
OFFICE OF GOVERNOR RONNIE MUSGROVE
INTEROFFICE MEMORANDUM

TO: TQE FILE
FROM: RILEY
SUBJECT: NOTES SUBSEQUENT TO MY REVIEW OF GRANT BOOKLET
DATE: 5/4/00
CC: BOYD

State grants seek to promote statewide teacher education reform activities through the linkage of K-12 and higher education institutions and systemic policy and practice changes in areas such as, but not limited to:

- Teacher licensing and certification
- State and higher education accountability for high quality teacher preparation
- Improved content knowledge for subject area preparation
- Improved teaching skills
- Infusion of technology into curriculum and teaching
- Enhanced school-based clinical experiences
- Extended mentoring of new teachers
- Teacher recruitment for high-need schools
- Meaningful accountability for teacher performance
- High quality professional development opportunities for new and existing teachers

Allowable use of funds: the critical areas on which a state may focus are:

- Teacher licensure, certification and preparation policies and practices, including rigorous alternative routes to certification
- Implementing reforms that hold institutions of higher education with teacher preparation programs accountable for preparing teachers who are highly competent in academic content areas and possess strong teaching skills
- State policies and procedures that encourage wholesale redesign of teacher preparation programs, in collaboration with schools of arts and sciences and using models that include strong academic content in teacher education programs
- State efforts that lead to improved linkages between higher education institutions and K-12 schools, with more time spent in K-12 classroom settings by college faculty and teacher education students and greater use of technology in the teacher education program
- The use of new strategies to attract, prepare, support and retain highly competent teachers in high-poverty urban and rural areas
- The redesign and improvement of existing teacher professional development programs to improve the content knowledge, technology skills, and teaching skills of practicing teachers
- Improved accountability for high-quality teaching through performance-based compensation and the expeditious removal of incompetent or unqualified teachers while ensuring due process, and/or

- The development and implementation of efforts to address the problem of social promotion and to prepare teachers to deal with the issues raised by ending social promotion, thereby helping all children, including children with disabilities, to succeed.

To implement successful programs, the following elements are important in order to achieve the objectives of the TQE Program:

- **Leadership and Partners:** Commitment from state's chief executive and other key legislative, education and higher education leaders that these systemic policy and practice changes are top priorities – as shown by their direct involvement. High quality proposals will explain in specific ways how the partners will coordinate a broad range of activities in their state, through collaboration across the K-16 system and by the alignment of policies and practices that further comprehensive reform at the state level. The strongest proposals will be those which permanently change the way teachers are trained and supported. Applications should include specific information about the number of prospective teachers who are served by the project.
- **Systemic Change and Policy Alignment:** Coordinated activities in the state through collaboration between the state education and higher education agencies, as well as the alignment of other policy and practice activities that further the cause of comprehensive reform at the state level and speed up the pace at which these changes occur. Applications should focus on the impact of the project in terms of the depth and breadth of change, how the changes will be lasting ones, and the impact on the supply of well-trained and highly qualified teachers in the state served by the project. Proposals should offer concrete plans and implementation details on how these changes will take place and how they will be institutionalized. Strong proposals will demonstrate a clear and consistent focus on K-12 student achievement throughout the narrative, evident in discussions of state licensure and certification policies, teacher education program content, the system for providing support services to new teachers once they enter the classroom, and efforts to hold higher education institutions accountable for the quality of their programs. The project focus should be on key policies and practices that result in high quality teacher preparation throughout the state. The state TQE project should be connected with other statewide teacher quality activities through explicit policy or practice linkages and should tie all partners together in an organized manner. Proposals should provide detailed evidence of their commitment to align the expenditure of their own funds to funds expended for the Title II project.
- **Sustainability:** Continued support of projects after federal funding ends. The demonstrated commitment of appropriate entities to such support will be required as evidence that projects will be institutionalized. Strong proposals will demonstrate this by describing in clear terms the steps taken to ensure that project work will not cease when federal support is over. The proposal should clearly spell out