

REQUIRED TQP ABSOLUTE PRIORITY 3 CHECKLIST

APPLICANT NAME:

PR AWARD NUMBER:

Effective Pre-Baccalaureate Teacher Preparation Programs (Pre-Bac Program) AND Leadership Model	
<p>INSTRUCTIONS: Applicants must provide page number(s) for each requirement that has a space provided in the Page Number column to identify where each requirement is discussed in the application’s project narrative or shown via a document or form included in the appendix. Some requirements are dependent on the design of the applicant’s project and are listed “as applicable.”</p>	
<p>Page Number</p>	<p>(I) IN GENERAL. Under this priority, an eligible partnership must carry out an effective pre-baccalaureate teacher preparation program or a fifth-year initial licensing program that includes all of the following:</p>
<p>(a) _____</p>	<p>(a) <u>Program Accountability.</u> Implementing reforms, described in paragraph (b) of this priority, within each teacher preparation program and, as applicable, each preparation program for ECE programs, of the eligible partnership that is assisted under this priority, to hold each program accountable for--</p>
<p>(i) _____</p>	<p>(1) Preparing--</p> <p>(i) New or prospective teachers who meet the applicable State certification and licensure requirements including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA (including teachers in rural school districts, special educators, and teachers of students who are limited English proficient);</p>
<p>(ii) _____</p>	<p>(ii) Such teachers and, as applicable, early childhood educators, to understand empirically-based practice and scientifically valid research related to teaching and learning and the applicability of such practice and research, including through the effective use of technology, instructional techniques, and strategies consistent with the principles of universal design for learning, and through positive behavioral interventions and support strategies to improve student achievement; and</p>
<p>(iii) _____</p>	<p>(iii) As applicable, early childhood educators to be highly competent; and</p>
<p>(2) _____</p>	<p>(2) Promoting strong teaching skills and, as applicable, techniques for early childhood educators to improve children’s cognitive, social, emotional, and physical development.</p>
<p>(b) <u>Required reforms.</u> The reforms described in paragraph (a), above, must include--</p>	
<p>(1) _____</p>	<p>(1) Implementing teacher preparation program curriculum changes that improve, evaluate, and assess how well all prospective and new teachers develop teaching skills;</p>

(2) _____	(2) Using empirically-based practice and scientifically valid research, where applicable, about teaching and learning so that all prospective teachers and, as applicable, early childhood educators--
(i) _____	(i) Understand and can implement research-based teaching practices in classroom instruction;
(ii) _____	(ii) Have knowledge of student learning methods;
(iii) _____	(iii) Possess skills to analyze student academic achievement data and other measures of student learning and use such data and measures to improve classroom instruction;
(iv) _____	(iv) Possess teaching skills and an understanding of effective instructional strategies across all applicable content areas that enable general education and special education teachers and early childhood educators in order to--
(A) _____	(A) Meet the specific learning needs of all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, students with low literacy levels, and, as applicable, children in ECE programs; and
(B) _____	(B) Differentiate instruction for such students;
(v) _____	(v) Can effectively participate as a member of the individualized education program team, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act (IDEA); and
(vi) _____	(vi) Can successfully employ effective strategies for reading instruction using the essential components of reading instruction;
(3) _____	(3) Ensuring collaboration with departments, programs, or units of a partner institution outside of the teacher preparation program in all academic content areas to ensure that prospective teachers receive training in both teaching and relevant content areas in order to become meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, which may include training in multiple subjects to teach multiple grade levels as may be needed for individuals preparing to teach in rural communities and for individuals preparing to teach students with disabilities;
(4) _____	(4) Developing and implementing an induction program;
(5) _____	(5) Developing admissions goals and priorities aligned with the hiring objectives of the high-need LEA in the eligible partnership; and

(6) _____	(6) Implementing program and curriculum changes, as applicable, to ensure that prospective teachers have the requisite content knowledge, preparation, and degree to teach Advanced Placement or International Baccalaureate courses successfully.
(1)_____ (i)_____ (ii)_____ (2)_____ (3)_____ (4)_____ (5)_____ (6)_____ (7)_____ (8)_____ (i)_____ (ii)_____ (iii)_____	(c) <u>Clinical experience and interaction</u> . Developing and improving a sustained and high-quality preservice clinical education program to further develop the teaching skills of all prospective teachers and, as applicable, early childhood educators involved in the program. Such programs shall do the following-- (1) Incorporate year-long opportunities for enrichment, including— (i) Clinical learning in classrooms in high-need schools served by the high-need LEA in the eligible partnership, and identified by the eligible partnership; and (ii) Closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders at ECE programs (as applicable), elementary schools, or secondary schools, and providing support for such interaction; (2) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas; (3) Provide high-quality teacher mentoring. (4) Be offered over the course of a program of teacher preparation. (5) Be tightly aligned with course work (and may be developed as a fifth year of a teacher preparation program). (6) Where feasible, allow prospective teachers to learn to teach in the same LEA in which the teachers will work, learning the instructional initiatives and curriculum of that LEA. (7) As applicable, provide training and experience to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural or urban communities. (8) Provide support and training for individuals participating in an activity for prospective or new teachers described in this paragraph, or paragraphs (a) and (b), or (d), and for individuals who serve as mentors for such teachers, based on each individual’s experience. Such support may include-- (i) With respect to a prospective teacher or a mentor, release time for such individual’s participation; (ii) With respect to a faculty member, receiving course workload credit and compensation for time teaching in the eligible partnership’s activities; and (iii) With respect to a mentor, a stipend, which may include bonus, differential, incentive, or performance pay, based on the mentor’s extra skills and responsibilities.
(d)_____	(d) <u>Induction programs for new teachers</u> . Creating an induction program for new teachers or, in the case of an early childhood education program, providing mentoring or coaching for new early childhood educators.

(e)_____	(e) <u>Support and training for participants in ECE programs.</u> In the case of an eligible partnership focusing on early childhood educator preparation, implementing initiatives that increase compensation for early childhood educators who attain associate or baccalaureate degrees in ECE.
(f)_____	(f) <u>Teacher recruitment.</u> Developing and implementing effective mechanisms (which may include alternative routes to State certification of teachers) to ensure that the eligible partnership is able to recruit qualified individuals to become teachers who meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, through the activities of the eligible partnership, which may include an emphasis on recruiting into the teaching profession--
(1)_____	(1) Individuals from underrepresented populations.
(2)_____	(2) Individuals to teach in rural communities and teacher shortage areas, including mathematics, science, special education, and the instruction of limited English proficient students; and
(3)_____	(3) Mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.
(g)_____	(g) <u>Literacy training.</u> Strengthening the literacy teaching skills of prospective and, as applicable, new elementary school and secondary school teachers--
(1)_____	(1) To implement literacy programs that incorporates the essential components of reading instruction.
(2)_____	(2) To use screening, diagnostic, formative, and summative assessments to determine students' literacy levels, difficulties, and growth in order to improve classroom instruction and improve student reading and writing skills.
(3)_____	(3) To provide individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills.
(4)_____	(4) To integrate literacy skills in the classroom across subject areas.

Leadership Model

Page Number _____	Leadership Models must be implemented with a new Pre-Bac or Residency Model. The Leadership model is not a standalone model.
_____	Leadership Model must prepare individuals interested in becoming superintendents, principals, ECE program directors, or other school leaders.
_____	An “eligible partnership” may carry out the school leadership program either in the partner high-need LEA or in further partnership with an LEA located in a rural area.
_____	Leadership Model must promote strong leadership skills and, as applicable, techniques for school leaders.

_____	Leadership Model must develop and improve a sustained and high-quality preservice clinical education program to further develop the leadership skills of all prospective school leaders involved in the program.
_____	Leadership Model must provide an induction program for new school leaders.
(i)_____ (ii)_____ (iii)_____	Leadership Model must provide participants with: (i) Effective preservice preparation (ii) Mentoring; and (iii) if applicable, full State certification or licensure to become a school leader.
_____	Leadership Model must develop and implement effective mechanisms to ensure that the “eligible partnership” is able to recruit qualified individuals to become school leaders.
_____	Leadership Model Residents may be offered a stipend as part of their participation in the TQP program.
_____	Leadership Model Residents must be placed in cohorts as they matriculate through the TQP program to facilitate professional collaboration.

*Applicants that address AP 3 must use this Required Absolute Priority Checklist