



The TAP System

Iowa Superintendents' Webinar

October 11, 2013

NIET

NATIONAL INSTITUTE FOR
EXCELLENCE IN TEACHING

[HOME](#)
[ABOUT NIET](#)
[TAP](#)
[BEST PRACTICES CENTER](#)
[NEWSROOM](#)
[PUBLICATIONS](#)
[EMPLOYMENT](#)
[CONTACT US](#)


TAP is a comprehensive school reform model that provides teachers with powerful opportunities for career advancement, ongoing professional development, a fair evaluation system and performance-based compensation.



best
practices
center

The NIET Best Practices Center (BPC) provides innovative services, support and solutions to schools, districts and states to improve educator effectiveness.

How Does TAP Work?

TAP™ Elements of Success



Aligned by Design

Specifically, TAP employs the following methods to ensure an aligned approach to performance-based compensation:

- Teacher evaluation and professional development help teachers develop a clearly defined repertoire of instructional skills that are rewarded by annual bonuses.
- The school's improvement planning process and professional development provide teachers with new instructional strategies that have been proven to produce learning gains for students in the school—another factor rewarded by annual bonuses.
- Differentiated pay is used to create a team of teacher-leaders who have the authority, time, and expertise to improve teacher evaluations, professional development, and school improvement planning.

How Does TAP Work?

**Multiple
Career Paths**

*Powerful opportunities for
more responsibility and
commensurate pay*



Research Supporting Multiple Career Paths

- A positive relationship exists between employee motivation and one's ability to advance within their career. (Barrier 1996)
- Effective leadership is characterized by collective responsibility. (Elmore 2000)
- Collective leadership through consensus of teachers rather than mandate is more effective. (Darling-Hammond, Bullmaster & Cobb 1995)



TAP Master & Mentor Teacher

Basic Job Responsibilities:

- Cluster implementation
- Support teachers' individual growth plans
- Conduct evaluations and conferences
- Provide individualized teacher support
- Leadership team participation
- Each teacher has unique job responsibilities. Annually, a survey is given to all teachers to ensure responsibilities are met.



TAP Leadership Team Member Responsibilities

TAP Principal

Selects master and mentor teachers with assistance and input from the director

- Leads development of school plan
- Facilitates TAP leadership team meetings
- Monitors cluster and classroom activities
- Conducts classroom evaluations and conferences
- Coaches master and mentor teachers in classroom instruction, cluster implementation and coaching of teachers



Shared Leadership

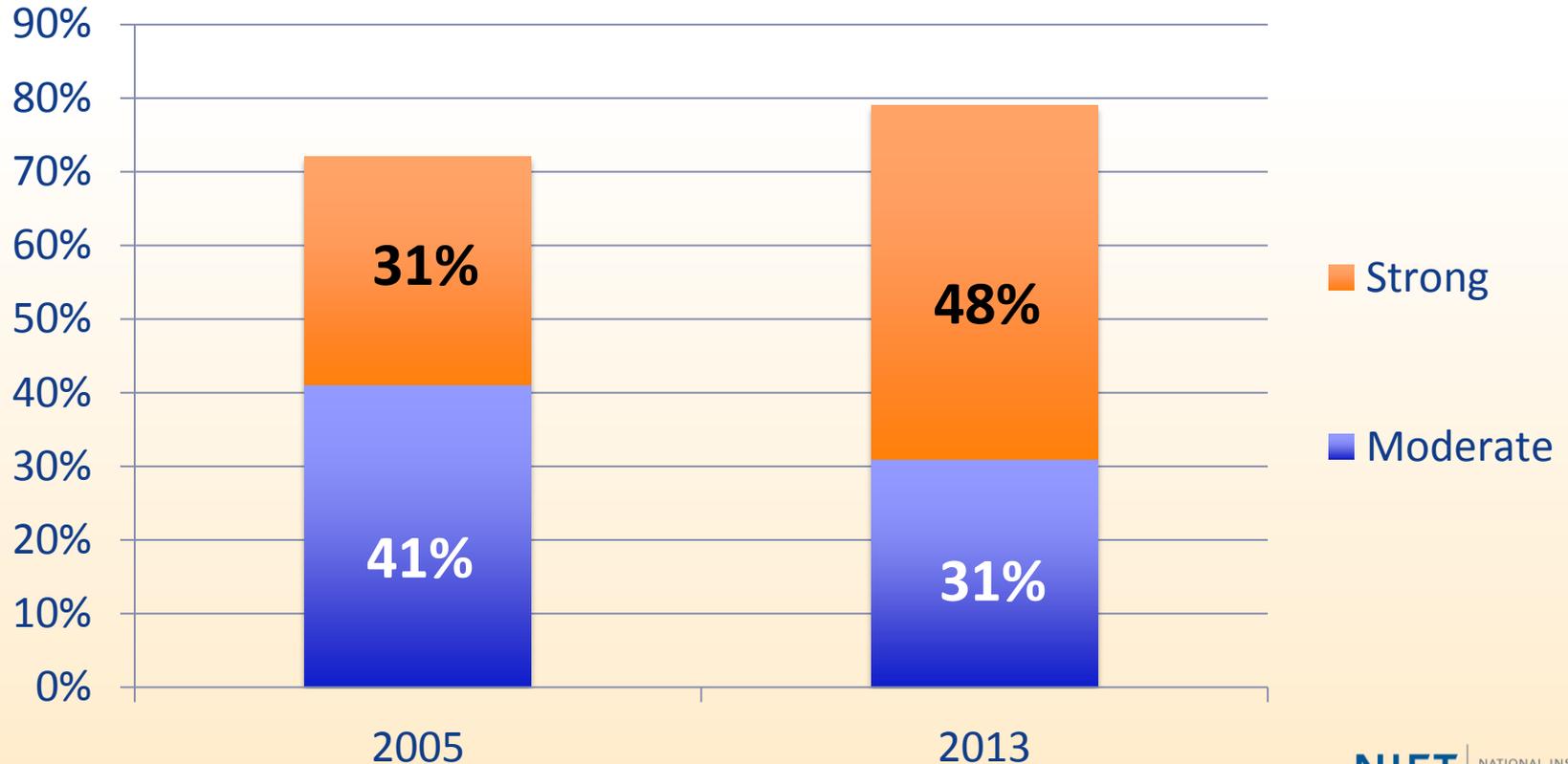
TAP Leadership Team

- Principal
- Assistant Principal
- Master Teachers
- Mentor Teachers
- Or others seen as instrumental in the implementation of TAP within a school



Teacher Support For Multiple Career Paths

10



Training and Support

Initial TAP CORE Training

- Overview and Evaluation A(3 days)
- Cluster and Leadership Team (3 days)
- Evaluation B and Certification Test (2 days)

Principal meetings

Master teacher meetings

TAP National Conference & TAP Summer Institute

On-site visits (ongoing)

- Observation and feedback on implementation of cluster meetings
- Observation and feedback on implementation of leadership meetings
- Coaching (master/mentor teachers and principals)



Lessons Learned from Having Multiple Career Paths

- Teacher ownership and increased collective efficacy on campus.
- Shared decision making – not everything falls on the administrative team.
- Create a robust interview committee and criteria for the selection of the teacher leaders.
- The teacher leaders should be evaluated on instruction, coaching and professional development annually.
- Great teachers do not always make great coaches
- Increased job satisfaction
- Multiple levels of teacher leaders include more faculty members with diverse skill sets and areas of expertise.

How Does TAP Work?

Ongoing
Applied
Professional
Growth

Continuous on-site professional development during the school day



Research Supporting On-going Embedded Professional Growth

- Student achievement and teacher learning increases when professional development is teacher-led, ongoing and collaborative. (Desimone, Porter, Garet, Yoon, & Birman, 2002; Smylie, Allensworth, Greenberg, Harris, & Luppescu, 2001).
- Schools that regularly link teachers to other teachers to form a supportive community are capable of successfully reforming teaching and learning. (Fullan 2001)



Cluster Group

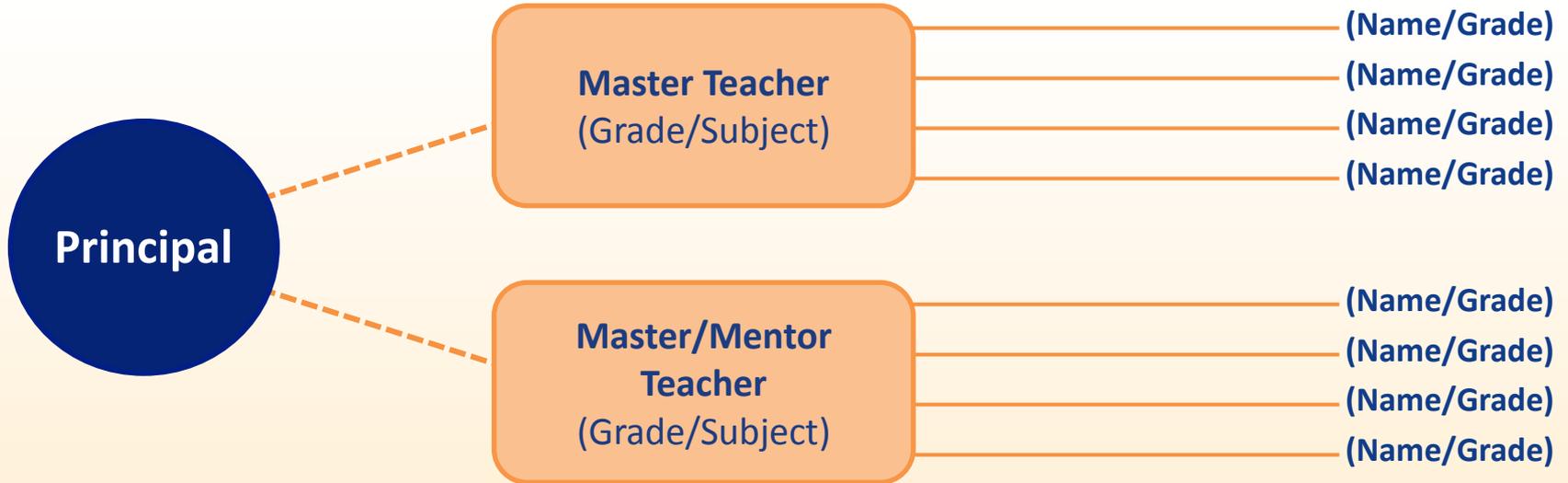
How many minutes per week
will each cluster group meet?

**a minimum of
50 minutes**

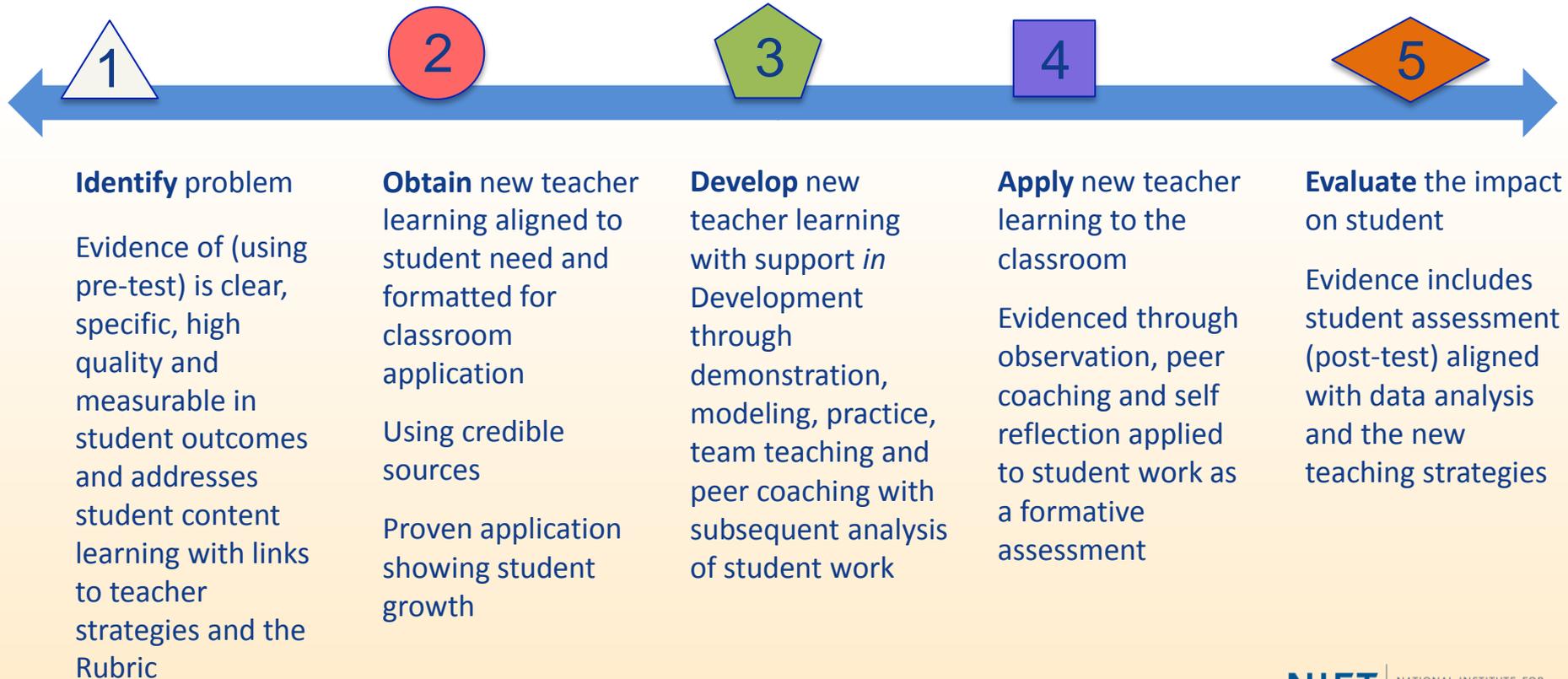
How often do
cluster meetings occur?

**a minimum of
once per week**

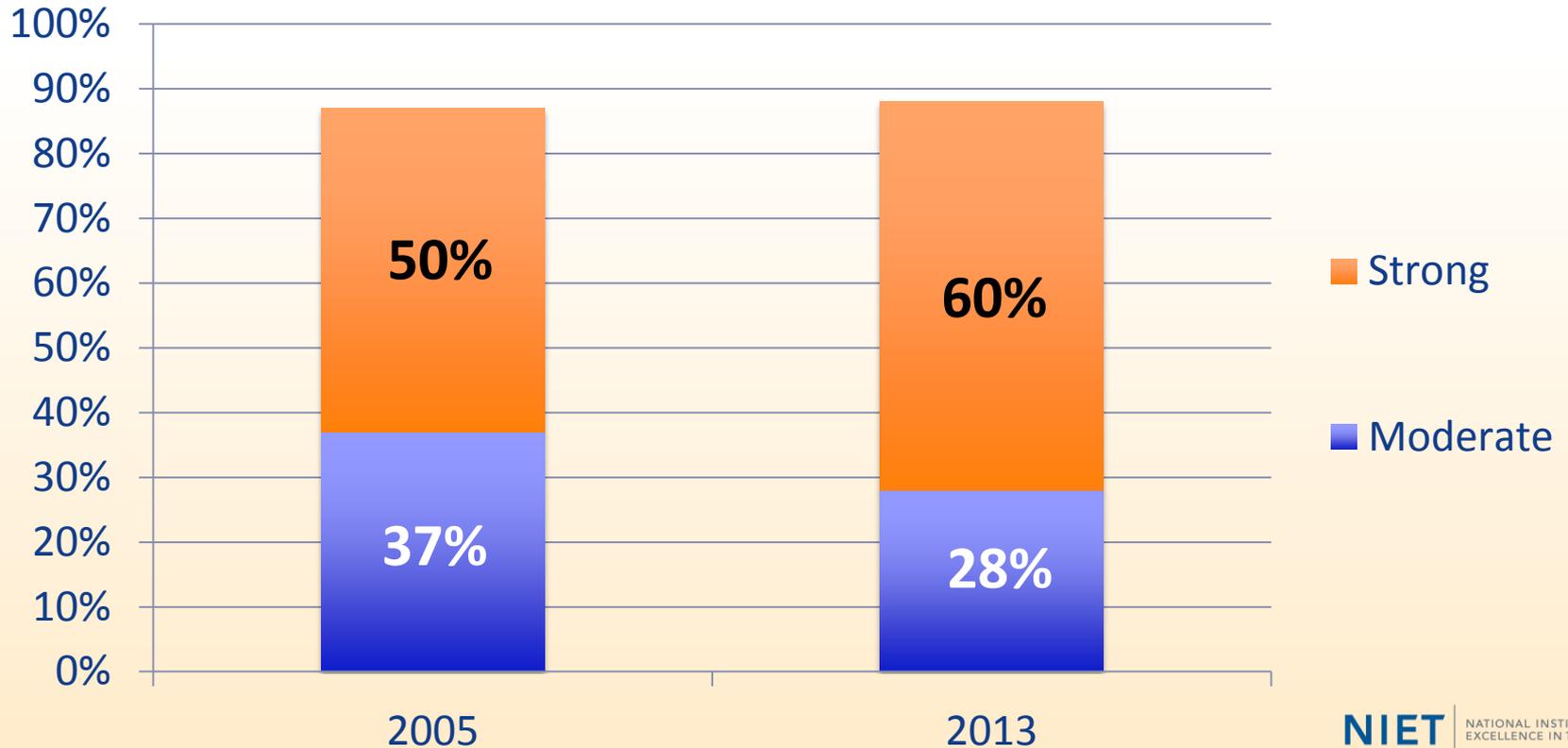
Sample Cluster Diagram



Steps for Effective Learning in Cluster



Teacher Support for Ongoing Applied Professional Growth



Lessons Learned from On-Going Professional Growth

- Increased Teacher Ownership of learning
- Professional Development is blend of relevant student and teacher need.
- Consistent follow-up in ALL teachers' classrooms.
- Delivered in smaller groups of teachers (e.g. 3-10) versus school wide to ensure more relevant content
- Teachers are provided a model in the professional development setting of a specific strategy along with the “how” and “why” of each step.
- All strategies are thoroughly vetted before being presented in Professional Development.

**Instructionally
Focused
Accountability**

Fair evaluations based on clearly defined, research-based standards

- Multiple observations
- Multiple trained and certified observers
- Cluster training and classroom support



Research Supporting Instructionally Focused Accountability

- The challenge of creating an effective teacher accountability system is to improve the quality of teacher instruction, and thereby raise student achievement.
- States and school districts need to identify the knowledge and skills that a teacher needs to teach successfully, and then create standards and rubrics to measure teaching performance.

Odden, Milanowski & Youngs (1998)

Odden and Clune (1998)



TAP's Teaching Standards are Research-Based

The TAP *Teaching Standards* are based on education psychology research focusing on learning and instruction, and continue to be validated by more recent research. In addition, the development was influenced by focus groups with outstanding educators, including many Milken Educators.

The work was informed by materials from numerous sources, including:

- Interstate New Teacher Assessment and Support Consortium (INTASC)
- National Board for Professional Teacher Standards
- Massachusetts' Principles for Effective Teaching
- California's Standards for the Teaching Profession
- Connecticut's Beginning Educator Support Program
- New Teacher Center's Developmental Continuum of Teacher Abilities
- Danielson's Framework for Teaching

Evaluation Recommendations

- 3-4 Observations annually
- At least half of observations are unannounced
- Consistent collaboration by evaluators for inter-rater reliability
- Pre-Conference prior to announced observations
- Post-Conference after all observations

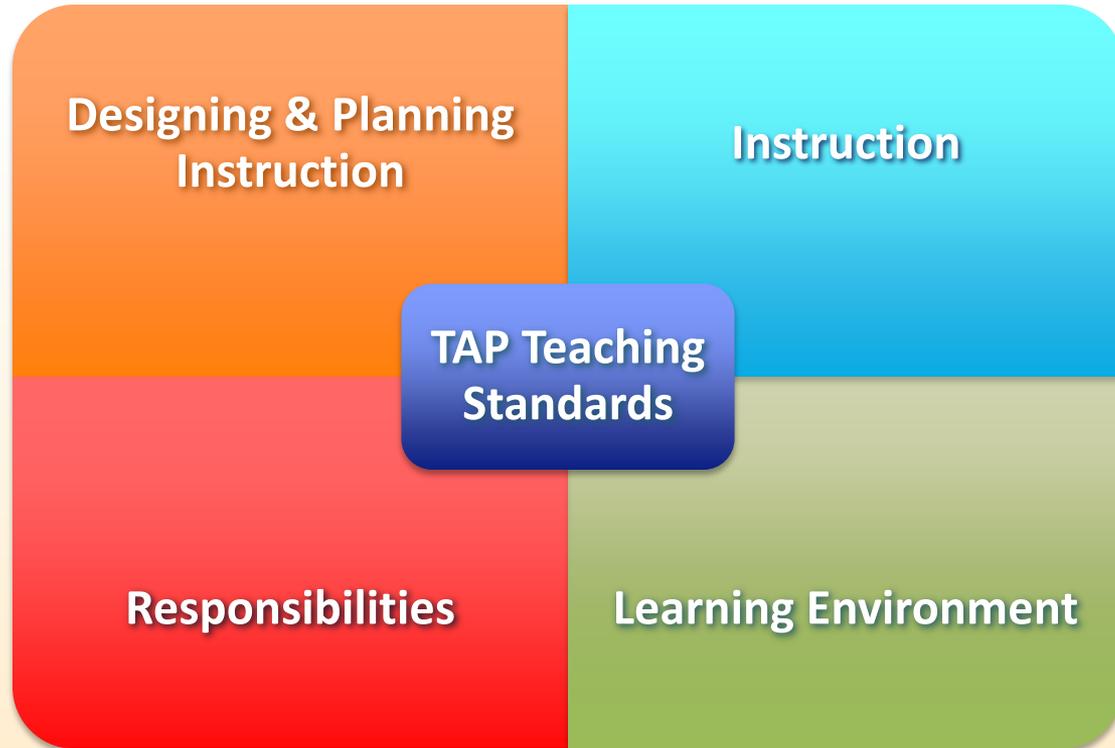
The TAP Rubric

In TAP, the teacher rubric is used in two ways:

- as a summative measure in determining pay for performance
- as a formative measure which identifies instructional areas where master and mentor teachers can provide support to career teachers to increase student achievement



The Rubrics: Four Domains



TAP Teaching Performance Standards: Skills, Knowledge & Responsibilities

Designing & Planning Instruction

- Instructional Plans
- Student Work
- Assessment

Responsibilities

- Staff Development
- Instructional Supervision
- School Responsibilities
- Reflecting on Teaching

Learning Environment

- Managing Student Behavior
- Expectations
- Environment
- Respectful Culture

Instruction

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

TAP Instructional Rubric

TAP has defined a set of professional indicators known as the TAP Instructional Rubrics to measure teaching skills, knowledge and responsibilities of the teachers in a TAP school.

Instruction			
	Exemplary (5)*	Proficient (3)*	Unsatisfactory (1)*
Standards and Objectives	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. State standards are displayed and referenced throughout the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear. State standards are displayed. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Few learning objectives and state content standards are communicated. Sub-objectives are inconsistently aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are displayed. There is evidence that few students demonstrate mastery of the objective.

Responsibilities Survey

Teacher Responsibilities Survey: Master Teacher

Note: Career teachers are to respond to items #1-13. Mentor teachers and administrators who are completing this survey should respond to items #1-22.

Performance Standard		Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Staff Development	1. The master teacher leads the design and delivery of research-based professional development activities for his or her cluster group.	Regularly	Sometimes	Rarely
	2. The master teacher consistently presents new learning in cluster that is supported with field-tested evidence of increased student achievement.	Regularly	Sometimes	Rarely
	3. The master teacher models new learning in cluster meetings and in classrooms throughout the year demonstrating how to effectively implement the skill developed in cluster meetings.	Regularly	Sometimes	Rarely
	4. The master teacher is a resource, providing access to materials and research-based instructional methods to his or her cluster group members.	Regularly	Sometimes	Rarely
	5. The master teacher works closely with cluster team members to plan instruction and assessments during cluster development time.	Regularly	Sometimes	Rarely
	6. The master teacher guides and reviews the cluster members' growth plans.	Regularly	Sometimes	Rarely

Four Key Elements of the Instructional Post-Conference

1. Introduction

- Greeting/Establish Length
- Review Conference Process
- General Impression Question

2. Reinforcing the Teacher

- Reinforcement Area (Indicator)
- Self-Analysis Question
- Examples from script about what the teacher did well
- Recommendations for continued use and feedback from the teacher
- Evidence



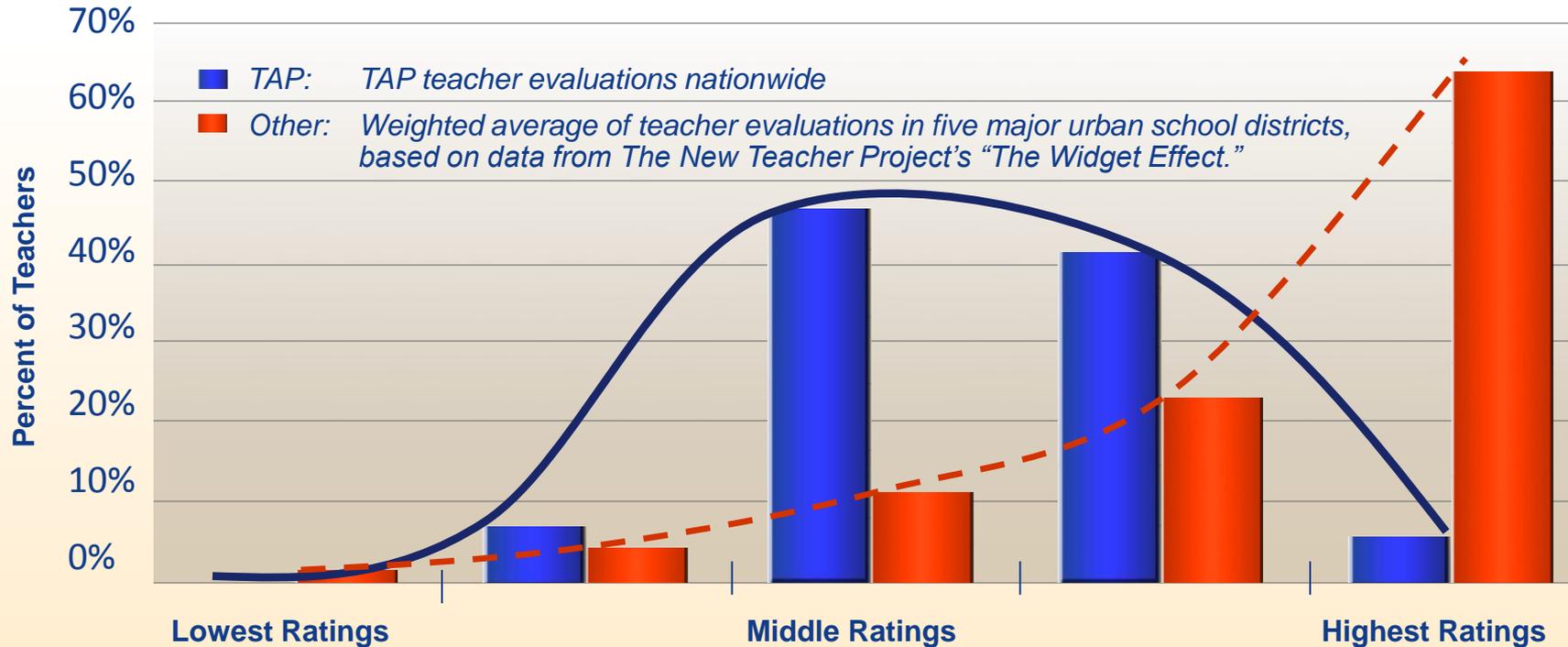
3. Refining the Teacher's Skill:

- Refinement Objective
- Provide an example based on best practice
- Provide guided practice

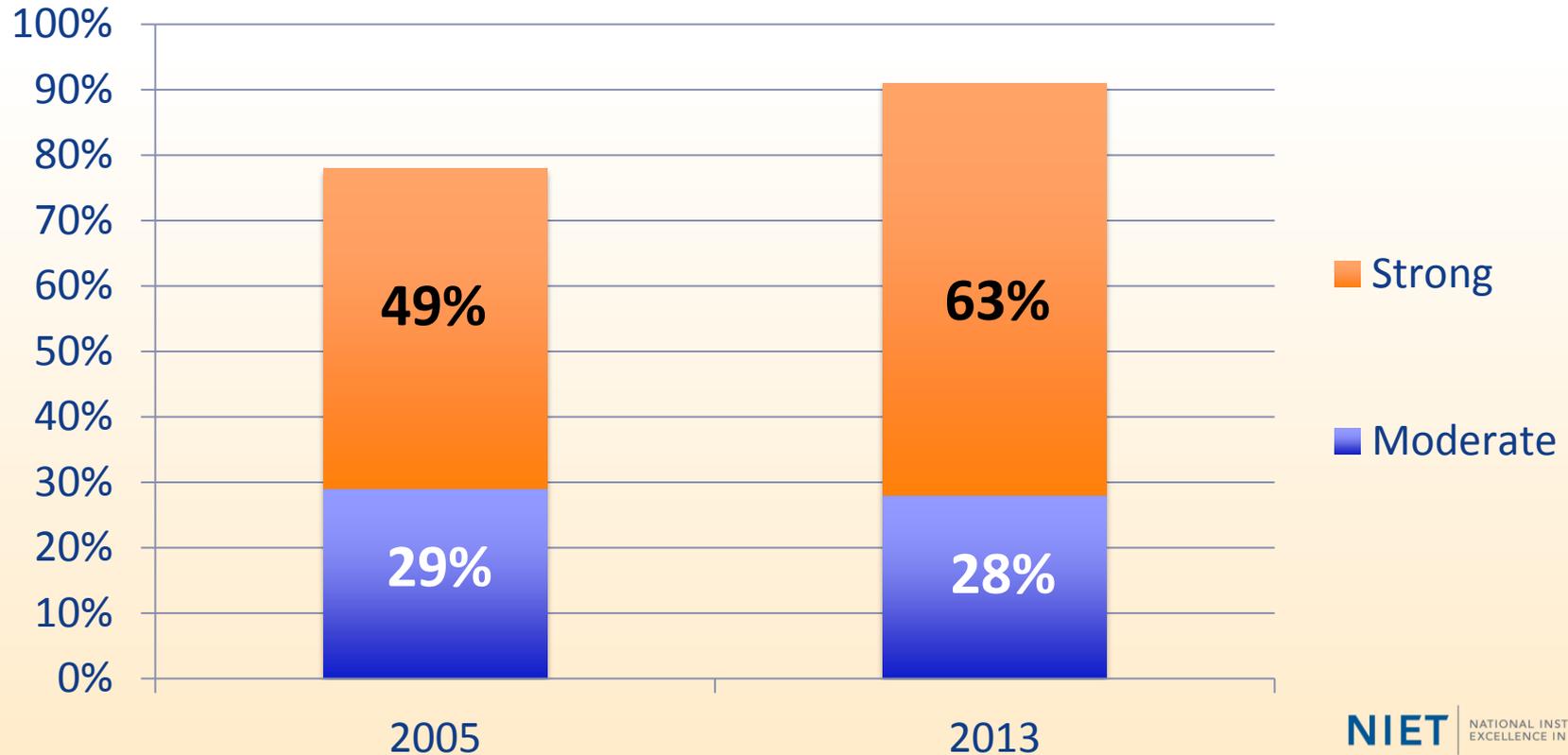
4. Review ratings and evidence



TAP Teacher Evaluations vs. Traditional Teacher Evaluations



Teacher Support for Instructionally Focused Accountability



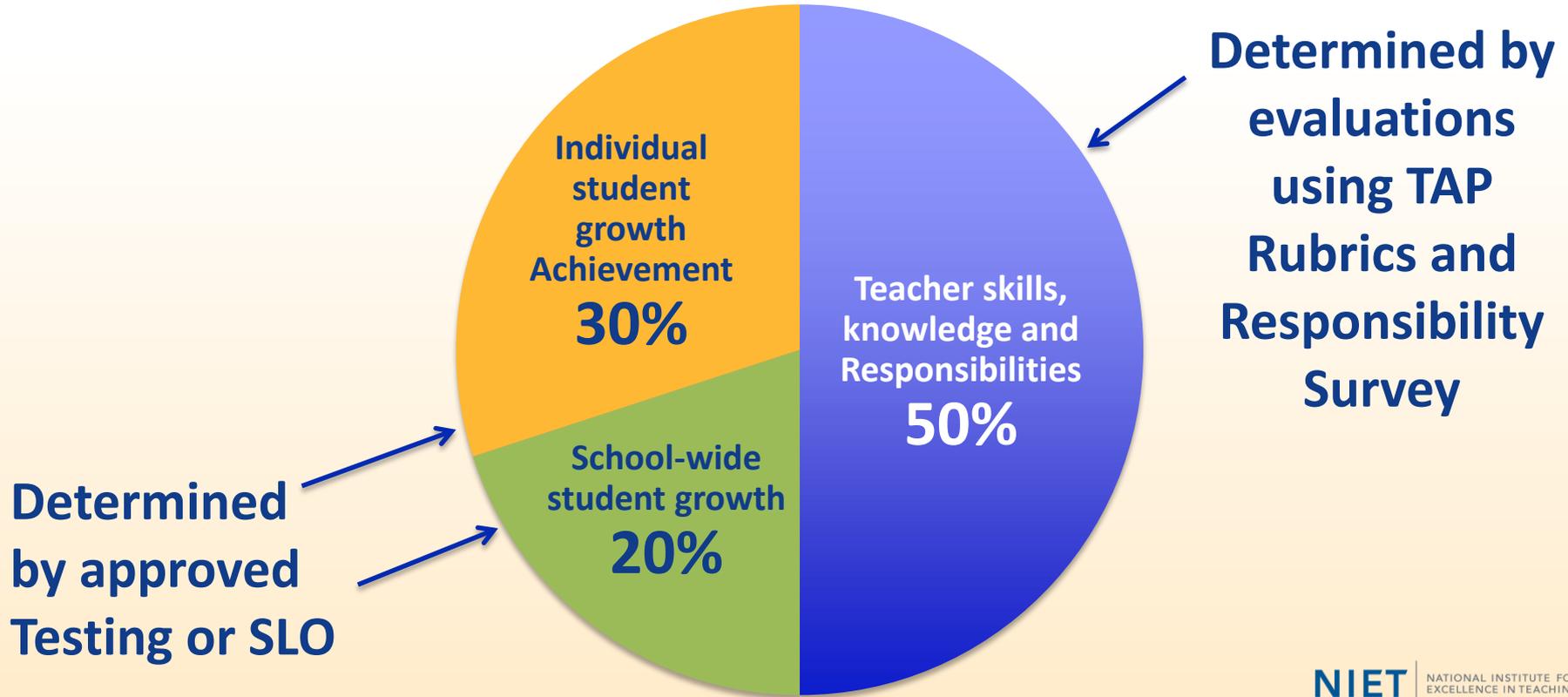
How Does TAP Work?

Performance- Based Compensation

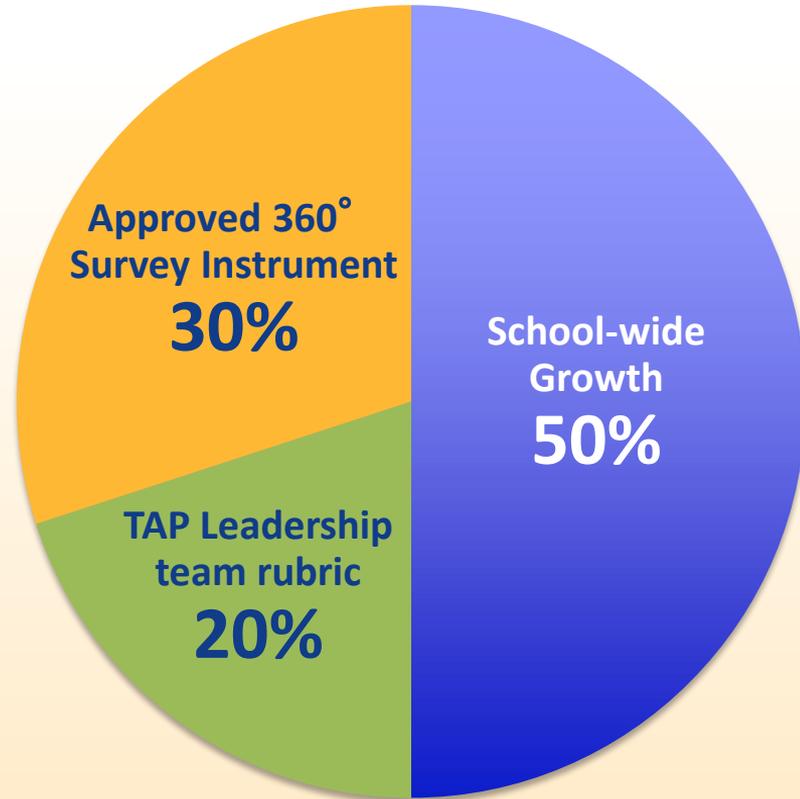
Salaries and bonuses tied to responsibilities, instructional performance and student achievement growth.

- The teacher's instructional performance
- Student achievement growth a teacher makes in the classroom
- Student achievement growth the school makes as a whole

How Teacher Performance is Determined

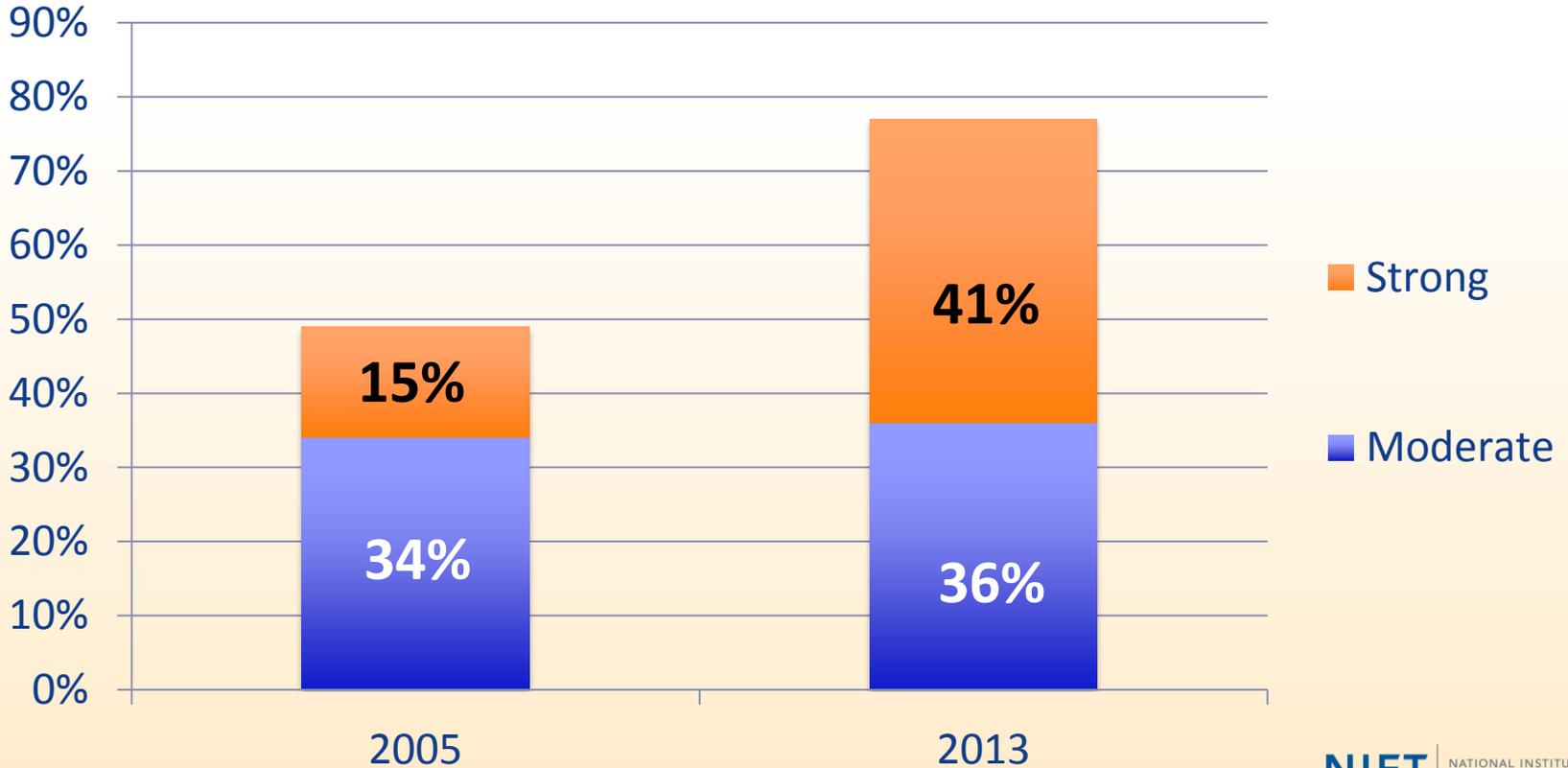


How Administrator Performance is Determined



**Determined using
valid and reliable
student data**

Teacher Support for Performance-Based Compensation



Lessons Learned on Performance Based Compensation

- If using student achievement in the Performance based compensation formula, the metric should be for student growth and not attainment.
- Significant component should be based on School Wide Growth
- Multiple independent measures should be used (e.g. classroom evaluations, class growth, school growth, etc.)
- All evaluators should go through multiple days of training on the evaluation instrument culminating in a rigorous certification test followed by annual recertification tests.
- A local appeals process should be in place for the process.

Results

A Decade of Impressive Results

- Student Achievement
- Teacher Practice

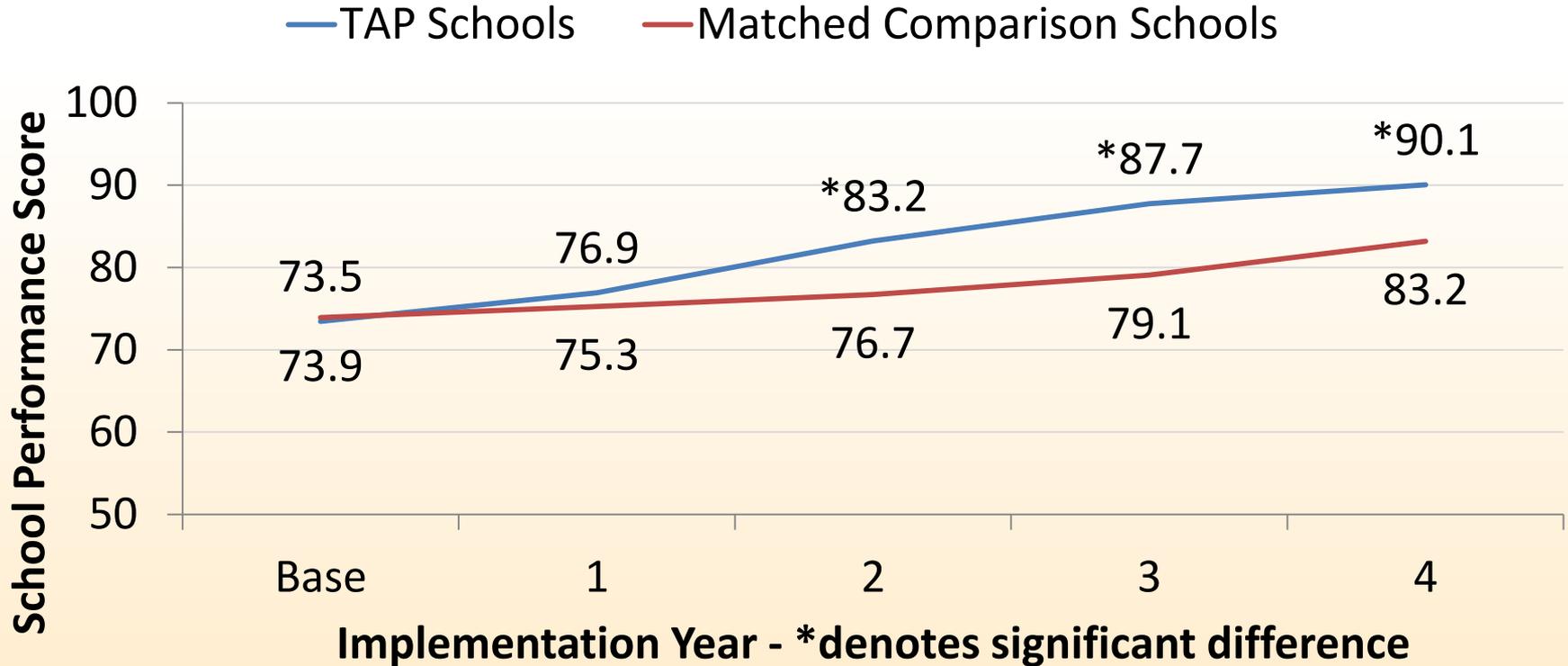


TAP Results – Louisiana

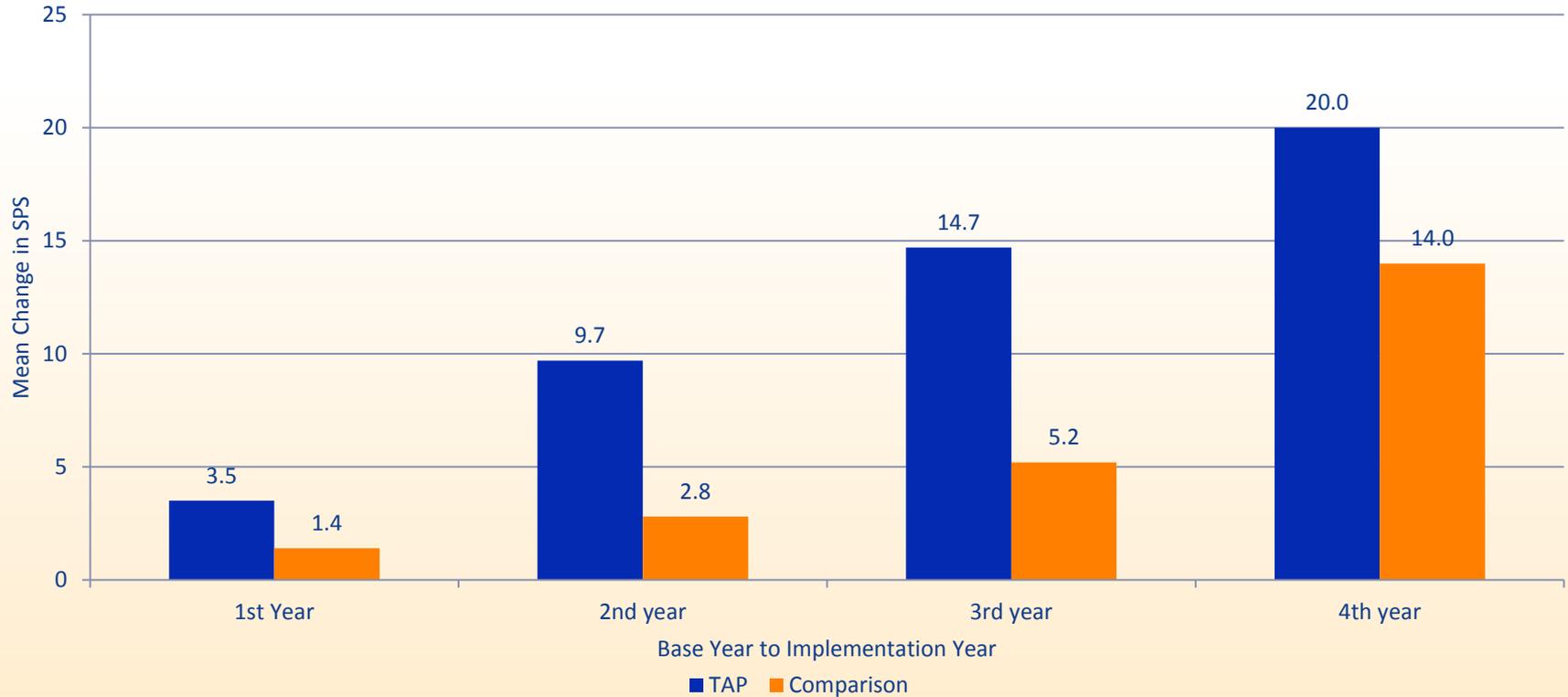
Results of TAP Schools compared to matched non-TAP schools

- Student Achievement
 - Overall, TAP students significantly outperform students in matched schools in ELA, Math, Science, and Social Studies
 - Louisiana’s “School Performance Score” comparison shows that students in TAP schools significantly outperform students in matched schools
 - The School Performance Score comparison also shows that in each consecutive year of implementation over a four-year period, TAP schools’ students gain in achievement compared to match schools’ students
- Teacher Practice
 - Real-time, work sample comparisons show growth in TAP related practices by teachers
 - Web survey results show TAP teachers grow in usage of preferred effective practices from TAP
 - 90% of teachers report “TAP rubrics are helpful in making my teaching more effective”
 - 92% of teachers report TAP made a positive difference in student achievement
 - 90% of principals indicate they would recommend TAP to a colleague

Louisiana TAP School



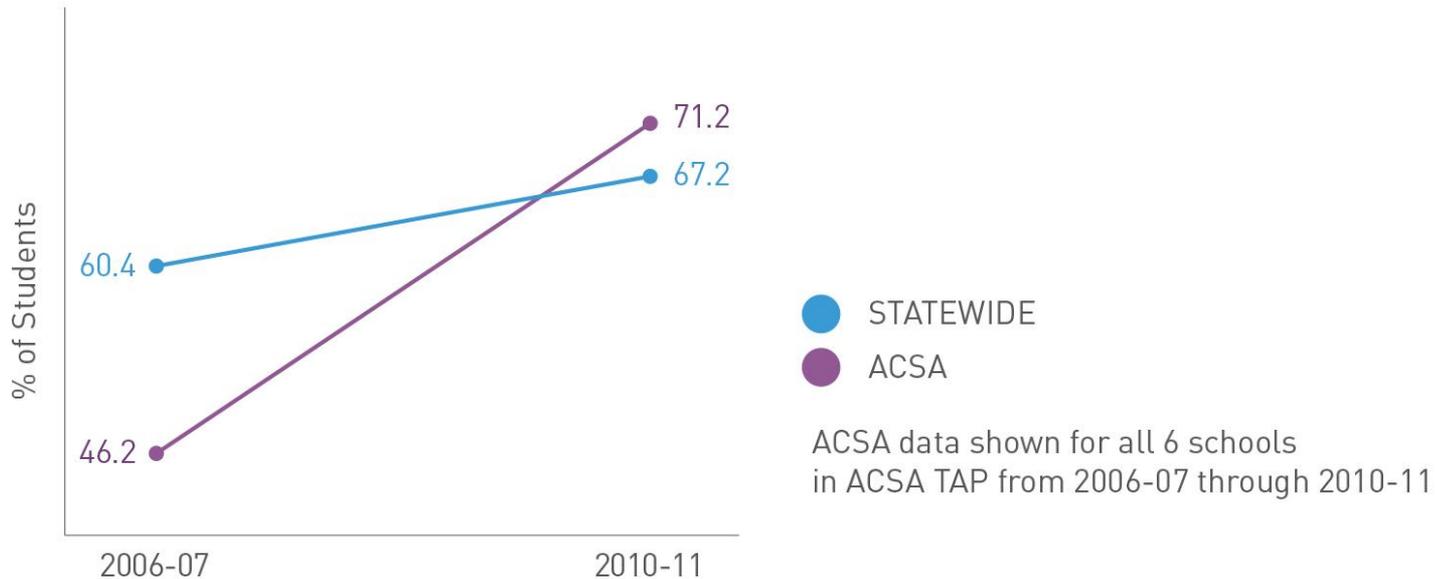
TAP Schools Outperform Other Schools Over Time



Results from TIF 1 – Algiers Charter Association

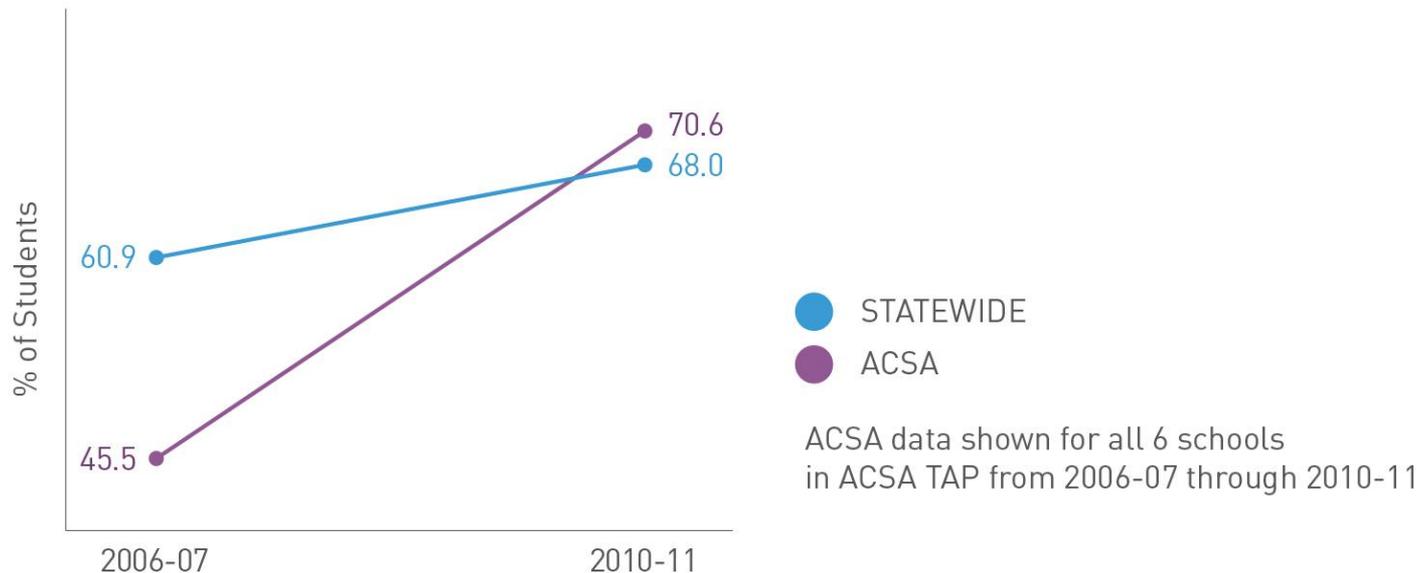
PERCENT OF STUDENTS SCORING BASIC OR ABOVE IN MATH

Louisiana statewide average versus cohort of ACSA schools



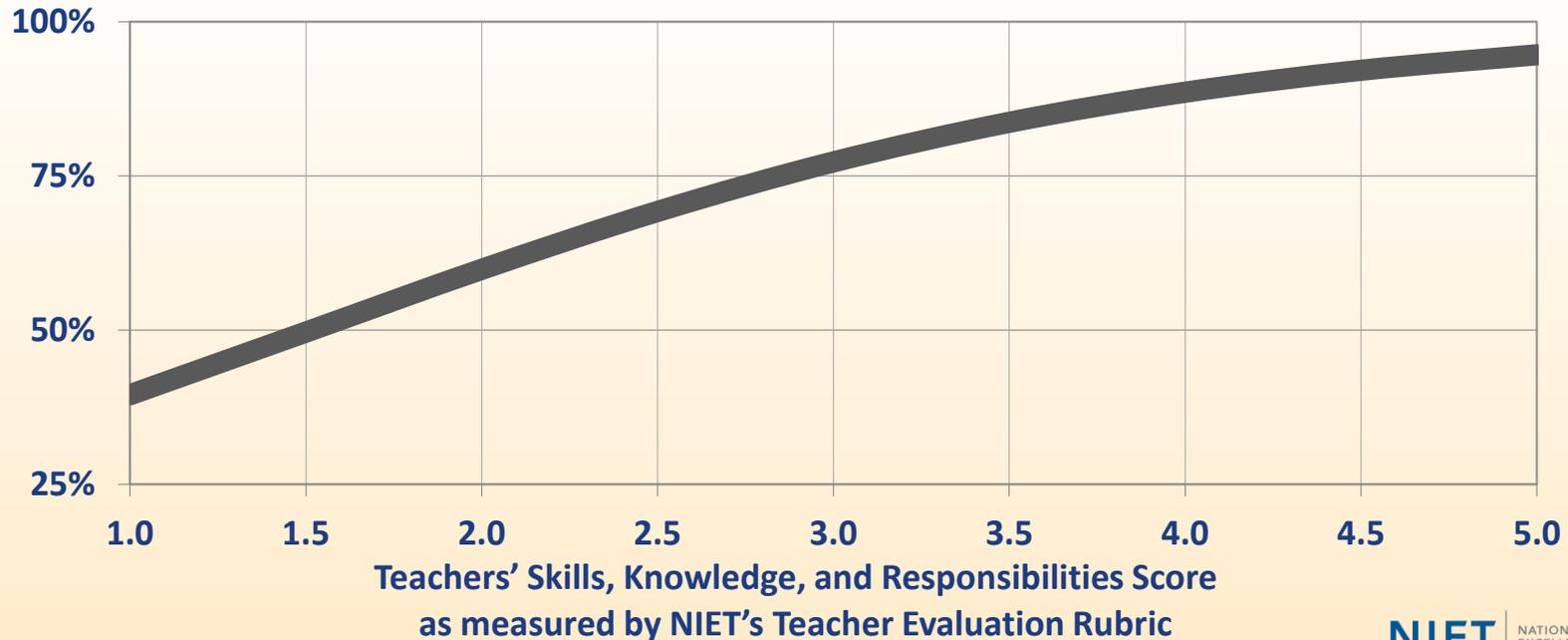
Results from TIF 1 – Algiers Charter Association

PERCENT OF STUDENTS SCORING BASIC OR ABOVE IN ELA
Louisiana statewide average versus cohort of ACSA schools

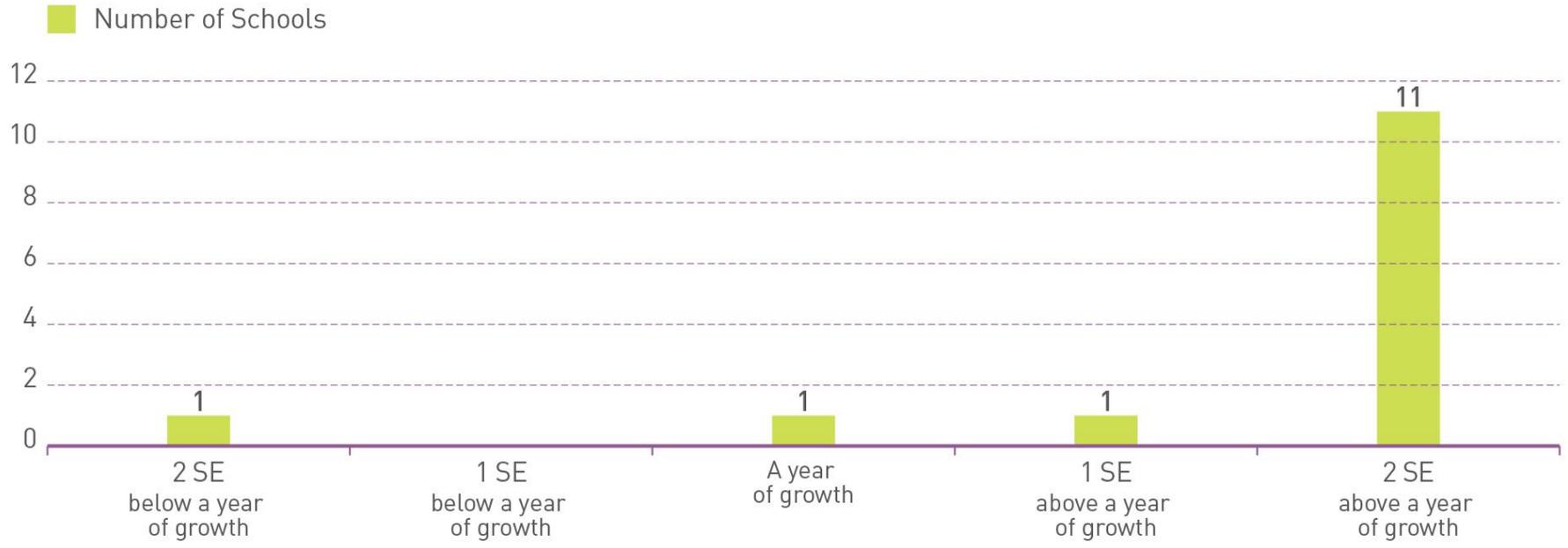


Accuracy of NIET's Teacher Evaluation Rubric: Higher Retention of Effective Teachers

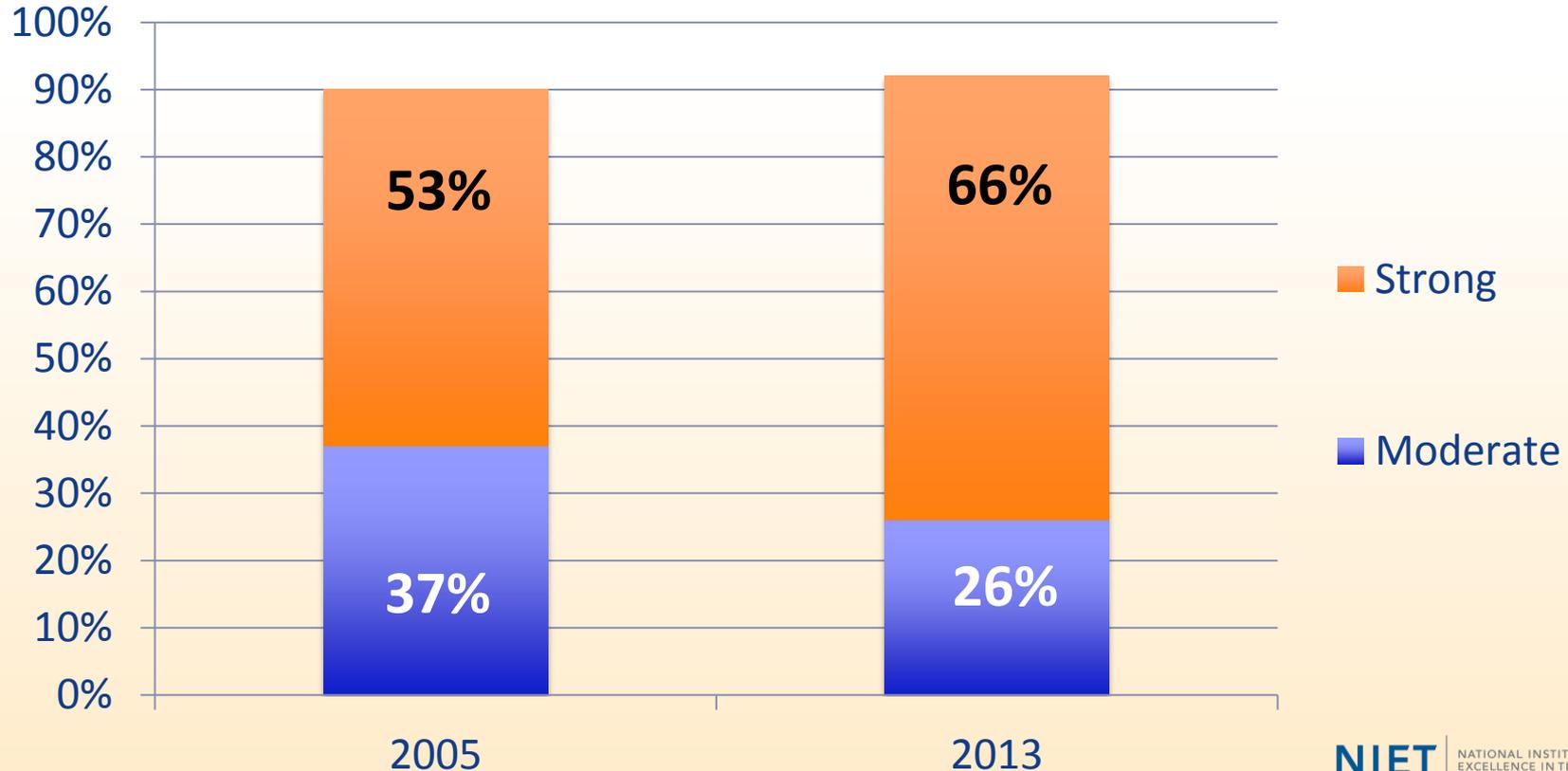
Probability of Retention into Following Year



Results from Knox County TAP, Tennessee



Teacher Collegiality in TAP Schools



TAP Alignment to Common Core



Context and Background of the Common Core State Standards Initiative

The Common Core State Standards Initiative is sponsored by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), and is supported by 46 states and the District of Columbia.

The CCSS were created in an attempt to address the student achievement gap.

The CCSS present a set of skills for students, teachers and parents that are uniform regardless of where the student lives.

The initiative's goal is having common educational standards in math and English-language arts for students at each grade level, regardless of what state they live in.

“The CCSS will provide a greater opportunity to share experiences and best practices within and across states that will improve our ability to best serve the needs of students.” (NGA and CCSSO 2010).

In other words, it is no longer acceptable that students in different states learn at different rates.

Student assessments aligned to the Common Core are currently being developed, and these new tests are slated to be implemented in the 2014 school year.

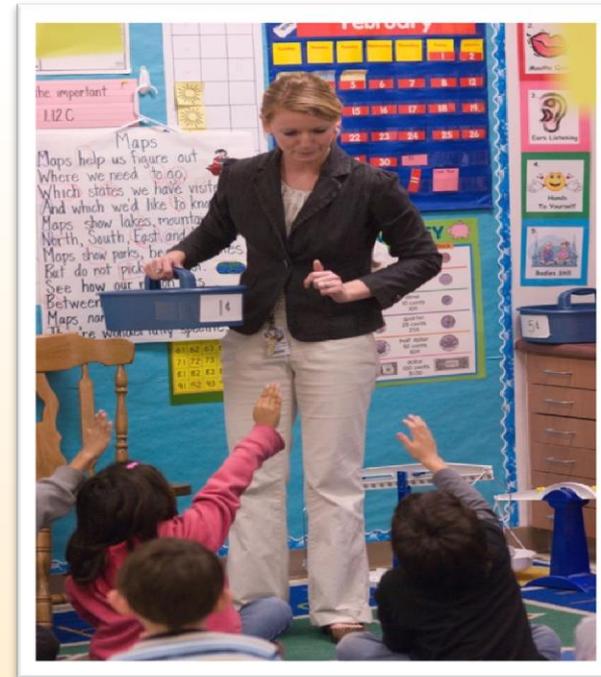
Context and Background of the Common Core State Standards Initiative

- The CCSS provide the “what” each student needs to know and be able to do in each grade or course whereas; the TAP Teaching Indicators provide the “how” for educators to use in order to help students master the standards and demonstrate their understanding.
- The CCSS and TAP Teaching Standards both value the importance of critical thinking, creative problem solving, collaboration and communication to daily instruction.



Alignment of CCSS and the TAP Teaching Standards

- Like the TAP Standards, the CCSS provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.
- Both sets of standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that teachers need to ensure that young people will be successful in college and in their careers.
- Although the CCSS focus on what students need to learn, while the TAP Standards focus on what teachers need to do in order to be effective, they do have similarities.
- Both are based on research and best practices.
- Both sets of standards have a similar focus and set of priorities.



Support Tools

CORE T



Advance your presentations implementing CORE Training sessions of info here on the Tr button below. CORE Training System.

GET STARTED

TAP D



In this section range plans documents. Remember, campuses below.

GET STARTED

TAP Ev



Teachers at achievement conducted in approach to System for an integr teachers are observation contribution

VIEW DETAILS

TAP Professional



Unlike the traditional model of common in most schools, TAP professional development that collaborative, student-centered restructures the school schedu school day for teachers to meet other teachers. This common th improve the quality of their inst students' academic achievement instructional strategies and hav both of which enable them to b

TOOLS FOR TAP PROFESSION

TAP System Training Portal Overview



The TAP System Training Portal provides a web-based, state-of-the-art delivery vehicle of interactive, individual TAP trainings and support. The portal is designed to provide tiered access to users, based on role, and contains the most updated training, resources, videos and materials for TAP leaders to download, review and deliver to their target audiences in order to improve instruction. Most importantly, real-time access to information linked to TAP models of instructional growth will be available to all schools implementing the TAP system. To see what is included in the portal, click on the button below.

PREVIEW WHAT'S INSIDE

Strategies Library, collection of specific learner-centered



To this end we've made it able to you. Browse rea, teacher-centered all strategies by key words lose a category below or arch field at the top

STUDENT STRATEGIES

collection of references, ch-the-coach performance on



from home or em for offline

MEETINGS

active Need a of TSI and below.



button

MEETINGS

training of TSI and below.



button

MEETINGS



The image shows three tablets displaying the TAP system interface. The left tablet shows a search and filter page. The middle tablet shows the TAP logo and the text 'NIET NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING'. The right tablet shows a list of categories and sub-categories for training and resources.

tap System: C.O.D.E. Comprehensive Online Data Entry

Observations Surveys Reports Administration Forums Calculator

Teacher Observations

Teacher	School	Observer Role	Date	Assessors	Status	2011-2012
Amidon, Ann	TAP System Middle	Directors	07/05/2011	Yes	Submitted	0.00 0.00 0.00
Bakkenyue, Angie MT	Bauer Elementary	Directors	07/12/2011	No	Submitted	0.00 0.00 0.00
Career, Jackson	Duluth High School	School Administrators	07/11/2011	No	Submitted	0.00 0.00 0.00
Career, Jackson	Hall Middle School	School Administrators	07/10/2011	No	Submitted	0.00 0.00 0.00
Career, Jackson	Mason Elementary School	School Administrators	07/10/2011	No	Submitted	0.00 0.00 0.00
Career, Jenny	Duluth High School	School Administrators	07/12/2011	No	Submitted	0.00 0.00 0.00
Career, Jenny	Duluth High School	Mentor Teachers	07/20/2011	No	Open	0.00 0.00 0.00
Career, Jenny	Hall Middle School	School Administrators	07/08/2011	No	Submitted	0.00 0.00 0.00
Career, Jill	Duluth High School	School Administrators	07/12/2011	No	Submitted	0.00 0.00 0.00
Career, Jill	Hall Middle School	School Administrators	07/08/2011	No	Submitted	0.00 0.00 0.00
Career, Jill	Mason Elementary School	School Administrators	07/10/2011	No	Submitted	0.00 0.00 0.00
Career, John	Duluth High School	School Administrators	07/12/2011	No	Submitted	0.00 0.00 0.00
Career, John	Hall Middle School	School Administrators	07/06/2011	No	Submitted	0.00 0.00 0.00
Career, John	Mason Elementary School	School Administrators	07/10/2011	No	Submitted	0.00 0.00 0.00
Gilmore, Happy	Kath Wilson Middle School	Directors	08/14/2011	No	Submitted	0.00 0.00 0.00
Giffin, Andy	Kath Wilson Middle School	Directors	08/30/2011	No	Submitted	0.00 0.00 0.00
Giffin, Andy	Kath Wilson Middle School	Directors	08/14/2011	No	Submitted	0.00 0.00 0.00
Guilbault, Alan	Bauer Elementary	Regional Administrators	07/07/2011	No	Submitted	0.00 0.00 0.00
Guilbault, Alan	Bauer Elementary	Directors	07/19/2011	No	Submitted	0.00 0.00 0.00

TAP Training Portal

tap The System for Teacher and Student Advancement

ADMINISTRATION ▶ TAP LEADERSHIP HANDBOOK ▶ CONTACT US ▶ Enter Search Term Here SEARCH ▶

TAP™ System Training Portal

TAP System Training Portal Overview

The TAP System Training Portal provides a web-based, state-of-the-art delivery vehicle of interactive, individual TAP trainings and support. The portal is designed to provide tiered access to users, based on role, and contains the most updated training, resources, videos and materials for TAP leaders to download, review and deliver to their target audiences in order to improve instruction. Most importantly, real-time access to information linked to TAP models of instructional growth will be available to all schools implementing the TAP system. To see what is included in the portal, click on the button below.

[CLICK HERE FOR AN OVERVIEW OF THE TAP SYSTEM](#)

[PREVIEW WHAT'S INSIDE](#)

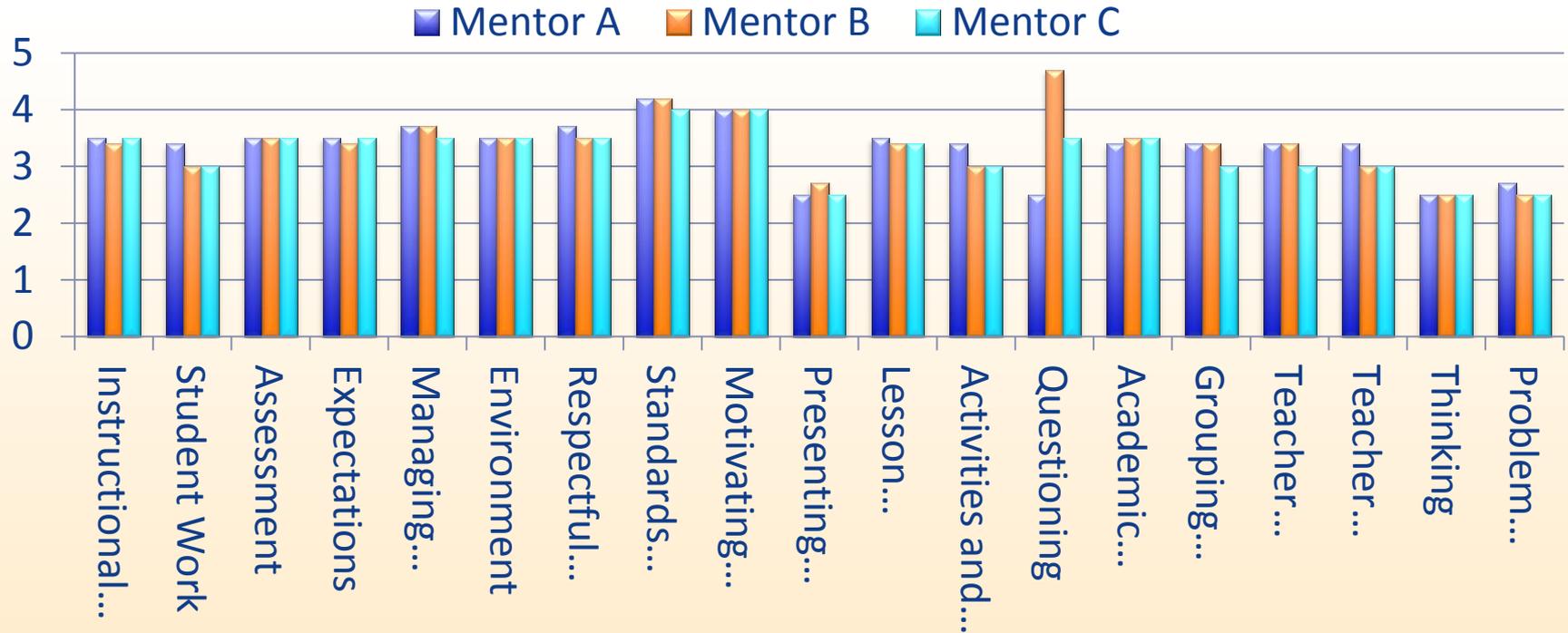
Advancing education, your career and your students.

Welcome to the TAP System Training Portal! Here you will find a wealth of resources at your fingertips in real time. These include strategies, training modules, CORE trainings, videos, TAP documents and much more! Every tool that you will need for successful TAP implementation is just a click away.

Recertification CORE Documents Development Evaluation Overview CODE Strategies Videos Training TSI & Conferences

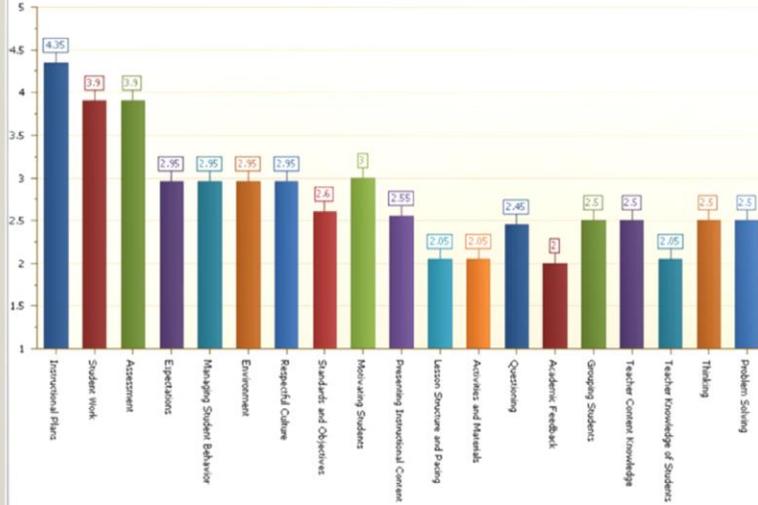
Operated by the National Institute for Excellence in Teaching (NIET). Visit www.tap-system.org. © 2010. All rights reserved. CREDIT SUISSE Funded in part from a grant by Credit Suisse.

Best Practices Center: CODE System

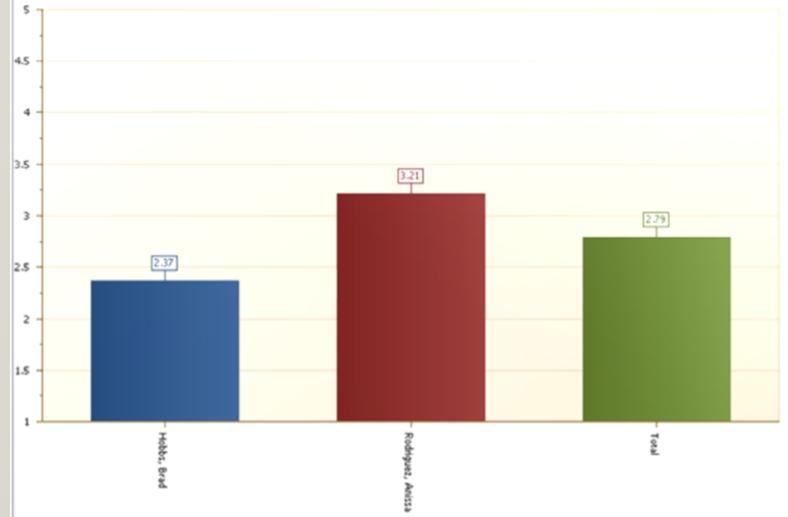


Best Practices Center: CODE System

TP- Beta Group (Aug 2010) - Overall Averages by Rubric Indicator (2011-2012)

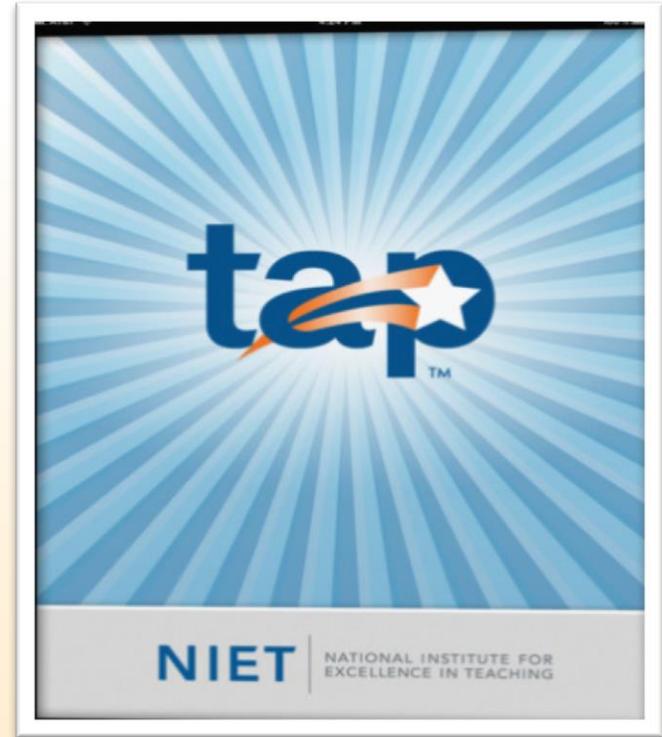


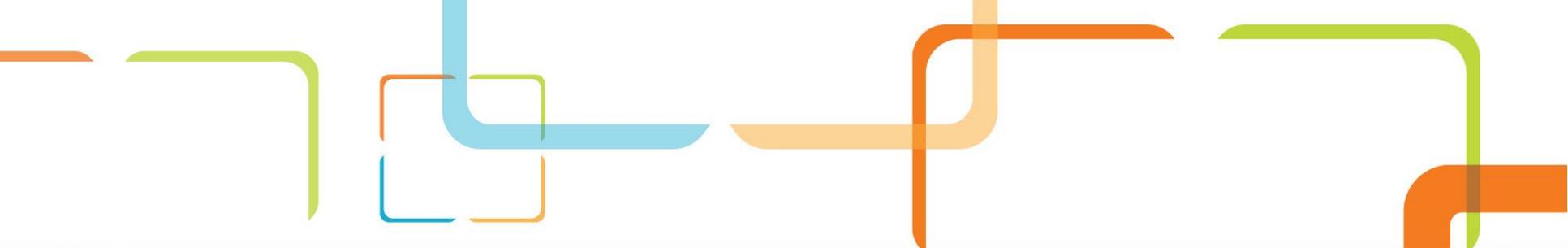
TP- Beta Group (Aug 2010) - Overall Averages by Observer (2011-2012)



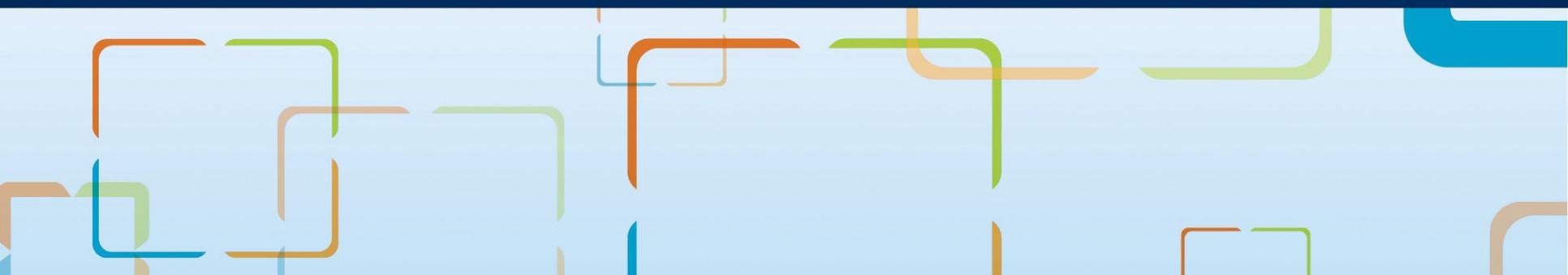
tapObserver app Features

- Script faster by typing directly into your iPad
- Capture photos and videos
- Create time stamps to track lesson pacing
- Categorize your evidence by TAP rubric indicator
- Generate an evidence collection template that is automatically populated with your categorized evidence
- Assign a score of 1-5 on the TAP rubric
- Export the completed evidence collection and scores into an HTML file for easy emailing





The Best Practices Center



The NIET Best Practices Center

- Based on more than a decade of experience in schools across the country, the Best Practices Center (BPC) works with its partners to redesign educator evaluation systems to more effectively measure performance and support improvements in instructional practice.
- The BPC also provides support for performance-based compensation systems and creating teacher leadership roles in schools.
- With proven results and leadership in educator quality and reform, BPC works to engage schools, districts and states through:

Service



Support



Solutions

Best Practices Center Examples



- Over 11,000 Evaluators
- Teacher Evaluation
- Principal Evaluation
- State-wide Implementation
impacting over 100,000 teachers
- Created unique state-wide
training portal

Best Practices Center Examples



- TAP Rubrics Selected as One of Two Evaluation Instruments for State Pilot (Year 2 in progress)
- Schools utilize both CODE and the Training Portal
- New Partnership with Texas Tech University to embed the TAP Rubric into clinical field experience

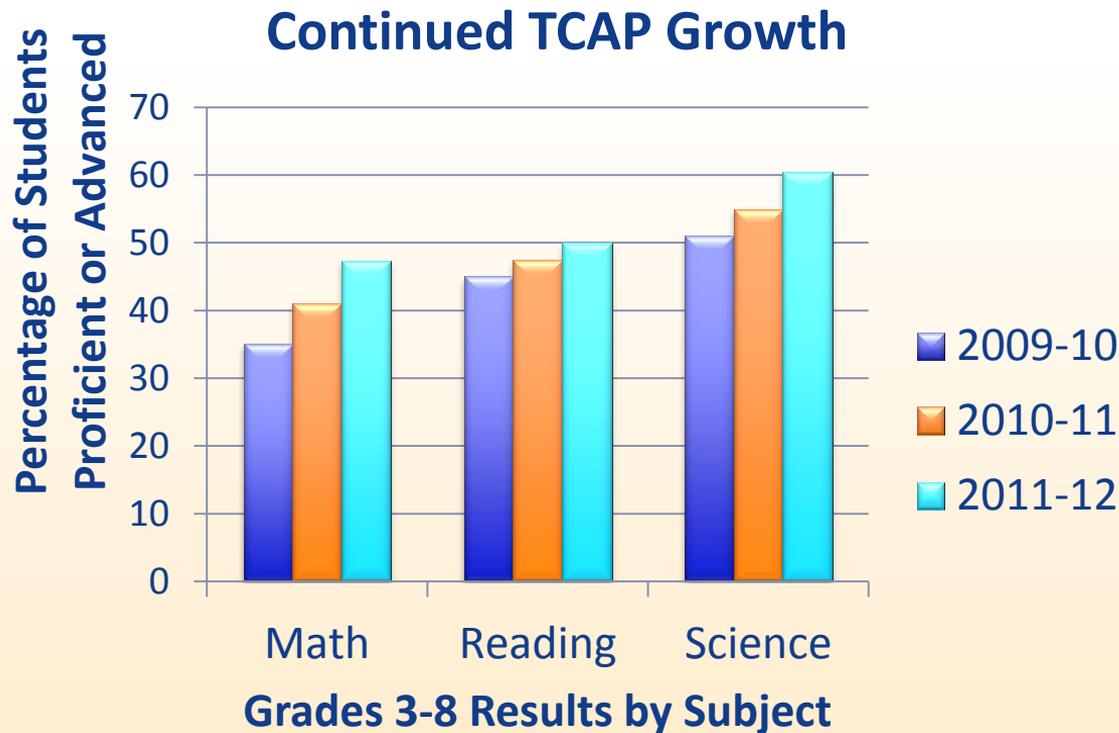
Best Practices Center Examples



Tennessee

- Over 78,500 Educators
- 1,500 schools
- Teacher & Administrator Evaluations
- CODE System being used to store observation data and calculate teacher effectiveness scores

Year 1 Student Achievement Results from Tennessee



Commissioner Huffman on the rubric:

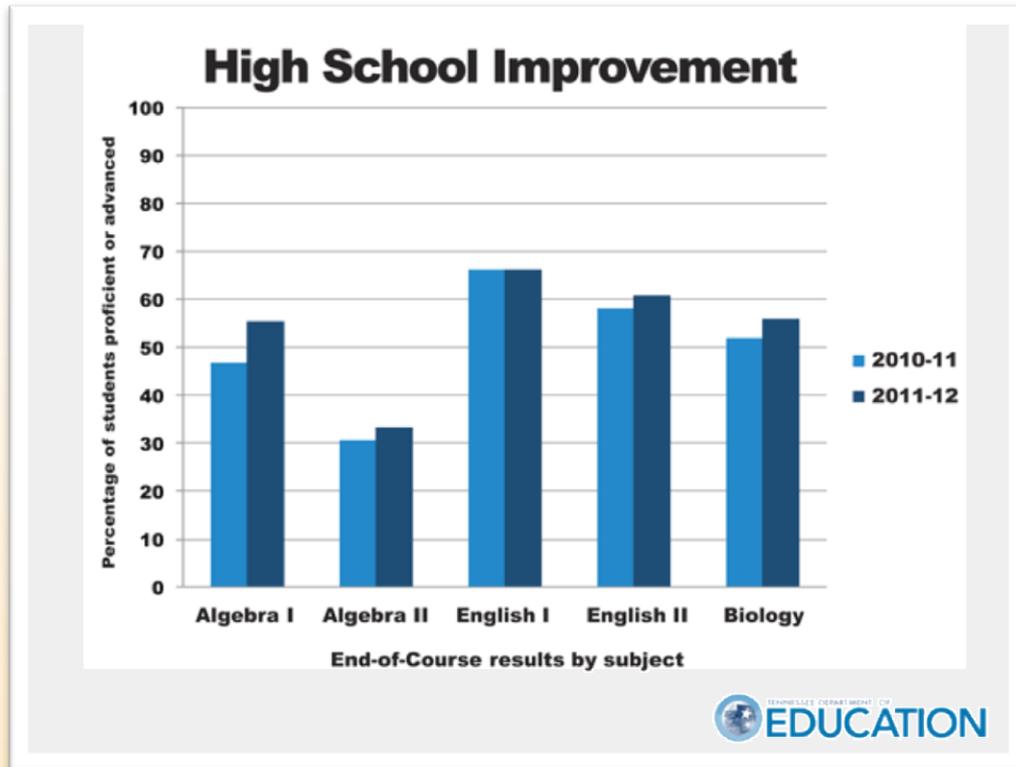
“Right now this tool is improving instruction. In districts across the state, instruction is getting better.”

Math 41.0→47.3 Gains +6.3

Reading 47.5→49.9 Gains+2.4

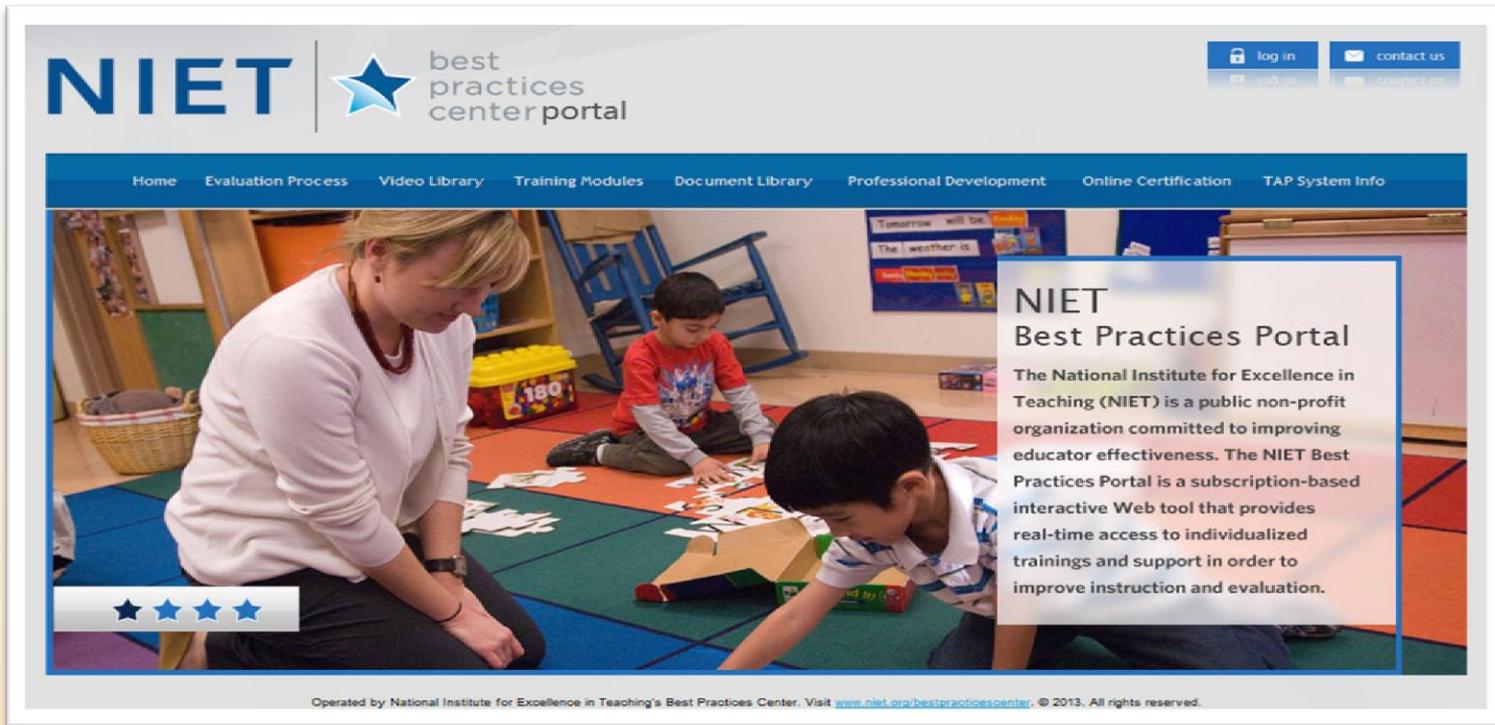
Science 54.9→60.5 Gains+5.6

Year 1 Student Achievement Results from Tennessee



- Algebra I 46.9→55.4 Gains +8.5
- Algebra II 30.8→33.3 Gains +2.5
- English I 66.3→66.1 Loss-.2
- English II 58.1→60.7 Gains +2.6
- Biology 52.0→55.8 Gains +3.8

NIET Best Practices Center Online Portal



NIET | best practices center portal

log in | contact us

Home | Evaluation Process | Video Library | Training Modules | Document Library | Professional Development | Online Certification | TAP System Info

NIET Best Practices Portal

The National Institute for Excellence in Teaching (NIET) is a public non-profit organization committed to improving educator effectiveness. The NIET Best Practices Portal is a subscription-based interactive Web tool that provides real-time access to individualized trainings and support in order to improve instruction and evaluation.

★★★★★

Operated by National Institute for Excellence in Teaching's Best Practices Center. Visit www.niet.org/bestpracticescenter. © 2013. All rights reserved.

Planning Year Support

- During the 2013-2014 Planning Year NIET would provide the following support:
 - Site Presentations
 - Research Supporting the Model
 - Site Visits to Existing TAP / Best Practice Schools
 - National Conference Participation
 - On the ground support for participating districts
 - Webinars

Costs of TAP Implementation

Based on a Sample School of 30 teachers:

1.0 FTE – Master Teacher = \$8000 Stipend* (Full Time Release)

or

2 - .5 FTE Master Teachers (Part Time Release 1.0 FTE)

4-5 – Mentor Teachers = \$4000 Stipend *

30 – Career Teacher Performance Based Compensation = \$2000 *

Total Major Costs: \$145,000 – Estimated based on sample school size and given model

*Amount Can be Adjusted and is for demonstration purposes only

Cost of Best Practices Center Implementation

Based on a Sample School of 30 Teachers:

4-5 Master Teachers (Limited Release) = \$10,000*

5-6 Mentor Teachers (Limited Release) = \$5000*

No Performance Based Compensation

Total Major Costs = \$80,000

*Amount Can be Adjusted and is for demonstration purposes only

Questions

Jason Culbertson – Chief Operating Officer

jculbertson@niet.org

Mark Oesterle – Senior Program Specialist

moesterle@niet.org

NIET

NATIONAL INSTITUTE FOR
EXCELLENCE IN TEACHING

Enter keyword(s) to search

GO

HOME

ABOUT NIET

TAP

BEST PRACTICES CENTER

NEWSROOM

PUBLICATIONS

EMPLOYMENT

CONTACT US



TAP is a comprehensive school reform model that provides teachers with powerful opportunities for career advancement, ongoing professional development, a fair evaluation system and performance-based compensation.



best
practices
center

The NIET Best Practices Center (BPC) provides innovative services, support and solutions to schools, districts and states to improve educator effectiveness.