

**DRAFT: July 10, 2008**

# **Tennessee State Board of Education**

## **Standards and Approval Process for Teacher Training Program Applicant**



**State Board of Education  
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Nashville, TN 37243-1050  
(615) 741-2966  
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# **General Proposal Guidelines**

## **Format for Proposal**

All sections of the proposal should be typed (no less than 12 point font) or duplicated on plain, 8 ½ inch x 11 inch white paper. All proposals should be printed on one side of the paper only. All pages, both in the body and the appendices, must be numbered consecutively. Total number of pages in the proposal must not exceed **40 pages**.

## **Cover Page**

Each proposal must contain a cover page (see Appendix A). All information must be complete. The appropriate signatures must be included.

## **Table of Contents**

A table of contents should be provided that identifies the different sections of the proposal and the corresponding page numbers.

## **Program Overview**

The program overview should be on a single page behind the table of contents. It should contain a brief description of the proposed teacher training program, goals of the program, and the design to accomplish these goals. The description should provide sufficient information to enable the evaluators to understand the program's targeted audience and how they will progress through the program.

## **Needs Statement**

The needs statement is a description of specific need that the program aims to meet and details on how the program will meet that need. The program applicant should clearly articulate an existing need that is linked to current and relevant cited research. The needs statement should be no longer than two pages.

## **Program Objectives**

The program objectives should evolve from the needs statement and should be SMART: specific, measurable, achievable, realistic, and time bound (within a specific period of time). Objectives should not be confused with goals, which are more abstract and broader in scope. The objectives should identify what will be accomplished and how the program's success will be measured. The measures should at least be annual. The objectives should not exceed one page.

Example I:

1. Recruit 20 participants to teach math in the Memphis City Schools

2. Develop a summer training institute that prepares participants to teach math in the Memphis City Schools (measured by survey of participants at three-points throughout their first year of teaching)
3. Develop a mentoring and professional development program that supports participants through their first two years of teaching math in the Memphis City Schools (measured by survey of participants at three-points throughout their two years of teaching)
4. 90% of candidates will be placed in a math position in the Memphis City Schools as the “teacher of record”

Example II:

1. Recruit and train appropriate candidates from the Upper Cumberland region to fill local areas teaching shortage area
2. Develop a training consortium with Upper Cumberland districts that assesses candidates based on prior knowledge and dispositions and delivers pre-service instruction tailored to the candidate’s needs
3. Develop a mentoring and professional development program that draws on best practices and leverages local resources that supports the candidates over a period of three years
4. 90% of candidates are placed in local positions and 80% are retained after three years

**Program Eligibility**

The program eligibility section should detail who is eligible for entry into the training program. It should list the minimum standards required of the targeted program participants and the purpose for limiting the selection to this population. It should also explain the tools that will be used to recruit the eligible participants. The section should not exceed one page.

**Program Selection**

The program selection section should explain how participants will be chosen from the pool of eligible candidates. Candidate selection must be rigorous. Recruitment and selection of program participants should be aligned to the needs statement. The program provider should clearly detail procedures to determine the candidate’s appropriateness for the certification sought. The section should not exceed two pages.

The selection process description should include:

- A set of criteria that conveys a clear description of the characteristics of applicants
- Information about selection criteria, application process, evaluation components, district/participant obligations, and required forms will be prepared and disseminated
- Selection team members
- Information regarding establishment and monitoring of consistent, ethical and fair selection practices

- Other relevant information

### **Program Description**

The description of the proposed program should detail the program **pre-service training, mentoring and professional development, and completion requirements**. The components of the program description should be grounded in current and relevant cited research. The State of Tennessee Licensure Standards for both content and professional education must serve as the basis for program. To the extent possible and appropriate, programs should reflect national standards for both content and provider accountability. This section must be typed and doubled spaced and should not exceed **10 pages**.

#### Pre-service Training Program

This section should include a description of the pre-service training program and its intended outcomes. The pre-service training should align with current and relevant research. The applicant must describe how the program will be delivered. Program delivery details should include anticipated dates, times, duration, locations, facilities, and methods of delivery (how the information is presented and who is presenting it).

#### Mentoring and Professional Development

On-going support of the certification candidates must be a part of the program design. The proposal must clearly identify the type and the level of mentoring/supervising support that will be supplied by the provider. The proposal should specifically state the mentor/supervisor to practitioner ratio. The description should also relate how mentors will be selected and trained, mentor responsibilities, and the duration of mentoring and professional development. Mentors should meet regularly with teachers to demonstrate effective classroom instruction, observe the teacher, coach the teacher, provide continuity with pre-service training, provide direction related to content knowledge and pedagogy, and provide formative evaluation. This section should include a description of the intended outcomes of the mentoring and professional development programs.

#### Completion Requirements

This section should define requirements for successful completion of the program. These include passing any required exams, completing coursework, completing the teaching internship or field experience segments of the program, and completing any intervention plans (if weaknesses were demonstrated). The provider should also detail procedures for assisting participants with job placement.

### **Program Evaluation**

The applicant shall establish an evaluation system that measures the program's stated objectives. The evaluation should provide mechanisms for the systematic use of data, a follow-up of candidates' teaching success, and for measuring retention in the profession. Program evaluation will use internal and external criteria. Program providers will submit reports to the Department of Education, will be subject to site audits/monitoring, and will respond to all requests for data from the DOE. Data request will include, but not be limited to: information on selection criteria of candidates and success of those criteria; success rate of candidates on the PRAXIS pedagogy exams; success rate of the candidates in meeting completion requirements; and survey responses of program participants.

Training programs will be evaluated based on whether the program meets its stated objectives. All approved programs are also accountable under the ***Tennessee Teacher Quality Report Card***. Each approved program will be subject to a rating issued under this system. The rating system will address indicators related to both provider performance and teacher quantity (including, but not limited to):

### **Institutional Performance**

1. Placement rates of program completers
2. Placement and retention rates of program completers throughout the program their time in the teaching profession
3. Percentage of program completers who passed the PRAXIS examinations
4. Teacher effect data including the Tennessee Value-Added Assessment System (TVAAS), when appropriate

### **Teacher Quantity**

1. Number of practitioner teacher program completers
2. Number of practitioner teacher program completers in critical certification shortage areas (mathematics, science, special education, foreign language) and critical rural and inner-city district shortage areas
3. Number of racial minority practitioner program completers and number of teaching minority practitioner program completer

### **Partnerships**

The partnerships section should provide details about partnerships that will need to be developed for the program to operate. For example, the provider may need to partner with local education agencies in order to recruit mentors or existing preparation providers to develop the training curriculum. Information should be provided on how the partnerships add value to the program and will be initiated and sustained. This section should not exceed one page.

### **Timeline for Implementation**

The timeline should map out the tasks required to initiate and carry out the program. It should appear both ambitious and realistic and include anticipated dates, times, locations, and facilities and methods of delivery (face to face,

electronic, etc.). The timeline should demonstrate that there is a clear, specific plan of how, when, and who will carry out each activity. The timeline should include (but is not limited to) the following activities: hiring of staff members, recruitment and selection processes for participants, recruitment and selection processes for mentors, planning and implementation of pre-service training for participants and mentors, implementation of mentor program, planning and implementation of professional development, and planning and implementation of evaluation. The timeline should not exceed three pages.

### **Staffing Chart**

The staffing chart should show who will administer the program. It should list the responsibilities and qualifications of each staff member and provide sufficient detail to program goals and objectives. The chart should list who will collect and analyze data to inform program decisions and who will support the staff in carrying out the program's activities. The staffing chart should list all personnel involved including volunteers or consultants and their roles in the program. This section should not exceed two pages.

### **Curriculum Vitae**

Include vitae of key personnel (2-page maximum per person). Vitae should stress qualifications relevant to the proposed project.

### **Financial Information**

Include program provider financial and corporation information. An audited financial statement should be included with the proposal; if one is not currently available, the applicant should submit a written assurance that one will be provided within the first year of the program. New programs should supply an estimated budget, which should include income and personnel and non-personnel expenses.

### **Sustainability**

This section should articulate a vision for the program's future. It should include details on how the program will be sustained financially. The section should not exceed one page.

### **Appendices and Attachments**

Appendices and attachments should be minimal and should include only information that enhances the proposal.

### **Submission of Proposal**

One copy proposal with original signatures should be mailed to the Tennessee State Board of Education. Another copy should be submitted electronically to David Sevier at David.Sevier@state.tn.us.

Mail to: David Sevier  
State Board of Education  
9<sup>th</sup> Floor – Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-1050

**Additional Information**

For any additional information regarding request for proposals, please email David Sevier at David.Sevier@state.tn.us.

The following guiding documents may be useful in forming teacher training program components:

Tennessee Teacher Licensure Standards:  
[http://www.state.tn.us/education/lic/acct\\_teacher\\_education.shtml](http://www.state.tn.us/education/lic/acct_teacher_education.shtml)

Tennessee Teaching Quality Initiative:  
[http://tennessee.gov/sbe/Aug07/IIB\\_TQI.pdf](http://tennessee.gov/sbe/Aug07/IIB_TQI.pdf)

**Proposal Checklist**

1. Cover Letter (1 page)
2. Table of Contents (1 page)
3. Program Overview (1 page)
4. Needs Statement (2 pages)
5. Program Objectives (1 page)
6. Program Eligibility (1 page)
7. Program Selection (2 pages)
8. Program Description (10 pages)
  - a. Completion Requirements
  - b. Pre-service Training Program
  - c. Mentoring and Professional Development
9. Program Evaluation (3 pages)
10. Partnerships (1 page)
11. Timeline for Implementation and Development (3 pages)
12. Staffing Chart (2 pages)
13. Curriculum Vitae (maximum of 2 pages per person)
14. Financial Information (2 pages)
15. Sustainability (1 page)
16. Appendices (limit to essential information that enhances the proposal)

**Renewal Standards for Teacher Training Programs**

The State Department of Education will evaluate teacher training programs regarding the following: teacher recruitment, admission, preparation, placement, mentoring, performance and retention and will track program participants for five years through the Teacher Quality Report Card. Programs will also be evaluated based on whether they meets their stated objectives. The Department will report the results of the program evaluation annually to the Governor and the State Board of Education.

### **Proposal Review Process and Projected Timelines**

A panel of reviewers will assess proposals submissions. The panel will consist of at least four members of the Teacher Advisory Council for Licensure and Certification, a Board of Education staff member, and a Department of Education staff member. The chair of the Council will appoint review panel team members. The chair will determine the process for selecting review panel members as long as one member represents a traditional teacher preparation program and another represents an alternative teacher preparation program. The review panel may also include other appropriate members, such as State Board of Education members.

The Tennessee Teacher Preparation Program Provider Proposal Rubric (Appendix B) will guide the review panel in their analysis of the proposal. The review panel will evaluate the proposals individually to determine if the required areas meet the “acceptable” standard. If the panel finds three or more areas “unacceptable” then the application will automatically be returned to the applicant with comments. The application may be resubmitted for consideration after the applicant has worked to correct deficiencies. Depending on circumstances and severity, deficiencies in one or two areas may necessitate the return of the application for correction or clarification.

The review panel will report its findings to the Teacher Advisory Council. If the review panel identifies one or two areas that do not meet the acceptable criteria, the Council may choose to recommend the program with stipulations. The applicant must submit a written response to address the deficiencies. The recommendation to the State Board of Education will be held until the applicant adequately addresses the stipulations of the reviewers. State Board of Education staff will communicate stipulations and/or the reasons for program denial to the applicant. The Council may also request the applicant seeking initial approval present and answer clarifying questions before the review panel or Council.

The Council’s recommendation will be brought to the State Board of Education for consideration. The State Board of Education will have final approval of all teacher training programs.

This procedure applies to teacher training programs seeking initial approval to recommend candidates for licensure in the state of Tennessee. As part of the program renewal process, currently approved teacher training programs in the State of Tennessee will be reviewed using these same guidelines. Applications for program renewal will be submitted to the Department of Education for assessment and recommendation to the State Board of Education.

### **Program Review Timeline**

Proposals may be submitted by the first of the month in December, March, July, and September. Proposals received by the first of the month will be reviewed during the month submitted.

Date proposal received for review	Review of proposal	Findings reported to Advisory Council	Interviews (if requested by review team)	Stipulations identified	Rejoinders received	Recommendations made to State Board of Education
December 1	Jan. 7-21					January meeting
March 1	March 7-21					April meeting
July 1	July 7-21					August meeting
September 1	Sept. 7-21					November meeting

#### **Appendices**

- A. Practitioner Teacher Program Proposal Forms (Cover Letter, Assurances)
- B. Teacher Training Program Applicant Proposal Rubric

#### **Cover Letter**

1. Name of Legal Applicant (organization, institution, or entity that will plan and implementing the teacher training program)  
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2. Mailing Address of Organization/Institution  
\_\_\_\_\_  
\_\_\_\_\_
  
3. Program Director  
Name \_\_\_\_\_  
Title \_\_\_\_\_  
Address \_\_\_\_\_

Telephone \_\_\_\_\_  
Fax \_\_\_\_\_  
Email \_\_\_\_\_

4. Certification Areas to be Offered (specific information relative to grade levels and target content areas must be identified)

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5. Projected Number of Program Participants

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6. Names of Targeted School Systems or Schools

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