

Allowable use of Teacher Quality Enhancement Grant Funds

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; and/or
- High quality professional development opportunities for new and existing teachers.

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.