

REQUIRED TQP APPLICATION AND GENERAL PROGRAM REQUIREMENTS CHECKLIST

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| <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> | |
| Page Number | Each eligible partnership desiring a grant under the TQP program must submit an application that contains— |
| (a) _____ | (a) A needs assessment of the partners in the eligible partnership with respect to the preparation, ongoing training, professional development, and retention of general education and special education teachers, principals, and, as applicable, early childhood educators |
| (b) _____ | (b) A description of the extent to which the program to be carried out with grant funds, as described in the Absolute Priority in this notice, will prepare prospective and new teachers with strong teaching skills |
| (c) _____ | (c) A description of how such program will prepare prospective and new teachers to understand and use research and data to modify and improve classroom instruction |
| (1) _____ (2) _____ | (d) A description of— <p style="margin-left: 40px;">(1) How the eligible partnership will coordinate strategies and activities assisted under the grant with other teacher preparation or professional development programs, including programs funded under the ESEA and IDEA and through the National Science Foundation; and</p> <p style="margin-left: 40px;">(2) How the activities of the partnership will be consistent with State, local, and other education reform activities that promote teacher quality and student academic achievement</p> |
| (1) _____ (2) _____ (3) _____ | (e) An assessment that describes the resources available to the eligible partnership, including — <p style="margin-left: 40px;">(1) The integration of funds from other related sources;</p> <p style="margin-left: 40px;">(2) The intended use of the grant funds; and</p> <p style="margin-left: 40px;">(3) The commitment of the resources of the partnership to the activities assisted under this program, including financial support, faculty participation, and time commitments, and to the continuation of the activities when the grant ends.</p> |
| (1) _____ (2) _____ (3) _____ | (f) A description of— <p style="margin-left: 40px;">(1) How the eligible partnership will meet the purposes of the TQP Grant Program as specified in section 201 of the HEA;</p> <p style="margin-left: 40px;">(2) How the partnership will carry out the activities required under Absolute Priority , as described in this notice, based on the needs identified in paragraph (a), with the goal of improving student academic achievement;</p> <p style="margin-left: 40px;">(3) If the partnership chooses to use funds under this section for a project or activities under section 202(f) of the HEA, how the partnership will carry out such project or</p> |

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| <p>(4)_____</p> <p>(i)_____</p> <p>(as applicable)</p> <p>(ii)_____</p> <p>(6)_____</p> <p>(7)_____</p> <p>(i)_____</p> <p>(ii)_____</p> <p>(9)_____</p> <p>(10)_____</p> <p>(11) _____</p> | <p>required activities based on the needs identified in paragraph (a), with the goal of improving student academic achievement;</p> <p>(4) The partnership's evaluation plan under section 204(a) of the HEA;</p> <p>(5) How the partnership will align the teacher preparation program with the--</p> <p>(i) State early learning standards for Early Childhood Education (ECE) programs, as appropriate, and with the relevant domains of early childhood development as applicable; and</p> <p>(ii) Student academic achievement standards and academic content standards under section 1111(b)(1) of the ESEA, established by the State in which the partnership is located</p> <p>(6) How the partnership will prepare general education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the IDEA;</p> <p>(7) How the partnership will prepare general education and special education teachers to teach students who are limited English proficient;</p> <p>(8) How faculty at the partner institution will work during the term of the grant, with teachers who 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 describes in section 612(a)(14)(C) of the IDEA, in the classrooms of high-need schools served by the high-need LEA in the partnership to—</p> <p>(i) Provide high-quality professional development activities to strengthen the content knowledge and teaching skills of elementary school and secondary school teachers; and</p> <p>(ii) Train other classroom teachers to implement literacy programs that incorporate the essential components of reading instruction;</p> <p>(9) How the partnership will design, implement, or enhance a year-long and rigorous teaching preservice clinical program component;</p> <p>(10) How the partnership will support in-service professional development strategies and activities; and</p> <p>(11) How the partnership will collect, analyze, and use data on the retention of all teachers and early childhood educators in schools and ECE programs located in the geographic area served by the partnership to evaluate the effectiveness of the partnership's teacher and educator support system.</p> |
| <p>(1)_____</p> | <p>(g) With respect to the induction program required as part of the activities carried out under the Absolute Priority—</p> <p>(1) A demonstration that the schools and departments within the IHE that are part of the induction program will effectively prepare teachers, including providing content expertise and expertise in teaching, as appropriate;</p> |

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| (2)_____ | (2) A demonstration of the eligible partnership's capability and commitment to, and the accessibility to and involvement of faculty in, the use of empirically-based practice and scientifically valid research on teaching and learning; |
| (3)_____ | (3) A description of how the teacher preparation program will design and implement an induction program to support, though not less than the first two years of teaching, all new teachers who are prepared by the teacher preparation program in the partnership and who teach in the high-need LEA in the partnership, and, to the extent practicable, all new teachers who teach in such high-need LEA, in the further development of the new teachers' teaching skills, including the use of mentors who are trained and compensated by such program for the mentors' work with new teachers; and |
| (4)_____ (as applicable) | (4) A description of how faculty involved in the induction program will be able to substantially participate in an ECE program or elementary school or secondary school classroom setting, as applicable, including release time and receiving workload credit for such participation, as applicable. |