**Optional TQP Eligible Partnership AND Partner IHE Checklist**

**Appendix A**

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| **Eligible Applicant Name:** | | |
| **Eligible Partnership Entities** | | |
| **High-Need LEA:** | |  |
| **High-Need School within the High-Need LEA:** (must identify at least ONE school within each high-need LEA at time of application) | |  |
| **Partner IHE:** | |  |
| **College or School of Education within the partner IHE:** | |  |
| **College or School of Arts and Sciences within the partner IHE:** | |  |
| **Partner IHE Eligibility** | | |
| Partner institution from Section 200(17) means an IHE, which may include a two-year IHE offering a dual program with a partner four-year IHE, participating in an eligible partnership that has a teacher preparation program-- | | |
| (i) Whose graduates exhibit strong performance on State determined qualifying assessments for new teachers through-- | | |
| **Page** \_\_\_\_\_\_\_ | (A)  Demonstrating that 80 percent or more of the graduates of the program who intend to enter the field of teaching have passed all of the applicable State qualification assessments for new teachers, which shall include an assessment of each prospective teacher’s subject matter knowledge in the content area in which the teacher intends to teach; or | |
| (B) Being ranked among the highest-performing teacher preparation programs in the State as determined by the State-- | | |
| **Page** \_\_\_\_\_\_\_ | (1)  Using criteria consistent with the requirements for the State Report Card under section 205(b) of the HEA before the first publication of the report card; and | |
| **Page** \_\_\_\_\_\_\_ | (2)  Using the State report card on teacher preparation required under section 205(b), after the first publication of such report card and for every year thereafter; and | |
| (ii) That requires-- | | |
| **Page** \_\_\_\_\_\_\_ | (A)  Each student in the program to meet high academic standards or demonstrate a record of success, as determined by the institution (including prior to entering and being accepted into a program), and participate in intensive clinical experience; | |
| **Page** \_\_\_\_\_\_\_ | (B)  Each student in the program preparing to become a teacher who meets applicable State certification and licensure requirements; and | |
| **Page** \_\_\_\_\_\_\_ | (C)  Each student in the program preparing to become an early childhood educator to meet degree requirements, as established by the State, and become highly competent. | |
| Note: For purposes of paragraph (ii)(C) of this definition, the term “highly competent,” under section 200(12) of the HEA, when used with respect to an early childhood educator, means an educator--  (a) With specialized education and training in development and education of young children from birth until entry into kindergarten;  (b) With–-  (i) A baccalaureate degree in an academic major in the arts and sciences; or  (ii) An associate’s degree in a related educational area; and  (c) Who has demonstrated a high level of knowledge and use of content and pedagogy in the relevant areas associated with quality ECE. | | |