



## Recruiting, Selecting and Hiring TAP Leaders

### TAP RECRUITMENT PROCESS OVERVIEW

Sample Job Advertisement for Master/Mentor Teachers

Sample Recruitment Flier for Master/Mentor Teachers

Sample Meeting Agenda

### TAP SELECTION AND HIRING PROCESS OVERVIEW

Sample Interview Questions for Master/Mentor Teachers

Sample Scoring Rubric - Interview Questions for Master/Mentor Teachers

Sample Formats for Master/Mentor Teacher Interviews

Sample Scoring Rubric - Master/Mentor Teacher Interviews

Sample Master Teacher Contract Amendment

Sample Mentor Teacher Contract Amendment

# RECRUITING, SELECTING AND HIRING TAP LEADERS

## TAP RECRUITMENT PROCESS OVERVIEW

The process for recruiting TAP educators – principals, master teachers, and mentor teachers – proves most critical to the successful execution of the TAP System. Their leadership and commitment to TAP implementation are essential to the goal of improving classroom instruction and student achievement! One of the most important and first decisions that a district will make is the identification of the principal, master, and mentor teachers in a TAP school. It all begins with recruiting the right people to apply!

### HOW and WHO do I recruit?

It is essential that a competitive process for recruiting master and mentor teachers and principals be implemented to ensure the best possible candidates are selected. Recruitment efforts can begin within the targeted TAP school, with teachers from across the district, and beyond! Determining how the positions will be announced and advertised is an important decision. Possible considerations include disseminating flyers, hosting an informational meeting, radio advertisement, and posting on district/school website or within a local newspaper(s).



### WHEN should recruitment efforts begin?

It is recommended that recruitment efforts to fill positions for the upcoming school year begin in early spring. This should allow sufficient time for advertising, interviewing, and selecting candidates prior to the school year. Also, identifying educators to serve on a TAP Leadership Team prior to the summer allows them to attend the necessary summer trainings/workshops and get a jumpstart on their planning for the upcoming year. The development of a timeline outlining key recruitment activities is encouraged.

### WHAT are the desired qualifications of mentor teachers, master teachers, and principals?

**Mentor Teachers** - are actively involved in enhancing/supporting the teaching experience of career teachers. Desired qualifications for TAP Mentor teachers include:

- » Bachelor's degree and full credentials OR alternative certification, including passing level on elementary subject matter assessments and professional knowledge assessments
- » Portfolio and classroom demonstrations showing instructional excellence
- » Minimum of two years teaching experience
- » For teachers currently in TAP schools, recommendation by principal, master and mentor teacher; and
- » Excellent instructor and communicator with an understanding of how to facilitate growth in adults.

**Master Teachers** - are highly skilled professional educators who share significant leadership responsibilities and authority with the principal. Desired qualifications for TAP Master teachers include:

- » At least five years of successful teaching as measured by performance evaluations, promotions and portfolio of work
- » Master's/Doctorate degree in relevant academic discipline (or a comparable educational achievement – e.g., National Board Certification)

- » For teachers currently in TAP schools, exemplary evaluation scores on the TAP Rubrics
- » 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
- » Possess 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; and
- » Possess excellent communication skills and an understanding of how to facilitate growth in adults.

**Principals** - If outstanding teachers are the single most important school-related factor for student success, then outstanding leadership is an essential supporting element for teacher success. Even though the TAP leadership team is comprised of the principal, master and mentor teachers, it is the principal who retains control of the school and ultimately leads the TAP effort. The principal in a TAP school should possess the skills to:

- » Serve as the head of the school leadership team, and in that capacity guide the team in analyzing student data, developing a school academic plan, monitoring cluster group operations, and fostering inter-rater reliability
- » Collaborate with the leadership team to create a school assessment plan
- » Evaluate each teacher and monitor the data management system to identify trends in teacher evaluation scores and maintain inter-rater reliability
- » Effectively communicate student progress to parents and stakeholders and garner their support; and
- » Identify needs in teacher professional development and school curriculum, and gather resources and solutions to address needs.

*Note: For more specific qualifications for principals, master teachers, and mentor teachers, refer to the TAP Implementation Manual and/or the TAP Leadership Handbook.*

RECRUITING, SELECTING AND HIRING TAP LEADERS  
SAMPLE JOB ADVERTISEMENT FOR MASTER/MENTOR TEACHERS

<NAME> PARISH SCHOOL SYSTEM  
P.O. Box 800 | 1724 Lovely Street | City, State

**ANNOUNCING VACANT POSITION**

Circular No.: 08-25

**Title:** TAP Master Teacher  
Oliver Elementary

**Position Location:** Searcy, LA

**Position Qualifications:** Teaching Certificate, Master’s Degree and/or National Board Certification preferred with at least five years successful teaching experience, including experience with regular and special education students as measured by performance evaluations, a portfolio of work, some experience in mentoring teachers, demonstrated expertise in content, curriculum development, student achievement and assessment, as measured by a collection of the teacher’s work in each area. Applicant should have graduate work, work experience, or intensive professional development in the areas of team teaching, mentoring, supervision and strategic planning. Candidates will be required to demonstrate their teaching skills. Technology proficiency required.

**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 TAP evaluator. Attend professional development meetings facilitated by the district and state TAP staff. Work an expanded calendar year.

**Salary:** To be determined based upon the current 182 teacher salary schedule and experience level with a supplement of <insert amount> per year for additional days/responsibilities.

**Application Deadline:** <insert date> at NOON.

**How to Apply:** Submit a cover letter, a portfolio with resume’ and summary of work experience, professional development activities, a copy of Louisiana teaching certificate and a teaching video/DVD to <insert name, address, etc>.

Position Announced By: \_\_\_\_\_ Date \_\_\_\_\_  
<Name>, Superintendent  
<Name> Parish Schools

c.c. Board Members  
Staff Members  
Principals

EQUAL OPPORTUNITY EMPLOYER



***A talented teacher  
makes all the difference...***



### **MASTER TEACHERS NEEDED!**

- » Are you interested in being part of a new and innovative teaching experience?
- » Do you want to teach at a school where upward mobility exists?
- » Are you experienced in team teaching and collaborating with your colleagues?
- » Do you have prior experience mentoring colleagues and providing peer assistance?
- » Then, this may be the job for you!

<INSERT NAME OF SCHOOL/ DISTRICT> is currently seeking talented, energetic, motivated educators to serve as master teachers in schools implementing TAP: The System for Teacher and Student Advancement. TAP is a bold systemic reform proven to improve student achievement and teacher and leader effectiveness. TAP affords educators the opportunity of multiple career paths, competitive compensation, ongoing applied professional development and performance-based accountability.

If interested, more information can be gained at the TAP Informational Meeting to be held <insert date(s)> at <insert location> from <insert time>. For questions, please contact <name, email, phone>.

#### **Specific Qualifications Required**

- » Master's degree or National Board Certification in relevant academic discipline with 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 TAP Teacher evaluations
- » Instructional excellence demonstrated through model teaching, videos, etc.
- » Student data that illustrates ability to increase student achievement
- » **Insert additional qualifications as determined by the district/school**

#### **Specific Roles and Responsibilities**

- » Participate in TAP trainings and professional development workshops to achieve and maintain status as a Certified TAP evaluator
- » Analyze student-wide student data as the basis for developing a school plan
- » Develop a school plan utilizing the TAP processes
- » Oversee the 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 successful student strategies
- » Observe and provide peer assistance and coaching toward meeting teachers' individual Growth Plan goals
- » Evaluate teacher performance using the TAP Rubrics
- » Work an expanded calendar year
- » **Insert additional roles and responsibilities as determined by the district/school**

<INSERT NAME OF SCHOOL/DISTRICT>

## TAP Master/Mentor Teacher Informational Meeting

<insert date>

### SAMPLE AGENDA

- » Welcome, Introductions
- » Overview/Purpose of meeting
- » Overview of TAP
  - » Background on TAP in Louisiana
  - » Background on TAP in <Insert School/District>
- » Description of Master Teacher Role & Responsibilities
  - » Testimonial of Current Master Teacher
- » Description of Mentor Teacher Role & Responsibilities
  - » Testimonial of Current Mentor Teacher
- » Explanation of Application / Interview Process & Important Dates
- » Questions & Answers

For additional information, contact <insert name(s), email, phone number, etc.>

NOTE: Possible resources to share during meeting might include the *Louisiana TAP Story* DVD, Louisiana TAP brochure, TAP/TIF Fact Sheet, Mentor/Master Teacher Job Descriptions, etc. The identification of the individual(s) from within the district/school to present during the meeting should be done in advance.

Selecting capable TAP educators – principals, master teachers, and mentor teachers – plays a vital role in determining the success of TAP in your school! It is essential to develop and use a competitive process for selecting and hiring the “best of the best” of these educators.

Each TAP school, in collaboration with appropriate district personnel, is responsible for hiring master and mentor teachers. Master and mentor teachers should be identified and hired through a rigorous selection process that ensures the candidates are effective teachers and effective coaches. Selected candidates must meet basic educational and other qualifications and demonstrate expertise in instruction, curriculum, assessment, and leadership. Applicants also are expected to have amassed a record of proven student achievement.

Research makes it clear that the school principal plays a critical role in improving student performance. Therefore, the quality of education that can be delivered to students rests on a school district’s ability to bring effective principals on board. Districts should actively seek candidates who are proficient in areas such as developing an exemplary school instructional/academic improvement plan, communicating student progress, and exhibiting instructional leadership with knowledge of both quality instructional practices and of curriculum.

### Key Steps to Selection and Hiring:

- 1. Establish an Interview Selection Committee.** The committee should consist of key district and school leadership. It is strongly recommended that at least one member on the committee have an understanding of the significance of the role and responsibility of the position to the TAP Leadership Team and/or experience in the position for which you are hiring. Assistance with the interview process from the Louisiana TAP staff is available, upon request.
- 2. Review applications.** All applications should be reviewed to verify qualifications and identify those candidates to be interviewed. It is important to note that a decision to re-advertise the position due to the lack of qualified candidates is encouraged.
- 3. Determine the format of interviews.** There are several options for conducting interviews to ensure you identify the best candidate. Possible options are included in this section of the toolkit for your use.
- 4. Develop interview questions and scoring rubric.** Asking questions specifically related to the critical role and responsibilities of the master/mentor teacher position will provide a better understanding of a candidate’s strengths and weaknesses. Sample interview questions and a scoring rubric are included in this section of the toolkit. Additional interview questions can be found in the TAP Implementation Manual.
- 5. Establish an interview schedule.** Once you have identified the number of candidates to be interviewed and the format of the interview, a schedule can be created. Be sure to include time for the committee to debrief after interviews.
- 6. Conduct interviews.** It is ideal for interviews to be conducted in late spring/early summer to ensure candidate(s) have an opportunity to participate in summer TAP training(s) and to allow time for re-advertisement, if needed.
- 7. Identify and select candidate(s).** The Selection Committee should evaluate all interviewed candidates based upon the scoring rubric and rank in order of hiring preference.
- 8. Notify candidate(s) and announce selections.** Contact, via email, mail or phone, selected candidate(s) and offer him/her the job, along with the contract addendum outlining the responsibilities, job descriptions and compensation for the role.

# RECRUITING, SELECTING AND HIRING TAP LEADERS

## SAMPLE INTERVIEW QUESTIONS FOR MASTER/MENTOR TEACHERS

These questions were developed based on the TAP Teaching Skills, Knowledge and Responsibilities Performance Standards. They are designed for use in interview sessions, both to hire mentor and master teachers and to advance teachers to mentor or master status. Additional interview questions may be located in the *TAP Implementation Manual*.

### Designing and Planning Instruction

1. How do you decide what is important to teach?
2. Explain how you align your teaching goals with school goals and content standards.
3. How does your teaching and the content you teach reflect the knowledge and perspective of your students?
4. How do you extend your knowledge of instructional resources and materials?
5. Talk about a number of students with whom your instructional approach is different.

### The Learning Environment

1. What happens in your classroom when students disagree with you or have a difference of opinion?
2. How do you encourage your students to expand their thinking and take risks?
3. How do you communicate and apply standards for student behavior throughout the year?
4. Tell us about the ways student input and choices are incorporated into the dynamics of the class.
5. Describe your expectations for student performance.

### Instruction

1. How do you engage students in discussions? Give an example of an activity that was successful in maximizing student involvement.
2. How do you vary your instruction to accommodate different students' learning styles?
3. Do students in your class assess each other's work?
4. How does your teaching afford students opportunities to develop their own individual interests?
5. How do you integrate thinking and problem-solving into your teaching?
6. Discuss some ways that you provide feedback to students throughout their learning.
7. How do you share the expectations you have for students?

### Responsibilities

1. In what ways have you collaborated with your colleagues to improve your teaching?
2. What staff/team development have you led?
3. Have you ever team taught? If so, describe the ways in which your team planned.
4. What have you done this year to improve your school's quality?
5. In what areas have you reflected on your teaching? How has this helped you improve?
6. How have you reached out and communicated with parents?
7. What suggestions have you given parents to help them educate their children at home?



# RECRUITING, SELECTING AND HIRING TAP LEADERS

## SAMPLE SCORING RUBRIC - INTERVIEW QUESTIONS FOR MASTER/MENTOR TEACHERS



After identifying the questions to be asked during the interview, a scoring rubric/rating form should be developed. Below is a sample rubric that can be modified, as deemed appropriate.

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Rating Descriptions				
5 Exemplary	4 Excellent	3 Proficient	2 Emerging	1 Needs Improvement
Interview Questions				
1. A teacher has come to cluster for the past two weeks without bringing any required student work. Please discuss how you would respond to him/her.				
Comments/Notes			Assessment Rating (circle one) 5   4   3   2   1	
2. After each teacher or cluster evaluation, there is a time of coaching and reflecting to identify a reinforcement area (strength) and a refinement area (area for improvement). Describe an area of reinforcement and refinement that you personally bring to the position of Master/Mentor Teacher.				
Comments/Notes			Assessment Rating (circle one) 5   4   3   2   1	
3. Please discuss one strategy, or technique, you have used with your students to ensure them a greater opportunity for mastery of a specific objective.				
Comments/Notes			Assessment Rating (circle one) 5   4   3   2   1	
4. Discuss some ways that you have provided feedback to students throughout their learning.				
Comments/Notes			Assessment Rating (circle one) 5   4   3   2   1	
5. Your principal has asked you to define for him what effective professional development looks and sounds like. Please discuss how you would respond. (What are its components? How do you know it is effective?)				
Comments/Notes			Assessment Rating (circle one) 5   4   3   2   1	
NOTE: The following questions are for the INTERVIEWER ONLY.				
6. Does the candidate exhibit professional behavior?				
Comments/Notes			Assessment Rating (circle one) 5   4   3   2   1	
7. Is the candidate an effective communicator?				
Comments/Notes			Assessment Rating (circle one) 5   4   3   2   1	
8. Does the candidate exhibit commitment to the professional development of teachers?				
Comments/Notes			Assessment Rating (circle one) 5   4   3   2   1	
<b>Total Rating Score:</b> _____				
Recommendation (circle one): Place in Pool of Applicants   Collect more information   Recommend for Different Position   Do not recommend				
Interviewer: _____				
Print Name		Signature		Date

# RECRUITING, SELECTING AND HIRING TAP LEADERS

## SAMPLE FORMATS FOR MASTER/MENTOR TEACHER INTERVIEWS

There are several options for conducting interviews to ensure the best candidate is selected. Below are ideas of possible performance-based tasks to be required of candidates. Candidates should be informed of the selected format prior to the interview, as doing so will also allow the Selection Committee to properly plan for a productive interview process.

### Sample Task #1: Review of Student Data

Prior to the interview, disseminate sample student performance data to candidates or ask that they bring them to the interview. Candidates should be prepared to review and analyze the data and identify 2-3 recommendations for use during a TAP cluster meeting. Follow-up questions during the interview might include:

- » What does the data inform?
- » What questions are raised from the data?

### Sample Task #2: Portfolio Review

Require candidates to submit a professional portfolio. During the interview they should be prepared to share 1-2 things they are most proud of accomplishing and why. Items to be included in the portfolio are:

- » formative assessments/tests and quizzes
- » lesson plans and unit plans
- » professional development plans
- » evidence of team teaching or collaborating with teachers

### Sample Task #3: Teach a Lesson

Arrange for candidates to teach a 15-20 minute lesson to a small group or request the candidates bring a video of an actual lesson they have taught. Ask them to bring instructional material and lesson plan to the interview. Using the TAP Rubric, rate the candidates' performance. Key "look fors" include:

- » Does the candidate clearly articulate the lesson objective and what students will be expected to know or do?
- » How effectively does s/he establish rapport with students?
- » Does the candidate engage all students or a subset of the class?
- » What types of questions are asked?

### Sample Task #4: Performance Reflection

In conjunction with Task #3, ask candidates to reflect on their lesson. They should identify an area of reinforcement and refinement. Does the candidate:

- » Assess how the lesson went based on what students were able to do?
- » Precisely describe the strategies s/he chose and why s/he chose them?
- » Attribute the causes of a successful or unsuccessful performance to internal factors?
- » Produce logical ideas for improvement?
- » Cite additional assessment data s/he would seek if given an opportunity?
- » Analyze the possible causes for success or failure?

**Interview Format:** Candidates are required to teach a 15-20 minute lesson to a small group or bring a video of an actual lesson they have taught, in addition to instructional material and lesson plan.

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Rating Descriptions				
5 Exemplary	4 Excellent	3 Proficient	2 Emerging	1 Needs Improvement
<b>Interview Questions</b>				
<b>1. What was the objective of the lesson/presentation?</b>				
Comments/Notes			Assessment Rating (circle one) 5   4   3   2   1	
<b>2. How did the candidate measure the outcome(s) of the lesson/presentation?</b>				
Comments/Notes			Assessment Rating (circle one) 5   4   3   2   1	
<b>3. What learner differences were accommodated during the lesson/presentation, and how did the candidate accommodate those differences?</b>				
Comments/Notes			Assessment Rating (circle one) 5   4   3   2   1	
<b>4. Does the lesson/presentation have room for improvement? If so, how?</b>				
Comments/Notes			Assessment Rating (circle one) 5   4   3   2   1	
<b>5. Does the teacher identify logical areas for improvement?</b>				
Comments/Notes			Assessment Rating (circle one) 5   4   3   2   1	
<b>NOTE: The following questions are for the INTERVIEWER ONLY.</b>				
<b>6. Did the candidate provide evidence that s/he had reflected on the lesson?</b>				
Comments/Notes			Assessment Rating (circle one) 5   4   3   2   1	
<b>7. The presentation was engaging and focused.</b>				
Comments/Notes			Assessment Rating (circle one) 5   4   3   2   1	
<b>Total Rating Score:</b> _____				
Recommendation (circle one): Place in Pool of Applicants      Collect more information      Recommend for Different Position      Do not recommend				
<b>Interviewer:</b> _____				
Print Name		Signature		Date

<INSERT DISTRICT NAME> Parish School System

### TAP™: The System for Teacher and Student Advancement

THIS CONTRACT for the school year <insert year> is made and entered into, between the <insert district name> Parish School System and <insert school> and the TAP Master Teacher <insert name>, hereinafter referred to as “Employee”:

The Employee, being duly qualified, hereby agrees for a period of one year, commencing July 1, <year> to June 30, <year>, to devote Employee’s attention to the following duties, in addition to the appropriate responsibilities outlined in the regular teaching contract.

**1. Collaborate with colleagues to construct exemplary lessons.**

Master teachers are expected to work with all teachers to develop lessons for the classrooms. They guide the work of the teachers, providing them with expert advice along the way.

**2. Oversee adoption of curriculum resources.**

The master teacher serves as a co-instructional leader with the principal to help adopt curriculum resources to be used by all teachers.

**3. Provide demonstration lessons.**

As part of the ongoing, applied professional development activities, the master teacher will conduct demonstration lessons to help teachers improve their classroom skills.

**4. Facilitate curriculum planning.**

Master teachers will assist and guide other teachers in developing their lesson plans and instructional units.

**5. Share instructional leadership with principal.**

- a. As noted earlier, the master teacher will have shared responsibility for adoption of curriculum resources, teacher performance evaluations, and other instructional-related functions.
- b. Interaction with parents.

**6. Participate in professional development activities.**

- a. Self- and team-directed and connected to academic standards, school mission, and goals.
- b. School-planning and decision-making.
- c. Shared accomplishments.

**7. Teach twenty-five percent (25%) of the week, which is flexible and can be clustered.**

Master teachers have a broad range of responsibilities at the school site; however, a critical component of their role is to interact regularly with students. This is achieved through regular classroom teaching time.

**8. Master teachers are compensated for ten additional contract days, which are additional to the regular teaching contract. The additional days are determined by the school administrator(s).**



In consideration of said services rendered, it is agreed that the stipend for the contract year shall be <insert amount>. The addenda will be paid in accordance with the school system’s procedure for paying addendums.

The above salary is contingent upon continued funding for the school year. All teachers are subject to re-qualification/re-hiring each year TAP is funded. The principal will conduct the appraisal of the master teacher for the <year> school year and will be responsible for seeing that the TAP Job Responsibilities forms are completed. The Master Teacher stipend pay is contingent upon fulfilling the duties of the Master Teacher. Master Teachers who are on leave or absent for extended periods of time are not paid the full stipend. The TAP master stipend ends upon date of resignation or dismissal. It is the responsibility of the TAP master teacher to notify TAP personnel in writing (not e-mail) in the event the master resigns. Any monies received after the date of resignation shall be returned by the TAP master to the <insert district name> School System.

The Employee’s acceptance of this contract addendum must be indicated within ten days after receipt of the contract by signing and returning the addendum to the School Principal or the offer of contract may be revoked.

-----  
Teacher

-----  
Date

-----  
Principal

-----  
Date

-----  
TAP Director, if applicable

-----  
Date

-----  
Assistant Superintendent of  
Human Resources and Auxiliary Services

-----  
Date

-----  
Superintendent

-----  
Date

<INSERT DISTRICT NAME> Parish School System

### TAP™: The System for Teacher and Student Advancement

THIS CONTRACT for the school year <insert year> is made and entered into, between the <insert district name> Parish School System and <insert school> and the TAP Mentor Teacher <insert name>, hereinafter referred to as “Employee”:

The Employee, being duly qualified, hereby agrees for a period of one year, commencing July 1, <year> to June 30, <year>, to devote Employee’s attention to the following duties, in addition to the appropriate responsibilities outlined in the regular teaching contract.

**1. Collaborate with colleagues to construct benchmark lessons.**

Mentor will work with early career and master teachers to develop lessons and instructional units.

**2. Provide training to early career teachers, other mentor teachers, and master teachers.**

Mentor teachers develop professional development activities that will be part of the on-going, applied professional growth at the school site. This training will also be available to other mentor teachers and master teachers, if needed.

**3. Observe and provide peer assistance for colleagues.**

- a. Regularly observe early career teachers and other mentors.
- b. Provide suggestions and constructive critiques of colleagues’ teaching, primarily during on-going professional growth time scheduled at the school site.
- c. Engage in professional development activities that will help them develop needed skills.

**4. Mentor early career teachers.**

Primary responsibility of mentor teachers will be to oversee the work of early career teachers and provide ongoing feedback and guidance to those less experienced teachers.

**5. Participate in professional development activities.**

- a. Self-directed, team-oriented, and connected to academic standards, school mission, and goals.
- b. Observation of mentor and master teachers within school and beyond to improve upon their mentoring skills and classroom practices.
- c. School-planning and decision-making.

**6. Attend one period of professional growth block per day, if possible.**

Mentor teachers may have one class period per day that can be spent on planning, professional developments, or other instructional-related activities.

**Mentor teachers are compensated for five (5) additional contract days, which are included in the calculation of the regular teaching contract.**

In consideration of said services rendered, it is agreed that the stipend for the contract year shall be <insert amount full time or ½ time>. The addendum will be paid in accordance with the school system’s procedure for paying addenda.

The above salary is contingent upon continued funding for the school year. All teachers are subject to re-qualification/re-hiring each year TAP is funded. The principal and master teacher will conduct the appraisal of the mentor teacher for the <insert year> school year and will be responsible for seeing that the TAP Job Responsibilities forms are completed. The mentor teacher stipend pay is contingent upon fulfilling the duties of the mentor teacher..

Mentor Teachers who are on leave or absent for extended periods of time are not paid the full stipend. The TAP mentor stipend ends upon date of resignation or dismissal. It is the responsibility of the TAP mentor teacher to notify TAP personnel in writing (not e-mail) in the event the mentor resigns. Any monies received after the date of resignation shall be returned by the TAP mentor to the <insert district name> School System.

The Employee’s acceptance of this contract addendum must be indicated within ten days after receipt of the contract by signing and returning the addendum to the School Principal or the offer of contract may be revoked.

-----  
Teacher

-----  
Date

-----  
Principal

-----  
Date

-----  
TAP Director, if applicable

-----  
Date

-----  
Assistant Superintendent of  
Human Resources and Auxiliary Services

-----  
Date

-----  
Superintendent

-----  
Date

TO LEARN MORE ABOUT LOUISIANA TAP AND TIF GRANT,  
VISIT <http://louisianaschools.net/divisions/tap/>.

Printing of this document made possible by funding through the U.S. Department of Education Teacher Incentive Fund grant.

*Louisiana Believes*

**LDOE** | Louisiana Department of  
**EDUCATION**

Louisiana Department of Education

1201 North Third Street

Baton Rouge, LA 70802-5243

877.453.2721 | [www.louisianaschools.net](http://www.louisianaschools.net)