.	250	[redacted] • [redacted] per night out of state lodging • [redacted] flight cost • [redacted] per diem • [redacted] per day transportation	[redacted]
In-State travel:	1	[redacted] Federal Mileage Rate @ [redacted] Lodging rate @ [redacted] per day	[redacted]
Project Director Grant monitoring: Project Director will visit each school to assess implementation of TAP to ensure fidelity and assist in problem solving.	42	[redacted] Mileage rate of $0.50 with average trip to schools @ 150 miles	[redacted]
Site visits to TAP schools: Regional master teachers will visit each school at least once every two weeks in the initial year to aide with implementation of TAP and coach master and mentor teachers and principals on effective practice. These visits will be for 2 days a month per school.	84	[redacted] Mileage rate of [redacted] with average trip to schools @ 150 miles	[redacted]
Statewide Principal	2	[redacted]	[redacted]

meetings: This meeting is designed for ongoing training for administrators on implementation practices and leadership skill training. A meeting will be held in the fall and spring.		Mileage rate of [redacted] with average trip to meeting site @ 150 miles	
Statewide Master Teacher meeting: This meeting is an ongoing training on vital implementation aspects, such as value-added and implementation topics to ensure ongoing fidelity to the model. All Master teachers will attend.	2	[redacted] Mileage rate of [redacted] with average trip to schools @ 150 miles	[redacted]
Annual TIF 3 day Summer Implementation Institute. All schools will send leadership teams to a summer institute for continual statewide structural updates. Approximately 4 individuals per school (Principal, Assistant Principal, Master teacher and 1 mentor teacher) will attend yearly.	1	[redacted] 42 schools each with 2 nights with 6 people, 3 rooms and 2 cars • [redacted] per night conference rate • Mileage at Federal rate of [redacted] x 150 miles round trip • Per diem of [redacted] per day	[redacted]
TIF Annual Grantee Meeting: Required meeting for all TIF grantees for 2 days/1 night.	3	[redacted] [redacted] [redacted]0 per night conference rate • Transportation [redacted] per day X 2 days • Per diem of [redacted] per day X 2 • Flight [redacted]	[redacted]
TIF Annual Topical Meeting: Required meeting for all TIF grantees for 2 days/1 night.	2	[redacted] • [redacted] per night conference rate • Transportation [redacted] per day X 2 days • Per diem of [redacted] per day X 2 Flight $[redacted]	[redacted]
Total:			[redacted]

4) Equipment

Equipment will be provided as an in-kind contribution from SCDE for the Principal Investigator, as well as any other staff who assist with the grant. The TIF grant will contribute computers and wireless internet access for the TAP Director and RMTs, as well as an LCD and printer for the TAP Director, the program specialist, and 1 for each of the RMTs. TAP staff housed at the State Department of Education will be provided with office supplies and equipment as an in-kind contribution from SCDE.

Valuing computers at [redacted] per computer, printers at [redacted] per printer or LCD, and internet access and other technical equipment at [redacted] per person.

Item Description	Cost of Item	Number of Items	Total Amount
Computers	[redacted]	6	[redacted]
LCD Projector	[redacted]	6	[redacted]
Printers	[redacted]	6	[redacted]
Wireless Access	[redacted]	6	[redacted]
Total:			[redacted]

5) Supplies

It is necessary to include a budgetary line item for basic training supplies for statewide trainings including, but not limited to, statewide master teacher meetings, statewide administrator meetings, and TIF Summer Implementation Institute. Assuming an annual cost of [redacted] per school for the 42 schools directly involved with the implementation of TAP, the total value for training supplies in the first year is [redacted] This cost will include printing and binding materials for each participant for each session. The South Carolina Department of Education will provide all office supplies to the TAP Director, Principal Investigator and policy staff during the year one. The budget breakdown for training supplies is summarized in the following table.

Item	Cost per school	Total Amount	Total Cost

Supplies				42			

6) Contractual

Contractual	Number of trainings or schools	Total
Startup workshop training: SC TAP will contract with NIET to train staff in how to conduct annual startup workshops that will take place prior to the school year in TAP schools that need assistance. Each training costs [redacted] to conduct.	4	[redacted]
Annual access to TAP Training Portal: All TAP schools must have a subscription to the TAP training portal where videos of best classroom practices can be viewed, and other documents and information are shared. Access costs [redacted] per school.	42 schools	[redacted]
NIET School Review Process: SC TAP will contract with NIET to conduct a review of each TAP school annually to ensure fidelity to the TAP model. Each review costs [redacted]	10 schools per review	[redacted]
Comprehensive Online Data Entry: Data management system with payout process costs [redacted] per school with an additional [redacted] required each year for programmatic upgrades to system.	42 schools	[redacted]
360 degree administrative evaluation model for valid and reliable assessment of administration. [redacted] per administrator.	100 administrators	[redacted]
Data Linkage System to allow for verification and validation of student/teacher linkage to ensure reliability of the data for value-added calculations. Each school costs [redacted]	42 schools	[redacted]
Value Added calculations: Contract with a company to complete value-added calculations for all students	25,200 students 1,603 teachers	[redacted]

and schools.[redacted] per student and [redacted] per teacher.		
Grant Evaluation:		[redacted]
Communications:		[redacted]
Total:		[redacted]

7) Training Stipends
N/A

8) Other
Other costs in South Carolina's TIF grant during the planning year consist primarily of registration fees for conferences to provide greater professional development in the TAP System.

Item	Timing of Cost	Total Cost
SC TAP TIF Summer Implementation Institute: Includes location rental, necessary presentation equipment, and training materials.	Summer 2011	[redacted]
Teacher performance incentives: All teachers in TAP schools are eligible for performance incentives, based on classroom observation scores and student growth data. [redacted] per teacher.	End of the academic year 1,603 teachers	[redacted]
Administrator performance incentives: All principals and assistant principals in TAP schools are eligible for performance incentives based on evaluations and student growth data. [redacted] per administrative team.	End of the academic year. 42	[redacted]
Recruitment bonuses: Bonuses used for hard-to-staff subjects in high need schools that are hard to serve. Each first year bonus will be [redacted].	0	$0
Retention Bonuses: Bonuses used to retain quality teachers in the subject area that they were hired for. Year two and	0	$0

three bonuses are [redacted] respectively.		
Total:		[redacted]

9) Total Direct Costs

Total direct costs represent the sum of all budget line items discussed above. The total direct cost is [redacted]

10) Indirect Costs

An indirect cost rate of 2.0% is charged to all applicable costs through an indirect cost agreement through the South Carolina Department of Education. The amount of applicable costs is found by subtracting all equipment and contractual costs, less up to [redacted] per contract, from the total direct cost which totals [redacted]. The amount of indirect costs equals [redacted]

11) Total Costs

Total cost is the sum of total direct costs and total indirect costs. The total cost of the first year is [redacted]

Year 1 Cost	District Match Personnel and Fringe	District Match Incentives	TIF Grant Allocation
[redacted]	**$0**	**$0**	[redacted]

TIF GRANT YEAR 2

Budget Year Summary: Year 2	
Budget Categories	**Total**
1. Personnel	[redacted]
2. Fringe Benefits	
3. Travel	
4. Equipment	
5. Supplies	
6. Contractual	
7. Construction	
8. Other	
9. Total Direct Costs (lines 1-8)	
10. Indirect Costs*	
11. Training Stipends	
12. Total Costs (lines 9-11)	

PROJECT-YEAR BUDGET NARRATIVE: YEAR 2

1) Personnel

Personnel:.	FTE%	Total Salary	TIF Grant Allocated Salary

TAP Director: holds ultimate responsibility for TAP implementation in South Carolina. Paid approximate salary of a high school principal. Responsibilities include (defined further in TIF Application): • Convening the TAP Network and working with schools through all implementation challenges • Supervising Regional Master Teachers, program specialist • Providing on-site technical assistance • Leading quarterly advisory board meetings • Assisting in data management to ensure validation for those who receive performance incentives	80%	[redacted] + Cost Of Living increase of 3% [redacted]	[redacted]
Program Assistant: assists the TAP Director in all TAP implementation. Also spends 100% of time on TIF activities. Responsibilities include: • Design initial and continuing training for school-based master and mentor teachers • Working with TAP schools to help them attract highly qualified and effective teachers • Administrative, clerical and fiscal support • Preparing minutes from TAP network meetings	100%	[redacted] + Cost Of Living increase of [redacted]	[redacted]

• Scheduling and preparing materials for TAP Network meetings • Data management responsibilities to ensure quality data collection and validate performance incentives			
Regional Master Teachers (4): Each RCMT will devote 100% of his or her time to TIF grant work and will work with approximately 10 local schools. RMTs attend TAP trainings and build capacity of Master and Mentor teachers. RMTs are paid a comparable salary to a school principal. Other duties include: • Evaluating and supporting career, mentor and master teachers • Assisting in school-level data analysis, goal setting and cluster groups • Assisting the TAP Director in providing training sessions • Participating in TAP Network and other meetings or phone calls necessary with TIF and TAP Directors.	100%	[redacted] + Cost Of Living Increase of 3%	[redacted]
School Based Master teachers: Master teachers will design and lead embedded professional development for individual teachers as well as cluster groups. The salary represents the average salary of a teacher with a master's degree and 20 years of experience. Each school (42) will have 1 master teacher.	100%	[redacted] – 10% district match	[redacted]
Master Teacher Salary augmentation: Each Master teacher earns [redacted] per year above their previous salary in return for additional job	100%	[redacted] – 10% district match	[redacted]

responsibilities.			
School Based Prime Coaching Evaluator (PCE): The PCE will be responsible for data collection, evaluating and coaching individual teachers as well as coordinating with the Master teachers to ensure that professional development is aligned to the specific needs of both the students and the teachers. This position will only affect schools with significantly large populations (15).	100%	[redacted] – 10% district match	[redacted]
Prime Coaching Evaluator augmentation: Each Master teacher earns [redacted] per year above their previous salary in return for additional job responsibilities.	100%	[redacted] – 10% district match	[redacted]
Mentor teacher salary augmentation: each mentor teacher earns [redacted] per year above their previous salary in return for additional job responsibilities (173).	100%	[redacted] – 10% district match	[redacted]
Totals:			**Total Personnel Cost:** [redacted]

2) Fringe Benefits

It is necessary to consider fringe benefits for the above positions. Thirty-one percent of each base salary in the personnel chart is used to calculate a total of [redacted] in fringe benefits for year 2.

3) Travel

Travel is an essential expense to establish and monitor the structure of professional development and school culture as the needs change.

Travel	Number of Trips	Cost per Trip	Total
TAP Director travel for school based advisory meetings. Each school receives one advisory meeting per year regarding the TAP System implementation for that school and the value-added presentation as needed to ensure complete understanding. Approximately half of these meetings will require an overnight stay and per diem.	42	21 trips @[redacted] for overnight meeting • [redacted] miles round trip @ federal mileage rate of [redacted] per mile • [redacted] per night for lodging • [redacted]0 per diem 21 trips @[redacted] for single trip (150 miles round trip)	[redacted]
NIET ongoing training: This 2 day/2 night training is the continuation training toward effective implementation.	2	[redacted] • [redacted] per night out of state lodging • [redacted] flight cost • [redacted] per day per diem	[redacted]
Annual Nat'l TAP Conference: This 3 day/3 night conference will be attended by TAP state leadership and the TAP leadership teams from each TIF school in order to receive essential TAP training. Rate is based on conference being held in Los Angeles, California as it has been three of the past four year.	250	[redacted] • [redacted] per night out of state lodging • [redacted] flight cost • [redacted]1 per diem • [redacted] per day transportation	[redacted]
In-State travel	1	[redacted] Federal Mileage Rate @ [redacted] Lodging rate @[redacted] per day	[redacted]
Project Director Grant monitoring: Project Director will visit each school to assess implementation of TAP to ensure fidelity and assist in problem solving.	42	[redacted] Mileage rate of [redacted] with average trip to schools @[redacted] miles	[redacted]
Site visits to TAP schools: Regional master teachers will visit each school at least once	84	[redacted] Mileage rate of [redacted] with average trip to schools @[redacted]	[redacted]

every two weeks in the initial year to aide with implementation of TAP and coach master and mentor teachers and principals on effective practice. These visits will be for 2 days a month per school.		miles	
Statewide Principal meetings: This meeting is designed for ongoing training for administrators on implementation practices and leadership skill training. A meeting will be held in the fall and spring.	2	[redacted] Mileage rate of [redacted] with average trip to meeting site @ 150 miles	[redacted]
Statewide Master Teacher meeting: This meeting is an ongoing training on vital implementation aspects, such as value-added and implementation topics to ensure ongoing fidelity to the model. All Master teachers will attend.	2	[redacted] Mileage rate of [redacted] with average trip to schools @ 150 miles	[redacted]
Annual TIF 3 day Summer Implementation Institute. All school will send leadership team to a summer institute for continual statewide structural updates. Approximately 4 individuals per school (Principal, Assistant Principal, Master teacher and 1 mentor teacher) will attend yearly.	1	[redacted] 42 schools each with 2 nights with 6 people, 3 rooms and 2 cars • [redacted] per night conference rate • Mileage at Federal rate of [redacted] x 150 miles round trip • Per diem of [redacted] per day	[redacted]
TIF Annual Grantee Meeting: Required meeting for all TIF grantees for 2 days/1 night.	3	[redacted] • [redacted] per night conference rate • Transportation [redacted] per day X 2 days • Per diem of [redacted] per day X 2 • Flight [redacted]	[redacted]
TIF Annual Topical	2	[redacted]	[redacted]

Meeting: Required meeting for all TIF grantees for 2 days/1 night.		• [redacted] per night conference rate • Transportation [redacted] per day X 2 days • Per diem of [redacted] per day X 2 Flight [redacted]	
Total:			[redacted]

4) Equipment

All equipment is provided to staff during the planning year for the duration of the grant period.

5) Supplies

It is necessary to include a budgetary line item for basic training supplies for statewide trainings including, but not limited to, statewide master teacher meetings, statewide administrator meetings, and TIF Summer Implementation Institute. Assuming an annual cost of [redacted] per school for the 42 schools directly involved with the implementation of TAP, the total value for training supplies in the first year is [redacted]. This cost will include printing and binding materials for each participant for each session. The South Carolina Department of Education will provide all office supplies to the TAP Director, Principal Investigator and policy staff during the year one. The budget breakdown for training supplies is summarized in the following table.

Item	Cost per School	Total Amount	Total Cost
Supplies	[redacted]	42	[redacted]

6) Contractual

Contractual	Number of trainings or schools	Total
SC TAP will contract with NIET to train staff in continuation workshops that will take place prior to the each school year start up in TAP schools that need assistance. Each training costs [redacted] to conduct.	4	[redacted]
Annual access to TAP Training Portal: All TAP schools must have a subscription to the TAP training portal where videos of best classroom practices can be viewed, and other documents and information are shared. Access costs [redacted] per school.	42 schools	[redacted]
NIET School Review Process: SC TAP will contract with NIET to conduct a review of each TAP school annually to ensure fidelity to the TAP model. Each review costs [redacted]	10 schools per review	[redacted]
Comprehensive Online Data Entry: Data management system with payout process costs [redacted] per school with an additional [redacted] required each year for programmatic upgrades to system.	42 schools	[redacted]
360 degree administrative evaluation model for valid and reliable assessment of administration. [redacted] per administrator.	100 administrators	[redacted]
Data Linkage System to allow for verification and validation of student/teacher linkage to ensure reliability of the data for value-added calculations. Each school costs [redacted]	42 schools	[redacted]
Value Added calculations: Contract with a company to complete value-added calculations for all students and schools. [redacted] per student	25,200 students 1,603 teachers	[redacted]

and $25 per teacher.		
Grant Evaluation:		[redacted]
Communications:		[redacted]
Total:		[redacted]

7) Training Stipends
N/A

8) Other

Other costs in South Carolina's TIF grant during the planning year consist of registration fees for conferences that are similar to those in the planning year. Additionally, performance bonuses begin in year two of the grant.

Item	Timing of Cost	Total Cost
SC TAP TIF Summer Implementation Institute: Includes location rental, necessary presentation equipment, and training materials.	Summer 2012	[redacted]
Teacher performance bonuses: All teachers in TAP schools are eligible for performance bonuses, based on classroom observation scores and student growth data. [redacted] per teacher.	End of the academic year 1,603 teachers – district match of 15%	[redacted]
Administrator performance bonuses: All principals and assistant principals in TAP schools are eligible for performance bonuses based on evaluations and student growth data. [redacted] per administrative team.	End of the academic year. 42 – district match of 15%	[redacted]
Recruitment bonuses: Bonuses used for hard to staff subjects in high needs schools that are hard to serve. Each first year bonus will be [redacted]. Year two is calculated at the average year turnover rate of 10%.	10% of 1603 teachers = 160 recruitment bonuses @ [redacted] -15% district match	[redacted]
Retention Bonuses: Bonuses	0	$0

used to retain quality teachers in the subject area that they were hired for. Year two and three bonuses are [redacted] respectively.		
Total:		[redacted]

9) Total Direct Costs

Total direct costs represent the sum of all budget line items discussed above. The total direct cost is [redacted]

10) Indirect Costs

An indirect cost rate of 2.0% is charged to all applicable costs through an indirect cost agreement through the South Carolina Department of Education. The amount of applicable costs is found by subtracting all equipment and contractual costs, less up to [redacted] per contract, from the total direct cost which totals [redacted] The amount of indirect costs equals [redacted]

11) Total Costs

Total cost is the sum of total direct costs and total indirect costs. The total grant allocation of the second year is [redacted] In addition to that amount, [redacted] is made through a district match, resulting in a total cost for the second year of [redacted]

Year 2 Cost	District Match Personnel and Fringe	District Match Incentives	TIF Grant Allocation
[redacted]	[redacted]	[redacted]	[redacted]

TIF GRANT YEAR 3

Budget Year Summary: Year 3	
Budget Categories	**Total**
1. Personnel	[redacted]
2. Fringe Benefits	
3. Travel	
4. Equipment	
5. Supplies	
6. Contractual	
7. Construction	
8. Other	
9. Total Direct Costs (lines 1-8)	
10. Indirect Costs*	
11. Training Stipends	
12. Total Costs (lines 9-11)	

PROJECT-YEAR BUDGET NARRATIVE: YEAR 3

1) Personnel

Personnel:.	FTE%	Total Salary	TIF Grant Allocated Salary

TAP Director: holds ultimate responsibility for TAP implementation in South Carolina. Paid approximate salary of a high school principal. Responsibilities include (defined further in TIF Application): • Convening the TAP Network and working with schools through all implementation challenges • Supervising Regional Master Teachers, program specialist • Providing on-site technical assistance • Leading quarterly advisory board meetings • Assisting in data management to ensure validation for those who receive incentive bonuses	80%	[redacted] [redacted] based plus yearly Cost Of Living @ 3%	[redacted]
Program Assistant: assists the TAP Director in all TAP implementation. Also spends 100% of time on TIF activities. Responsibilities include: • Design initial and continuing training for school-based master and mentor teachers • Working with TAP schools to help them attract highly qualified and effective teachers • Administrative, clerical and fiscal support • Preparing minutes from TAP network meetings • Scheduling and preparing	100%	[redacted] [redacted] + yearly Cost Of Living increase @ 3%	[redacted]

materials for TAP Network meetings • Data management responsibilities to ensure quality data collection and validate performance incentives			
Regional Master Teachers (4): Each RCMT will devote 100% of his or her time to TIF grant work and will work with approximately 10 local schools. RMTs attend TAP trainings and build capacity of Master and Mentor teachers. RMTs are paid a comparable salary to a school principal. Other duties include: • Evaluating and supporting career, mentor and master teachers • Assisting in school-level data analysis, goal setting and cluster groups • Assisting the TAP Director in providing training sessions • Participating in TAP Network and other meetings or phone calls necessary with TIF and TAP Directors.	100%	[redacted] [redacted] + Cost Of Living Increase of 3%	[redacted]
School Based Master teachers: Master teachers will design and lead embedded professional development for individual teachers as well as cluster groups. The salary represents the average salary of a teacher with a master's degree and 20 years of experience. Each school (42) will have 1 master teacher.	100%	[redacted] – 25% district match	[redacted]
Master Teacher Salary augmentation: Each Master teacher earns [redacted] per year above their previous salary in return for additional job responsibilities.	100%	[redacted] – 25% district match	[redacted]

School Based Prime Coaching Evaluator (PCE): The PCE will be responsible for data collection, evaluating and coaching individual teachers as well as coordinating with the Master teachers to ensure that professional development is aligned to the specific needs of both the students and the teachers. This position will only affect schools with significantly large populations (15).	100%	[redacted] – 25% district match	[redacted]
Prime Coaching Evaluator augmentation: Each Master teacher earns [redacted] per year above their previous salary in return for additional job responsibilities.	100%	[redacted] – 25% district match	[redacted]
Mentor teacher salary augmentation: each mentor teacher earns [redacted] per year above their previous salary in return for additional job responsibilities (173).	100%	[redacted] – 25% district match	[redacted]
Totals:			**Total Personnel Cost:** [redacted]

2) Fringe Benefits

It is necessary to consider fringe benefits for the above positions. Thirty-one percent of each base salary and stipend in the personnel chart is used to calculate a total of [redacted] in fringe benefits for year three.

3) Travel

Travel is an essential expense to establish and monitor the structure of professional development and school culture as the needs change.

Travel	Number of Trips	Cost per Trip	Total
TAP Director travel for school based advisory	42	21 trips @[redacted] for overnight meeting	[redacted]

meetings. Each school receives one advisory meeting per year regarding the TAP System implementation for that school and the value added presentation as need to ensure complete understanding. Approximately half of these meetings will require an overnight stay and per diem.		• [redacted] miles round trip @ federal mileage rate of [redacted] per mile • [redacted] per night for lodging • [redacted] per diem 21 trips @ [redacted] for single trip (150 miles round trip)	
NIET ongoing training: This 2 day/2 night training is the continuation training toward effective implementation.	2	[redacted] • [redacted] per night out of state lodging • [redacted] flight cost • [redacted] per day per diem	[redacted]
Annual Nat'l TAP Conference: This 3 day/3 night conference will be attended by TAP state leadership and the TAP leadership teams from each TIF school in order to receive essential TAP training. Rate is based on conference being held in Los Angeles, California as it has been three of the past four year.	200	[redacted] • [redacted] per night out of state lodging • [redacted]0 flight cost • [redacted] per diem • [redacted] per day transportation	[redacted]
In-State travel	1	[redacted] Federal Mileage Rate @ [redacted] Lodging rate @ $100 per day	[redacted]
Project Director Grant monitoring: Project Director will visit each school to assess implementation of TAP to ensure fidelity and assist in problem solving.	42	[redacted] Mileage rate of [redacted] with average trip to schools @ 150 miles	[redacted]
Site visits to TAP schools: Regional master teachers will visit each school at least once every two weeks in the initial year to aide with implementation of TAP	84	[redacted] Mileage rate of [redacted] with average trip to schools @ 150 miles	[redacted]

and coach master and mentor teachers and principals on effective practice. These visits will be for 2 days a month per school.			
Statewide Principal meetings: This meeting is designed for ongoing training for administrators on implementation practices and leadership skill training. A meeting will be held in the fall and spring.	2	[redacted] Mileage rate of [redacted] with average trip to meeting site @ 150 miles	[redacted]
Statewide Master Teacher meeting: This meeting is an ongoing training on vital implementation aspects, such as value-added and implementation topics to ensure ongoing fidelity to the model. All Master teachers will attend.	2	[redacted] Mileage rate of [redacted] with average trip to schools @ 150 miles	[redacted]
Annual TIF 3 day Summer Implementation Institute. All school will send leadership team to a summer institute for continual statewide structural updates. Approximately 4 individuals per school (Principal, Assistant Principal, Master teacher and 1 mentor teacher) will attend yearly.	1	[redacted] 42 schools each with 2 nights with 6 people, 3 rooms and 2 cars • [redacted] per night conference rate • Mileage at Federal rate of [redacted] x 150 miles round trip • Per diem of [redacted] per day	[redacted]
TIF Annual Grantee Meeting: Required meeting for all TIF grantees for 2 days/1 night.	3	[redacted] • [redacted] per night conference rate • Transportation [redacted] per day X 2 days • Per diem of [redacted] per day X 2 • Flight [redacted]	[redacted]
TIF Annual Topical Meeting: Required meeting for all TIF grantees for 2 days/1	2	[redacted] • [redacted] per night conference rate • Transportation [redacted] per day X 2 days	[redacted]

night.		• Per diem of [redacted] per day X 2 Flight [redacted]	
Total:			[redacted]

4) Equipment

All equipment is provided to staff during the planning year for the duration of the grant period.

5) Supplies

It is necessary to include a budgetary line item for basic training supplies for statewide trainings including, but not limited to, statewide master teacher meetings, statewide administrator meetings, and TIF Summer Implementation Institute. Assuming an annual cost of [redacted] per school for the 42 schools directly involved with the implementation of TAP, the total value for training supplies in the first year is [redacted] This cost will include printing and binding materials for each participant for each session. The South Carolina Department of Education will provide all office supplies to the TAP Director, Principal Investigator and policy staff during the year one. The budget breakdown for training supplies is summarized in the following table.

Item	Cost per School	Total Amount	Total Cost
Training Supplies	[redacted]	42	[redacted]

6) Contractual

Contractual	Number of trainings or schools	Total
SC TAP will contract with NIET to train staff in continuation workshops that will take place prior to the each school year start up in TAP schools that need assistance. Each training costs [redacted] to conduct.	4	[redacted]
Annual access to TAP Training Portal: All TAP schools must have a subscription to the TAP training portal where videos of best classroom practices can be viewed, and other documents and information are shared. Access costs [redacted] per school.	42 schools	[redacted]
NIET School Review Process: SC TAP will contract with NIET to conduct a review of each TAP school annually to ensure fidelity to the TAP model. Each review costs [redacted].	10 schools per review	[redacted]
Comprehensive Online Data Entry: Data management system with payout process costs [redacted] per school with an additional [redacted] required each year for programmatic upgrades to system.	42 schools	[redacted]
360 degree administrative evaluation model for valid and reliable assessment of administration. [redacted] per administrator.	100 administrators	[redacted]
Data Linkage System to allow for verification and validation of student/teacher linkage to ensure reliability of the data for value-added calculations. Each school costs [redacted]	42 schools	[redacted]
Value Added calculations: Contract with a company to complete value-added calculations for all students and schools. [redacted] per student	25,200 students 1,603 teachers	[redacted]

and [redacted] per teacher.		
Grant Evaluation:		[redacted]
Communications:		[redacted]
Total:		[redacted]

7) Training Stipends
N/A

8) Other

Item	Timing of Cost	Total Cost
SC TAP TIF Summer Implementation Institute: Includes location rental, necessary presentation equipment, and training materials.	Summer 2013	[redacted]
Teacher performance bonuses: All teachers in TAP schools are eligible for performance bonuses, based on classroom observation scores and student growth data. [redacted] per teacher.	End of the academic year 1,603 teachers – district match of 30%	[redacted]
Administrator performance bonuses: All principals and assistant principals in TAP schools are eligible for performance bonuses based on evaluations and student growth data. [redacted] per administrative team.	End of the academic year. 42 – district match of 30%	[redacted]
Recruitment bonuses: Bonuses used for hard to staff subjects in high needs schools that are hard to serve. Each first year bonus will be [redacted]. Year two is calculated at the average year turnover rate of 10%.	5% of 1,603 teachers = 80 recruitment bonuses @[redacted] -30% district match	[redacted]
Retention Bonuses: Bonuses used to retain quality teachers in the subject area that they were hired for. Year two and three bonuses are [redacted] respectively.	160 teachers recruited from year 2 – 30% district match	[redacted]
Total:		[redacted]

9) Total Direct Costs

Total direct costs represent the sum of all budget line items discussed above. The total direct cost is [redacted]

10) Indirect Costs

An indirect cost rate of 2.0% is charged to all applicable costs through an indirect cost agreement through the South Carolina Department of Education. The amount of applicable costs is found by subtracting all equipment and contractual costs, less up to [redacted] per contract, from the total direct cost which totals [redacted]. The amount of indirect costs equals [redacted].

11) Total Costs

Total cost is the sum of total direct costs and total indirect costs. The total grant allocation of the third year is [redacted]. In addition to that amount, [redacted] is made through a district match, resulting in a total cost for the third year of [redacted]

Year 3 Cost	District Match Personnel and Fringe	District Match Incentives	TIF Grant Allocation
[redacted]	[redacted]	[redacted]	[redacted]

TIF GRANT YEAR 4

Budget Year Summary: Year 4	
Budget Categories	**Total**
1. Personnel	[redacted]
2. Fringe Benefits	
3. Travel	
4. Equipment	
5. Supplies	
6. Contractual	
7. Construction	
8. Other	
9. Total Direct Costs (lines 1-8)	
10. Indirect Costs*	
11. Training Stipends	
12. Total Costs (lines 9-11)	

PROJECT-YEAR BUDGET NARRATIVE: YEAR 4

1) Personnel

Personnel:.	FTE%	Total Salary	TIF Grant Allocated Salary

TAP Director: holds ultimate responsibility for TAP implementation in South Carolina. Paid approximate salary of a high school principal. Responsibilities include (defined further in TIF Application): • Convening the TAP Network and working with schools through all implementation challenges • Supervising Regional Master Teachers, program specialist • Providing on-site technical assistance • Leading quarterly advisory board meetings • Assisting in data management to ensure validation for those who receive incentive bonuses	80%	[redacted] [redacted] based plus yearly Cost Of Living @ 3%	[redacted]
Program Assistant: assists the TAP Director in all TAP implementation. Also spends 100% of time on TIF activities. Responsibilities include: • Design initial and continuing training for school-based master and mentor teachers • Working with TAP schools to help them attract highly qualified and effective teachers • Administrative, clerical and fiscal support • Preparing minutes from TAP network meetings • Scheduling and preparing	100%	[redacted] [redacted] + yearly Cost Of Living increase @ 3%	[redacted]

materials for TAP Network meetings • Data management responsibilities to ensure quality data collection and validate performance incentives			
Regional Master Teachers (4): Each RCMT will devote 100% of his or her time to TIF grant work and will work with approximately 10 local schools. RMTs attend TAP trainings and build capacity of Master and Mentor teachers. RMTs are paid a comparable salary to a school principal. Other duties include: • Evaluating and supporting career, mentor and master teachers • Assisting in school-level data analysis, goal setting and cluster groups • Assisting the TAP Director in providing training sessions • Participating in TAP Network and other meetings or phone calls necessary with TIF and TAP Directors.	100%	[redacted] [redacted]+ yearly Cost Of Living Increase of 3%	[redacted]
School Based Master teachers: Master teachers will design and lead embedded professional development for individual teachers as well as cluster groups. The salary represents the average salary of a teacher with a master's degree and 20 years of experience. Each school (42) will have 1master teacher.	100%	[redacted] – 33.3% district match	[redacted]
Master Teacher Salary augmentation: Each Master teacher earns[redacted] per year above their previous salary in return for additional job responsibilities.	100%	[redacted]– 33.3% district match	[redacted]

School Based Prime Coaching Evaluator (PCE): The PCE will be responsible for data collection, evaluating and coaching individual teachers as well as coordinating with the Master teachers to ensure that professional development is aligned to the specific needs of both the students and the teachers. This position will only effect schools with significantly large populations (15).	100%	[redacted] – 33.3% district match	[redacted]
Prime Coaching Evaluator augmentation: Each Master teacher earns [redacted] per year above their previous salary in return for additional job responsibilities.	100%	[redacted] – 33.3% district match	[redacted]
Mentor teacher salary augmentation: each mentor teacher earns [redacted] per year above their previous salary in return for additional job responsibilities (173).	100%	[redacted] – 25% district match	[redacted]
Totals:			**Total Personnel Cost:** [redacted]

2) Fringe Benefits

It is necessary to consider fringe benefits for the above positions. Thirty-one percent of each base salary in the personnel chart is used to calculate a total of [redacted] in fringe benefits for year 4.

3) Travel

Travel is an essential expense to establish and monitor the structure of professional development and school culture as the needs change.

Travel	Number of Trips	Cost per Trip	Total
TAP Director travel for school based advisory	42	21 trips @ [redacted] for overnight meeting	[redacted]

meetings. Each school receives one advisory meeting per year regarding the TAP System implementation for that school and the value added presentation as need to ensure complete understanding. Approximately half of these meetings will require an overnight stay and per diem.		• [redacted] miles round trip @ federal mileage rate of [redacted] per mile • [redacted] per night for lodging • [redacted] per diem 21 trips @ [redacted] for single trip (150 miles round trip)	
NIET ongoing training: This 2 day/2 night training is the continuation training toward effective implementation.	2	[redacted] • $100 per night out of state lodging • $250 flight cost • $40 per day per diem	[redacted]
Annual Nat'l TAP Conference: This 3 day/3 night conference will be attended by TAP state leadership and the TAP leadership teams from each TIF school in order to receive essential TAP training. Rate is based on conference being held in Los Angeles, California as it has been three of the past four year.	200	[redacted] • [redacted] per night out of state lodging • [redacted] flight cost • [redacted] per diem • [redacted] per day transportation	[redacted]
In-State travel	1	[redacted] Federal Mileage Rate @ [redacted] Lodging rate @ [redacted] per day	[redacted]
Project Director Grant monitoring: Project Director will visit each school to assess implementation of TAP to ensure fidelity and assist in problem solving.	42	[redacted] Mileage rate of [redacted] with average trip to schools @ 150 miles	[redacted]
Site visits to TAP schools: Regional master teachers will visit each school at least once every two weeks in the initial year to aide with implementation of TAP	84	[redacted] Mileage rate of [redacted] with average trip to schools @ 150 miles	[redacted]

and coach master and mentor teachers and principals on effective practice. These visits will be for 2 days a month per school.			
Statewide Principal meetings: This meeting is designed for ongoing training for administrators on implementation practices and leadership skill training. A meeting will be held in the fall and spring.	2	[redacted] Mileage rate of [redacted] with average trip to meeting site @ [redacted] miles	[redacted]
Statewide Master Teacher meeting: This meeting is an ongoing training on vital implementation aspects, such as value-added and implementation topics to ensure ongoing fidelity to the model. All Master teachers will attend.	2	[redacted] Mileage rate of [redacted] with average trip to schools @ 150 miles	[redacted]
Annual TIF 3 day Summer Implementation Institute. All school will send leadership team to a summer institute for continual statewide structural updates. Approximately 4 individuals per school (Principal, Assistant Principal, Master teacher and 1 mentor teacher) will attend yearly.	1	[redacted] 42 schools each with 2 nights with 6 people, 3 rooms and 2 cars • [redacted] per night conference rate • Mileage at Federal rate of $0.50 x 150 miles round trip • Per diem of [redacted] per day	[redacted]
TIF Annual Grantee Meeting: Required meeting for all TIF grantees for 2 days/1 night.	3	[redacted] • [redacted] per night conference rate • Transportation [redacted] per day X 2 days • Per diem of [redacted] per day X 2 • Flight [redacted]	[redacted]
TIF Annual Topical Meeting: Required meeting for all TIF grantees for 2 days/1	2	[redacted] • [redacted] per night conference rate • Transportation [redacted] per day X 2 days	[redacted]

night.		• Per diem of [redacted] per day X 2 Flight [redacted]	
Total:			[redacted]

4) Equipment

Equipment will be provided as an in-kind contribution from SCDE for the Principal Investigator, as well as any other staff who assist with the grant. The TIF grant will upgrade computers and wireless internet access for the TAP Director and RMTs, as well as an LCD and printer for the TAP Director, the program specialist, and for each of the RMTs. TAP staff housed at the State Department of Education will be provided with office supplies and equipment as an in-kind contribution from SCDE.

Valuing computers at [redacted] per computer, printers at [redacted] per printer or LCD, and internet access and other technical equipment at [redacted] per person.

Item Description	Cost of Item	Number of Item	Total Amount
Computers	[redacted]	6	[redacted]
LCD Projector	[redacted]	6	[redacted]
Printers	[redacted]	6	[redacted]
Wireless Access	[redacted]	6	[redacted]
Total:			[redacted]

5) Supplies

It is necessary to include a budgetary line item for basic training supplies for statewide trainings including, but not limited to, statewide master teacher meetings, statewide administrator meetings, and TIF Summer Implementation Institute. Assuming an annual cost of [redacted] per school for the 42 schools directly involved with the implementation of TAP, the total value for training supplies in the first year is [redacted] This cost will include printing and binding materials for each participant for each session. The South Carolina Department of Education will provide all office supplies to the TAP Director, Principal

Investigator and policy staff during the year one. The budget breakdown for training supplies is summarized in the following table.

Item	Cost per School	Total Amount	Total Cost
Training Supplies	[redacted]	42	[redacted]

6) Contractual

Contractual	Number of trainings or schools	Total
SC TAP will contract with NIET to train staff in continuation workshops that will take place prior to the each school year start up in TAP schools that need assistance. Each training costs [redacted] to conduct.	4	[redacted]
Annual access to TAP Training Portal: All TAP schools must have a subscription to the TAP training portal where videos of best classroom practices can be viewed, and other documents and information are shared. Access costs [redacted] per school.	42 schools	[redacted]
NIET School Review Process: SC TAP will contract with NIET to conduct a review of each TAP school annually to ensure fidelity to the TAP model. Each review costs [redacted].	10 schools per review	[redacted]
Comprehensive Online Data Entry: Data management system with payout process costs [redacted] per school with an additional [redacted] required each year for programmatic upgrades to system.	42 schools	[redacted]
360 degree administrative evaluation model for valid and reliable assessment of administration. [redacted] per administrator.	100 administrators	[redacted]
Data Linkage System to allow for verification and validation of student/teacher linkage to ensure reliability of the data for value-added calculations. Each school costs [redacted]	42 schools	[redacted]
Value Added calculations: Contract with a company to complete value-added calculations for all students and schools. [redacted] per student	25,200 students 1,603 teachers	[redacted]

and [redacted] per teacher.		
Grant Evaluation:		[redacted]
Communications:		[redacted]
Total:		[redacted]

7) Training Stipends
N/A

8) Other

Item	Timing of Cost	Total Cost
SC TAP TIF Summer Implementation Institute: Includes location rental, necessary presentation equipment, and training materials.	Summer 2014	[redacted]
Teacher performance bonuses: All teachers in TAP schools are eligible for performance bonuses, based on classroom observation scores and student growth data. [redacted] per teacher.	End of the academic year 1603 teachers – district match of 45%	[redacted]
Administrator performance bonuses: All principals and assistant principals in TAP schools are eligible for performance bonuses based on evaluations and student growth data. [redacted] per administrative team.	End of the academic year. 42 – district match of 45%	[redacted]
Recruitment bonuses: Bonuses used for hard to staff subjects in high needs schools that are hard to serve. Each first year bonus will be [redacted]. Year two is calculated at the average year turnover rate of 10%.	3% of 1603 teachers = 80 recruitment bonuses @ [redacted] -45% district match	[redacted]
Retention Bonuses: Bonuses used to retain quality teachers in the subject area that they were hired for. Year two and three bonuses are [redacted] respectively.	160 teachers recruited from year 2 + 100 teachers recruited in year 3 – 45% district match	[redacted]
Total:		[redacted]

9) Total Direct Costs

Total direct costs represent the sum of all budget line items discussed above. The total direct cost is [redacted]

10) Indirect Costs

An indirect cost rate of 2.0% is charged to all applicable costs through an indirect cost agreement through the South Carolina Department of Education. The amount of applicable costs is found by subtracting all equipment and contractual costs, less up to [redacted] per contract, from the total direct cost which totals [redacted]. The amount of indirect costs equals [redacted].

11) Total Costs

Total cost is the sum of total direct costs and total indirect costs. The total cost of the fourth year is [redacted] In addition to that amount, [redacted] is made through a district match, resulting in a total cost for the fourth year of [redacted]

Year 4 Cost	District Match Personnel and Fringe	District Match Incentives	TIF Grant Allocation
[redacted]	[redacted]	[redacted]	[redacted]

TIF GRANT YEAR 5

Budget Year Summary: Year 5	
Budget Categories	**Total**
1. Personnel	[redacted]
2. Fringe Benefits	
3. Travel	
4. Equipment	
5. Supplies	
6. Contractual	
7. Construction	
8. Other	
9. Total Direct Costs (lines 1-8)	
10. Indirect Costs*	
11. Training Stipends	
12. Total Costs (lines 9-11)	

PROJECT-YEAR BUDGET NARRATIVE: YEAR 5

1) Personnel

Personnel:.	FTE%	Total Salary	TIF Grant Allocated Salary

TAP Director: holds ultimate responsibility for TAP implementation in South Carolina. Paid approximate salary of a high school principal. Responsibilities include (defined further in TIF Application): • Convening the TAP Network and working with schools through all implementation challenges • Supervising Regional Master Teachers, program specialist • Providing on-site technical assistance • Leading quarterly advisory board meetings • Assisting in data management to ensure validation for those who receive incentive bonuses	80%	[redacted] [redacted] based plus yearly Cost Of Living @ 3%	[redacted]
Program Assistant: assists the TAP Director in all TAP implementation. Also spends 100% of time on TIF activities. Responsibilities include: • Design initial and continuing training for school-based master and mentor teachers • Working with TAP schools to help them attract highly qualified and effective teachers • Administrative, clerical and fiscal support • Preparing minutes from TAP network meetings • Scheduling and preparing	100%	[redacted] [redacted] + yearly Cost Of Living increase @ 3%	[redacted]

materials for TAP Network meetings • Data management responsibilities to ensure quality data collection and validate performance incentives			
Regional Master Teachers (4): Each RCMT will devote 100% of his or her time to TIF grant work and will work with approximately 10 local schools. RMTs attend TAP trainings and build capacity of Master and Mentor teachers. RMTs are paid a comparable salary to a school principal. Other duties include: • Evaluating and supporting career, mentor and master teachers • Assisting in school-level data analysis, goal setting and cluster groups • Assisting the TAP Director in providing training sessions • Participating in TAP Network and other meetings or phone calls necessary with TIF and TAP Directors.	100%	[redacted] [redacted] + yearly Cost Of Living Increase of 3%	[redacted]
School Based Master teachers: Master teachers will design and lead embedded professional development for individual teachers as well as cluster groups. The salary represents the average salary of a teacher with a master's degree and 20 years of experience. Each school (42) will have 1 master teacher.	100%	[redacted] – 50% district match	[redacted]
Master Teacher Salary augmentation: Each Master teacher earns [redacted] per year above their previous salary in return for additional job responsibilities.	100%	[redacted] – 50% district match	[redacted]

School Based Prime Coaching Evaluator (PCE): The PCE will be responsible for data collection, evaluating and coaching individual teachers as well as coordinating with the Master teachers to ensure that professional development is aligned to the specific needs of both the students and the teachers. This position will only affect schools with significantly large populations (15).	100%	[redacted] – 50% district match	[redacted]
Prime Coaching Evaluator augmentation: Each Master teacher earns [redacted] per year above their previous salary in return for additional job responsibilities.	100%	[redacted] – 33.3% district match	[redacted]
Mentor teacher salary augmentation: each mentor teacher earns [redacted] per year above their previous salary in return for additional job responsibilities (173).	100%	[redacted] – 25% district match	[redacted]
Totals:			**Total Personnel Cost:** [redacted]

2) Fringe Benefits

It is necessary to consider fringe benefits for the above positions. Thirty-one percent of each base salary in the personnel chart is used to calculate a total of [redacted] in fringe benefits for year 5.

3) Travel

Travel is an essential expense to establish and monitor the structure of professional development and school culture as the needs change.

Travel	Number of Trips	Cost per Trip	Total
TAP Director travel for school based advisory	42	21 trips @ [redacted] for overnight meeting	[redacted]

meetings. Each school receives one advisory meeting per year regarding the TAP System implementation for that school and the value added presentation as need to ensure complete understanding. Approximately half of these meetings will require an overnight stay and per diem.		• 150 miles round trip @ federal mileage rate of [redacted] per mile • [redacted] per night for lodging • [redacted] per diem 21 trips @[redacted] for single trip (150 miles round trip)	
NIET ongoing training: This 2 day/2 night training is the continuation training toward effective implementation.	2	[redacted] • [redacted] per night out of state lodging • [redacted] flight cost • [redacted] per day per diem	[redacted]
Annual Nat'l TAP Conference: This 3 day/3 night conference will be attended by TAP state leadership and the TAP leadership teams from each TIF school in order to receive essential TAP training. Rate is based on conference being held in Los Angeles, California as it has been three of the past four year.	200	[redacted] • [redacted] per night out of state lodging • [redacted] flight cost • [redacted] per diem • [redacted] per day transportation	[redacted]
In-State travel	1	[redacted] Federal Mileage Rate @ [redacted] Lodging rate @ [redacted] per day	[redacted]
Project Director Grant monitoring: Project Director will visit each school to assess implementation of TAP to ensure fidelity and assist in problem solving.	42	[redacted] Mileage rate of [redacted] with average trip to schools @ 150 miles	[redacted]
Site visits to TAP schools: Regional master teachers will visit each school at least once every two weeks in the initial year to aide with	84	[redacted] Mileage rate of [redacted] with average trip to schools @ 150 miles	[redacted]

implementation of TAP and coach master and mentor teachers and principals on effective practice. These visits will be for 2 days a month per school.			
Statewide Principal meetings: This meeting is designed for ongoing training for administrators on implementation practices and leadership skill training. A meeting will be held in the fall and spring.	2	[redacted] Mileage rate of [redacted] with average trip to meeting site @ 150 miles	[redacted]
Statewide Master Teacher meeting: This meeting is an ongoing training on vital implementation aspects, such as value-added and implementation topics to ensure ongoing fidelity to the model. All Master teachers will attend.	2	[redacted] Mileage rate of $0.50 with average trip to schools @ 150 miles	[redacted]
Annual TIF 3 day Summer Implementation Institute. All school will send leadership team to a summer institute for continual statewide structural updates. Approximately 4 individuals per school (Principal, Assistant Principal, Master teacher and 1 mentor teacher) will attend yearly.	1	[redacted] 42 schools each with 2 nights with 6 people, 3 rooms and 2 cars • [redacted] per night conference rate • Mileage at Federal rate of [redacted] x 150 miles round trip • Per diem of [redacted] per day	[redacted]
TIF Annual Grantee Meeting: Required meeting for all TIF grantees for 2 days/1 night.	3	[redacted] • [redacted] per night conference rate • Transportation [redacted] per day X 2 days • Per diem of [redacted] per day X 2 • Flight [redacted]	[redacted]
TIF Annual Topical Meeting: Required meeting for all TIF	2	[redacted] • [redacted] per night conference rate • Transportation [redacted]	[redacted]

grantees for 2 days/1 night.		per day X 2 days • Per diem of [redacted] per day X 2 Flight [redacted]	
Total:			[redacted]

4) Equipment

All equipment is provided to staff during the 4th year for the remainder of the grant period.

5) Supplies

It is necessary to include a budgetary line item for basic training supplies for statewide trainings including, but not limited to, statewide master teacher meetings, statewide administrator meetings, and TIF Summer Implementation Institute. Assuming an annual cost of [redacted] per school for the 42 schools directly involved with the implementation of TAP, the total value for training supplies in the first year is [redacted] This cost will include printing and binding materials for each participant for each session. The South Carolina Department of Education will provide all office supplies to the TAP Director, Principal Investigator and policy staff during the year one. The budget breakdown for training supplies is summarized in the following table.

Item	Cost per School	Total Amount	Total Cost
Training Supplies	[redacted]	42	[redacted]

6) Contractual

Contractual	Number of trainings or schools	Total
SC TAP will contract with NIET to train staff in continuation workshops that will take place prior to the each school year start up in TAP schools that need assistance. Each training costs [redacted] to conduct.	4	[redacted]
Annual access to TAP Training Portal: All TAP schools must have a subscription to the TAP training portal where videos of best classroom practices can be viewed, and other documents and information are shared. Access costs [redacted] per school.	42 schools	[redacted]
NIET School Review Process: SC TAP will contract with NIET to conduct a review of each TAP school annually to ensure fidelity to the TAP model. Each review costs [redacted].	10 schools per review	[redacted]
Comprehensive Online Data Entry: Data management system with payout process costs [redacted] per school with an additional [redacted] required each year for programmatic upgrades to system.	42 schools	[redacted]
360 degree administrative evaluation model for valid and reliable assessment of administration. [redacted] per administrator	100 administrators	[redacted]
Data Linkage System to allow for verification and validation of student/teacher linkage to ensure reliability of the data for value-added calculations. Each school costs [redacted]	42 schools	[redacted]
Value Added calculations: Contract with a company to complete value-added calculations for all students and schools. [redacted] per student and [redacted] per teacher.	25,200 students 1,603 teachers	[redacted]

Grant Evaluation:		[redacted]
Communications:		[redacted]
Total:		[redacted]

7) Training Stipends
N/A

8) Other

Item	Timing of Cost	Total Cost
SC TAP TIF Summer Implementation Institute: Includes location rental, necessary presentation equipment, and training materials.	Summer 2015	[redacted]
Teacher performance bonuses: All teachers in TAP schools are eligible for performance bonuses, based on classroom observation scores and student growth data. [redacted] per teacher.	End of the academic year 1,603 teachers – district match of 60%	[redacted]
Administrator performance bonuses: All principals and assistant principals in TAP schools are eligible for performance bonuses based on evaluations and student growth data [redacted] per administrative team.	End of the academic year. 42 – district match of 60%	[redacted]
Recruitment bonuses: Bonuses used for hard to staff subjects in high needs schools that are hard to serve. Each first year bonus will be [redacted]. Year two is calculated at the average year turnover rate of 10%.	1.5% of 1603 teachers = 25 recruitment bonuses @ [redacted] -60% district match	[redacted]
Retention Bonuses: Bonuses used to retain quality teachers in the subject area that they were hired for. Year two and three bonuses are [redacted] respectively.	150 teachers recruited from year 2 – 60% district match	[redacted]
Total:		[redacted]

9) Total Direct Costs

Total direct costs represent the sum of all budget line items discussed above. The total direct cost is [redacted]

10) Indirect Costs

An indirect cost rate of 2.0% is charged to all applicable costs through an indirect cost agreement through the South Carolina Department of Education. The amount of applicable costs is found by subtracting all equipment and contractual costs, less up to [redacted] per contract, from the total direct cost which totals [redacted] The amount of indirect costs equals [redacted].

11) Total Costs

Total cost is the sum of total direct costs and total indirect costs. The total cost of the fifth year is [redacted]. In addition to that amount, [redacted] is made through a district match, resulting in a total cost for the fifth year of [redacted]

Year 5 Cost	District Match Personnel and Fringe	District Match Incentives	TIF Grant Allocation
[redacted]	[redacted]	[redacted]	[redacted]

Yearly In-Kind Matching

Budget Summary: In-Kind					
Budget Categories	**Total Year 1**	**Total Year 2**	**Total Year 3**	**Total Year 4**	**Total Year 5**
1. Personnel	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
2. Fringe Benefits	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]81
3. Travel	$0	$0	$0	$0	$0
4. Equipment	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
5. Supplies	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
6. Contractual	$0	$0	$0	$0	$0
7. Construction	$0	$0	$0	$0	$0
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Training Stipends	$0	$0	$0	$0	$0
12. Total Costs Year	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

In-kind Costs do not include matching requirements for districts as it relates to personnel and Fringe or Performance Incentives. The total amount of In-Kind Costs plus District Matching per grant requirements are listed on the Standard Budget Sheet (ED 524) part 2.

1) Personnel

Personnel:.	FTE%	Total Salary	TIF Grant Allocated Salary

TAP Director: holds ultimate responsibility for TAP implementation in South Carolina. Paid approximate salary of a high school principal. Responsibilities include (defined further in TIF Application): • Convening the TAP Network and working with schools through all implementation challenges • Supervising Regional Master Teachers, program specialist • Providing on-site technical assistance • Leading quarterly advisory board meetings • Assisting in data management to ensure validation for those who receive incentive bonuses	20%	[redacted] year 1 plus yearly Cost Of Living @ 3% Year 2 = [redacted] Year 3 = [redacted] Year 4 = [redacted] Year 5 - [redacted]	Year 1 = [redacted] Year 2 = [redacted] Year 3 = [redacted] Year 4 = [redacted] Year 5 - [redacted]
TIF Program Investigator The South Carolina Department of Education will provide the salary for Allison Jacques, the Program Investigator through State Education Funding. Dr. Jacques will allocate up to 10% of her time to the TIF Project.	10%	[redacted]	[redacted]
School Based Master Teachers: At least 75% of Schools will match the TIF allocation of a master teacher with In-Kind personnel such as a literacy coach, etc. These In-Kind matches will perform the duties of a school based master teacher towards the goals as outlined in the grant.	100%	[redacted] 32 positions	[redacted]

TOTALS			**Year 1:** [redacted] **Year 2:** **Year 3:** **Year 4:** **Year 5:**

2) Fringe Benefits

It is necessary to consider fringe benefits for the above positions. Thirty-one percent of each base salary in the personnel chart is used to calculate a total of [redacted] in year 1, [redacted] in year 2, $[redacted] in year 3, $[redacted] in year 4, and $[redacted] in year 5 for fringe benefits for each year.

4) Equipment

The State Department of Education will furnish office space and equipment that is necessary to furnish the office. Additionally, the State Department of Education will furnish meeting space for master teacher and administrator meetings during the year. Additionally, the State Department will furnish the Program Investigator with an office, computer, printer, and furniture.

Item	Cost	Total Amount per year
Directors Office	[redacted] per month	[redacted]
Program Investigator Office	[redacted] per month @ 10%	[redacted]
Furniture	[redacted]	[redacted]
Computer Supplies	[redacted] @ 10%	[redacted]
Training Rooms	[redacted] per day X 3 meetings	[redacted]

5) Supplies

It is necessary to include a budgetary line item for basic office supplies. Assuming an annual cost of [redacted] per person for the 6 individuals directly involved with the

implementation of TAP, the total value for office supplies in the first year is [redacted]. The South Carolina Department of Education will provide all office supplies to the TIF Director, Principal Investigator and policy staff. SCDE will provide all standard office supplies to the TAP Director, program specialist and administrative assistant as well. The budget breakdown for office supplies is summarized in the following table.

Item	Cost per person	Total Amount	Total Cost
Office Supplies	[redacted]	6	[redacted]

9) Total Direct Costs In-Kind

Total direct costs represent the sum of all budget line items discussed above. The total direct cost is $[redacted] in year 1**, $**[redacted] in year 2, [redacted] in year 3, [redacted] in year 4, and [redacted] in year 5.