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The University of Tennessee at Martin (UT Martin) proposes the creative destruction of its Teacher Education Program (TEP) through this **Teacher Preparation Reinvention for Optimizing Continuous improvement for Effectiveness and Student Success (T-PROCESS)**. Creative destruction is a process through which something new brings about the demise of whatever existed before it (<http://whatis.techtarget.com/definition/creative-destruction>). In response not only to this funding initiative but also the newly released Council of Accreditation of Educator Preparation (CAEP) standards (August 2013), the newly revised Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards (April 2013), and the Tennessee Promise Legislation (to be enacted Fall 2015), UT Martin will transform its current Teacher Education Program (TEP) to include:

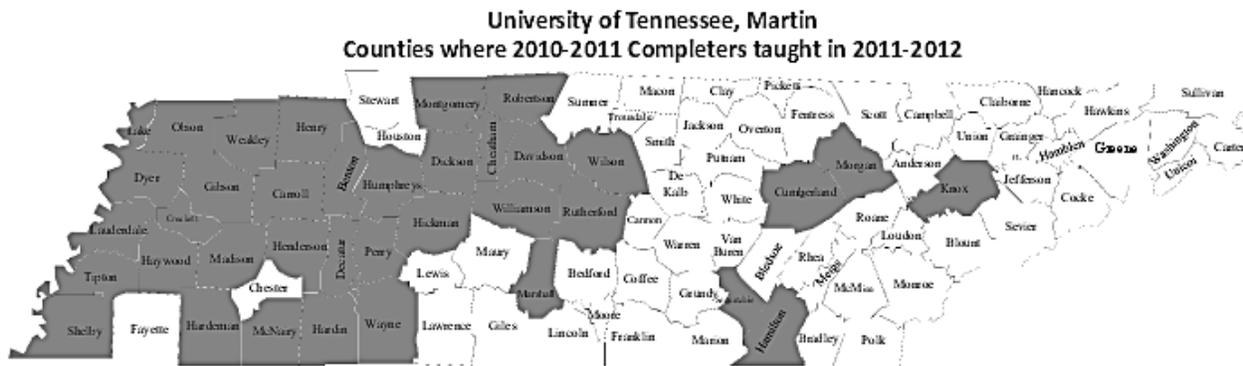
- mechanisms to engage and collaborate regularly with LEAs for mutually agreed upon goals, feedback, and improvement;
- higher admissions standards for TEP candidates;
- refined needs assessments;
- competency-driven curricular modifications;
- professional development for TEP faculty aligned with State and Common Core requirements;
- reconfigured student teaching to a year-long clinical experience;
- supporting infrastructure for continuous improvement;
- the development of an induction program for UT Martin TEP graduates;
- the development of a STEM Center for Teaching and Learning on the UT Martin campus; and
- tailoring a fifth year program to transition math and science majors into highly-qualified math and science teachers.

These activities will enable Project T-PROCESS to address Absolute Priority One: Partnership grants for the preparation of teachers and two competitive preference priorities: Promoting STEM education and Implementing internationally benchmarked college- and career- ready elementary and secondary academic standards.

UT Martin is located in rural Northwest Tennessee, approximately 125 miles northeast of Memphis and 150 miles northwest of Nashville. UT Martin currently produces approximately

150 to 200 teacher education program graduates each year. Most of these graduates are employed to teach in the mostly rural school districts in the western third of the state (Figure 1). Unfortunately, the Tennessee Higher Education Commission (THEC) 2013 Report Card on Effectiveness of Teacher Training Programs also shows that UT Martin’s teacher graduates are less than optimally effective.

Figure 1: Tennessee Counties where UT Martin Teacher Graduates are Employed



Source: THEC 2012 Report Card on the Effectiveness of Teacher Training Programs

Of the 36 school districts in the 21 counties of West Tennessee, 21 districts meet the eligibility requirements for not less than 20% of the children served by the LEA being children from low income families (<http://www.ed.gov/programs/lsl/eligibility.html>). Of the five districts in Tennessee listed under the Small, Rural School Achievement (SRSA) program, four are in West Tennessee. Additionally, 24 West Tennessee districts meet the RLIS Program eligibility requirements (<http://www.ed.gov/programs/reaprlisp/eligibility.html>).

The current context of UT Martin’s Teacher Education Program (TEP) is dizzying, yet conditions are present for necessary change. Weakened infrastructure, inconsistent leadership, changes in accreditation, and new accountability with the State Department of Education presents an opportunity for the TEP. UT Martin has a reputation/track record for working

effectively with rural school systems, and is poised for transformative change to its TEP to improve student achievement.

Over the past 10 years, UT Martin has formed or continued meaningful partnerships with over 80% of the rural LEAs across the West Tennessee region, and professional development has been provided to teachers in the subjects of math, physics, chemistry, special education, reading, English as a second language, and American history. Those partnerships have languished under the directives of the Race to the Top (RTTT) program mandates to the LEAs. While Tennessee was one of the first recipients of the RTTT money, the effect on rural schools has been mixed. One of the most significant weaknesses of the program has been the lack of content-driven professional development for rural LEAs. In the beginning stages of the program, the intent was to create STEM hubs throughout the state to give access to STEM content professional development to urban and rural LEAs. As the plan was implemented, however, the STEM hub in West Tennessee was placed in Memphis, which hindered access for many of the rural school systems. Rural LEAs could ill-afford to send teachers 2.5 hours away and incur the cost of travel and accommodations, along with the cost of a substitute teacher. As a result, the STEM hub in West Tennessee serves primarily Shelby County (Memphis) and some surrounding districts. RTTT also specified which consultants/organizations could provide other forms of professional development in the LEAs, which further limited the role of local IHEs with the LEAs.

The UT Martin Department of Educational Studies, home to the TEP, has had five chairs in the past 15 years. The TEP curriculum was accredited, without qualifications, by NCATE in 2010, and the program is scheduled for its inaugural visit with CAEP in 2017. The TQP guidelines align with the new CAEP standards, and this proposal will buttress the preparation of

the UT Martin TEP to meet the requirements associated with both CAEP and Tennessee accreditation standards.

Hampering the TEP leadership's ability to address the issue of faculty being more assertive in establishing professional relationships with teachers in LEAs can be traced directly to the existing Tenure/Review/Promotion criteria of the TEP faculty. The current criteria do not require that faculty work collaboratively in or with the LEAs. This is especially troubling since most UT Martin TEP graduates report teaching in West Tennessee LEAs. Only a few faculty intentionally seek opportunities to work with LEAs through collaborations such as the STEM-ulation Camp, Robotics Camp, and Kids' College. T-PROCESS will deconstruct and revise the Tenure/Review/Promotion criteria for TEP faculty.

For the *THEC 2013 Report Card on Effectiveness of Teacher Training Programs*, one of the factors by which TEP programs are measured is teacher effect on student achievement on the State's standardized tests. UT Martin's candidates have not fared well. Thus, while rural LEAs throughout West Tennessee employ many of UT Martin graduates, the data suggest that the UT Martin teachers are typically less effective than their peers who graduated from a TEP at other Tennessee universities.

Two major legislative actions in Tennessee have public institutions of higher education trying to predict the effects on their enrollments and budgets. Three years ago, all public universities were mandated to move from an FTE model of funding to a multi-point assessment of performance. In other words, the former model based funding on the number of students enrolled on the tenth day of the fall semester of the new academic year. The new funding formula measures the fall FTE, as well as, retention at multiple points through the pipeline, graduation rates, alumni giving, and sponsored funding. In spring of 2014, Tennessee's

Governor Haslam signed into law the *Tennessee Promise Program* that will provide tuition and fees to high school students enrolling at community colleges beginning in Fall 2015. Students will be required to maintain a 2.0 GPA, complete eight hours of community service for each semester that they receive the funding, and meet with a mentor. The timing of these legislative acts will support the proposed changes of T-PROCESS in terms of raising academic standards of the TEP program (i.e. increased retention and graduation rates of candidates) and reduce number of student: faculty ratios to improve the quality of the student teaching/clinical experience. In addition, the required community service should entice prospective TEP candidates to work with children to satisfy the new requirement of 40 documented hours of work with children.

Project Design

Through the changes proposed in this initiative, UT Martin will implement the creative destruction of its current TEP to build stronger partnerships with LEAs to improve the education of UT Martin teacher candidates and the quality of teacher graduates seeking employment in area school districts. This initiative will completely transform the current TEP at UT Martin into (1) one that is more responsive to the needs of the rural LEAs, better prepared to educate prospective teacher candidates about the Tennessee State and Common Core curriculum standards, and better aligned to the CAEP standards; (2) one that includes data collection and accountability across all sectors; and (3) one that includes feedback loops to institute mechanisms for continuous improvement (i.e. TEP curriculum content, clinical experiences, etc.).

The changes that will be initiated through this Project T-PROCESS are partially based on recommendations found in “Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession” (CCSSO, January 2012). According to this report, the various challenges faced by children in schools today (poverty, single parent families, etc.)

“require a dramatically different type of preparation for teachers who are expected to enter the classroom on day one ready to assume the responsibility for their students’ learning. Teachers must be prepared to provide students with the tools that will be useful over time and durable no matter what changes occur. Knowing how to prepare students for a lifetime of learning and the ability to diagnose why students are not learning are essential skills that teachers must have” (p. 2).

Other recommendations from the above-mentioned document that inform facets of this proposal include: (a) school districts should have a significant role in the design and implementation of the preparation program; (b) TEPs should implement highly selective criteria for program entry and exit; (c) information about supply and demand needs for regional LEAs and the state should become integrated into the advising process; (d) assessment literacy, including the appropriate uses of assessments and analyzing student learning to plan instruction, should be routinely modeled; (e) practice should be placed at the center of teaching preparation; and (f) LEAs and TEPs should collaborate to develop a screening process to identify highly effective PK-12 teachers to serve as cooperating teachers. Tennessee has “implemented policies that require teacher candidates be placed in clinical practice only with effective teachers” (p. 13).

A Blueprint for R.E.S.P.E.C.T. (U.S. Department of Education, April 2013), posits:

“In a 21st-century profession, teacher preparation programs set a high bar for both entering and exiting their program successfully. To enter programs, aspiring teachers come from the top tier of students in the country, demonstrate subject-area expertise (or be in the process of becoming experts in their subject area), and display dispositions associated with successful teaching such as an ability to connect with students from a wide variety of backgrounds, perseverance, and effective communication skills with teachers, students, principals, and community members. The student teaching experience itself is taken seriously, with student teachers supervised by highly effective classroom teachers who have been trained as mentors. Likewise, supervisors from the student-teacher’s preparation program carefully consider the feedback of the classroom teacher when deciding whether teachers have successfully completed the precertification program. To successfully complete a preparation program, preservice teachers demonstrate strong subject-area knowledge, proficiency in improving student learning through research-based practices, solid understanding of pedagogy, and the ability to work effectively with peers toward common goals. Successful completion of student teaching indicates that the student-teacher has accomplished something significant,

meeting an important bar for entry into the profession, and preferably earning the student-teacher a position in the school or district where the student teaching took place” (p. 21).

The impending retirement of many baby-boom generation teachers and the high turnover rates among new teachers indicate that many school districts will be seeking to hire new teachers, some in difficult-to-fill positions. Strategic collaborative planning between TEPs and LEAs can help insure that high quality teacher candidates are ready to fill those positions and the candidates are optimally prepared to meet student and district needs.

The Tennessee Department of Education Field Office serving Northwest Tennessee is located on the UT Martin campus. This office also houses the Northwest Tennessee Center of Regional Excellence (TNCORE), one of eight regional offices. Each office is staffed with an executive director and support staff that includes academic specialists, fiscal and consolidated planning consultants. “CORE strives to provide districts with the support to create regional collaborative relationships, differentiated professional development and evidence based best practice sharing. By establishing an agreed upon set of norms, CORE staff will work closely with district staff in doing the "right work" to improve student learning”

(http://www.tn.gov/education/districts/district_support/CORE.shtml). Project T-PROCESS includes collaboration with this office.

To better serve the needs of TEP candidates and the local LEAs, UT Martin TEP faculty must become intimately familiar with the Common Core and Tennessee State Curriculum Standards as well as the pedagogy associated with best practices for teaching these standards. To achieve this, UT Martin TEP faculty will participate in the TNCORE trainings offered through the Northwest TNCORE office. “TNCORE training is anchored in regional, multi-day summer sessions for school teams and district staff. The training includes specific learning tracks for teachers by grade levels and subjects – English language arts, math, science, social studies, and

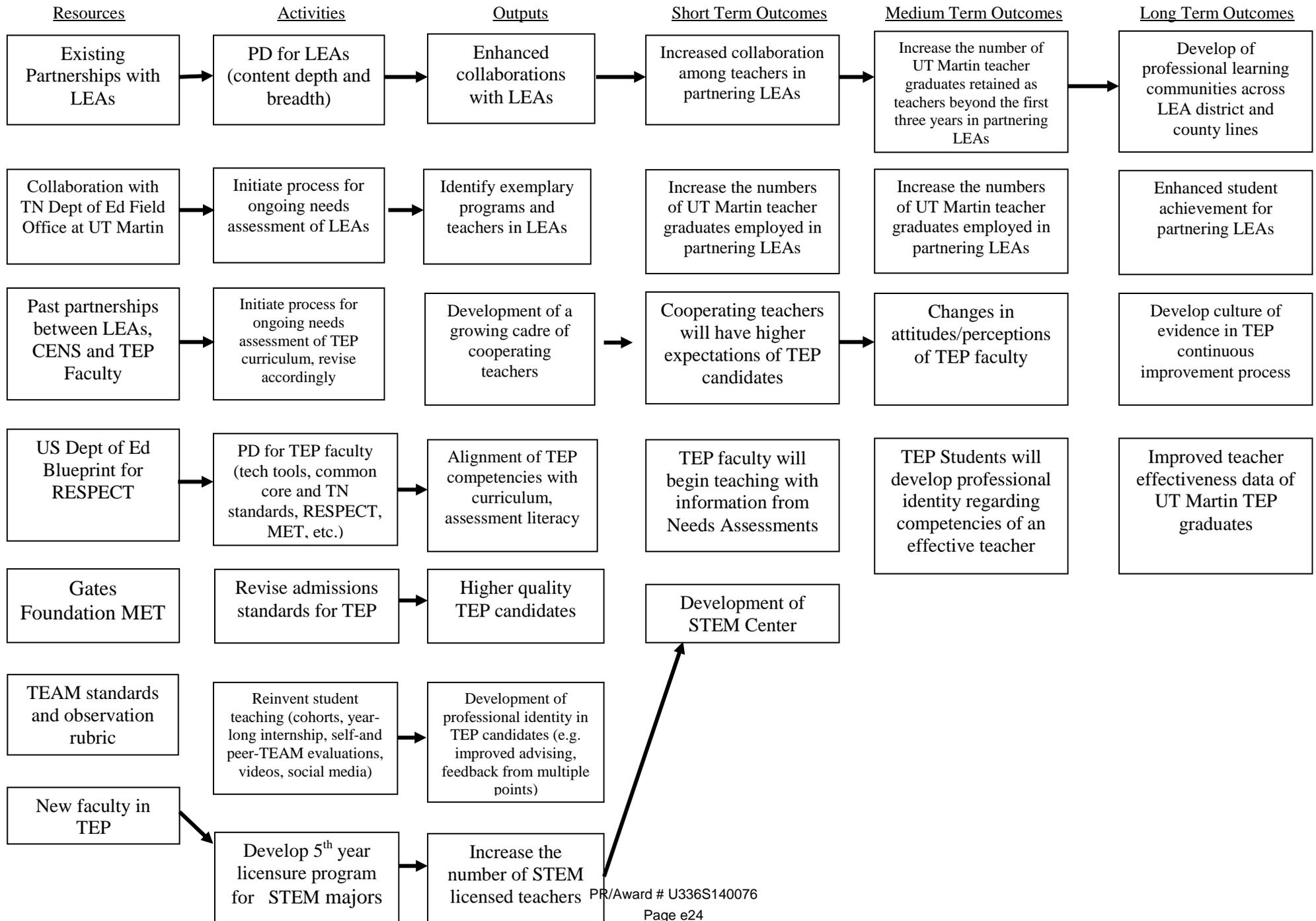
technical subjects. In 2013, higher education faculty members were invited to attend sessions specifically designed for them. . . . In addition to the summer sessions, school teams and district staffs participate in follow-up training and support throughout the school year” (SREB, February 2014, p. 22). Working side-by side with practicing teachers as they master new content and pedagogy will inform and enhance the instruction the TEP faculty are, in turn, able to provide for UT Martin TEP candidates and assist in building relationships between the TEP faculty and the teachers and administrators in West Tennessee LEAs.

According to the Southern Regional Education Board (SREB) (February 2014), Tennessee “demonstrates extensive use of evaluation results for professional development” (p. 27). The Tennessee Department of Education has developed and implements its own teaching standards, called TEAM, based on multiple nationally recognized standards. These teaching standards and the classroom observation rubric based on them are a fundamental aspect of the teaching landscape in Tennessee’s schools and must become a fundamental piece of teacher preparation. “Districts and evaluators are required to use evaluation data to identify individual teacher strengths, areas for improvement and appropriate professional learning” (Ibid). Collaborations between UT Martin and the LEAs will help meet the professional development needs identified through these evaluations. Additionally, the TEAM standards and evaluation rubrics will be integrated into the TEP curriculum and student teaching experience. The expanded student teaching experience will include digital video captures of exemplary teachers and teacher candidates in action in the classroom. Student teachers with their cooperating teachers and faculty mentors will use the TEAM standards and evaluation rubrics to deconstruct and evaluate these videos of teaching.

LEAs and the Tennessee Department of Education NW TN Field Office have identified a need for better prepared math and science teachers at the middle school and high school levels. The LEAs report that teachers at this level need deeper content knowledge and conceptual understanding to better teach the content and standards for these grade levels. To address this need, the UT Martin TEP will develop a fifth year program to transition individuals holding a baccalaureate degree with a math or science major into teacher candidates. This program, developed in Year 3, will recruit graduates with baccalaureate degrees into a one-year intensive program to prepare these graduates for teaching. These candidates will spend much of their year of training in classroom settings with online and after school coursework in pedagogical methods, assessment literacy, and classroom management.

To further address the need for more training in middle and high school STEM subjects and to support the sustainability of programs to continue addressing the needs of project partners beyond this funding, UT Martin will develop a STEM Center for Teaching and Learning to focus on PK-16 STEM educational needs. This STEM Center will work with LEAs, UT Martin's Department of Educational Studies and the College of Engineering and Natural Sciences (CENS) faculty to develop ongoing programs to address STEM issues across the PK-16 spectrum.

In planning the activities associated with this initiative, a logic model was constructed to help determine what was needed and how best to meet those needs. Project T-PROCESS goals and objectives were developed through a comprehensive examination and comparison of present conditions against the desired programs and activities that will satisfy both CAEP and Tennessee accreditation standards and produce exemplary teacher candidates. The logic model is depicted in Figure 2 below with the goals and objectives following.



Goal 1: Develop intentional partnerships with LEAs that foster collaboration for the purpose of improving student achievement.

Obj. 1.1. Establish mechanisms for regular interaction among TEP faculty and partnering LEAs.

- Identify themes around which collaboration will occur. Themes will be identified collaboratively, based on CAEP standards, State of TN licensure requirements, SACS accreditation (K-12 and higher education), and unique needs of rural LEAs. Possible themes might include: assessment literacy, project-based learning, subject-specific pedagogy, etc.
- Foster collaboration across LEA district and county lines. Identify teachers with unique skill sets that can be shared with teachers in other LEAs (e.g., ESL, Physics, special education)
- Teachers from partnering LEAs share with TEP faculty how TNCORE affects their pedagogy.
- Teachers from partnering LEAs and TEP faculty discuss how to incorporate internationally benchmarked college- and career-ready standards into TEP curriculum.

Obj. 1.2. TEP faculty participate in TNCORE training provided by the TN Department of Education.

- TEP faculty will participate in training and integrate the information into appropriate points throughout TEP curriculum to better prepare UT Martin graduates.
- TEP faculty will incorporate TEAM standards and evaluation rubrics into appropriate points throughout TEP curriculum to better prepare UT Martin graduates.

Obj. 1.3. Provide targeted PD for LEAs based on needs analysis and TEAM evaluation results.

Goal 2: Align Teacher Education Program with evidence-based theory and practice.

Obj. 2.1. Implement ongoing needs analysis process for LEAs.

Obj. 2.2. Implement ongoing needs analysis process for TEP.

- Institute culture of evidence within TEP to address changing state and federal laws, needs of LEAs, innovation, and evidence-based theory and practice. Data may include observation results, student surveys, self-reflections, teacher work samples, student work samples, employer satisfaction surveys, candidate satisfaction surveys

Obj. 2.3. Identify competencies for Tier I, Tier II, and Tier III candidates.

- Identify specific examples of evidence of competency to be included in e-portfolios of TEP candidates.

Obj. 2.4. Increase admissions requirements.

- Require students applying for TEP to have 40 hours of documented work with children in programmatic environment (e.g. Boys and Girls Club, daycare, tutoring, etc.).
- Require 3.0 cumulative GPA, passing score on PRAXIS, Part I
- Require applicants to demonstrate subject-area expertise (or be in the process of becoming experts in their subject area) in at least one subject area.

Obj. 2.5. Expand student teaching to two semesters (i.e. one year) of clinical experience.

- Fall semester practicum will include classroom observations, working in cooperative groups with cooperating teachers, methods coursework and analysis, assessment literacy, and experiencing how schools, teachers, principals and administration work together to create the optimal learning environment. Experience will also include opportunity to work with and/or observe exemplary teachers in the schools (e.g. special ed, ESL, STEM, etc.)
- Spring semester will include student teaching under the guidance of trained mentoring faculty and cooperating teachers with video capture of student teacher in action (*further description below**).
- Incorporate MET tripod surveys as evaluation and feedback for student teaching.
- Capstone Student Teaching Expo will include multimedia presentation of lessons learned from student practicum and teaching experiences about planning, classroom management, collaboration with others, building relationships, etc.
- Develop and deliver training for cooperating teachers and principals where student teachers will be placed to clarify roles, responsibilities, expectations, and evidences of competencies.

Obj. 2.6. Implement a new teacher induction program.

- Create an induction program to assist UT Martin graduates into roles as new teachers.
- Follow-up new teachers with MET Tripod surveys after first year and second year of teaching.
- Induction program will also provide feedback loop back into TEP curriculum to determine where deficiencies may exist, unnecessary redundancy, etc.

Goal 3: Increase the number of highly qualified STEM teachers for rural LEAs.

Obj. 3.1. Re-align existing fifth year STEM licensure program in TEP to transition STEM graduates into teaching.

- Hire two new faculty: dual appointment in math and education and dual appointment science and education.
- Establish MOU with Lane College (HBCU) for their math and science graduates to enroll in fifth-year licensure program.
- Advertise program to UT Martin STEM graduates and to STEM graduates in the region.
- Incorporate hands-on and field-based experiences into STEM licensure courses.

Obj. 3.2. Provide STEM professional development for teachers in partnering LEAs.

- Based on successful past programs, UT Martin TEP and CENS faculty will develop and deliver professional development in STEM areas for middle and high school teachers from LEAs as determined through needs analysis and TEAM evaluation results (*** see descriptions of previous partnerships below*).

Obj.3.3. Create a STEM Center for Teaching and Learning focused on STEM education across the PK-16 spectrum.

***Video Analysis of Teaching:** Every UT Martin TEP candidate will be required to complete a process of video analysis of their teaching. As part of the student teaching or practicum course, students will record video of their teaching - a full lesson - and upload it to the UT Martin video server. From there, the teaching will be reviewed by the candidate, by the field supervisor faculty, and/or by fellow TEP candidates. The candidate and the supervisor then analyze the video together using the TEAM observation/evaluation rubric, with an eye to improving practice. Later in the semester, the candidate may excerpt a short clip - about five to seven minutes - that illustrates a specific teaching skill or classroom situation, and contributes it to the clip library. These clips will be available to all TEP faculty and partnering LEAs to use in content or methods courses. To capture video, students will check out specially-configured cameras from the TEP Education Student Services Office or Paul Meek Library.

Darling-Hammond (2014, June 30) suggests that teachers need more feedback from their peers and mentors, who can generally offer more targeted insights on how to teach specific curriculum concepts and students. She further suggests that this type of feedback is the most useful for improving practice. The required videos of teacher candidates in action in the classroom and the subsequent analysis of these videos are designed to meet this need.

**** Previous Partnerships:** In recent years UT Martin has partnered with LEAs throughout the region on a number of initiatives. In 2002, UT Martin introduced the Teacher Warranty Program in partnership with 28 school districts. The Warranty Program guarantees the quality of teachers who complete the UT Martin's undergraduate TEP. More specifically, the warranty assures that all candidates completing the TEP: will have sufficient subject matter knowledge in all areas included on their licensure to be deemed an effective teacher; can demonstrate success in accommodating students from diverse cultural, ethnic, international, and socioeconomic groups;

and can use telecommunications and information technologies as tools for learning. Table 1 illustrates other previous partnerships between UT Martin and LEAs.

Table 1: Previous partnerships at UT Martin

Title	Year	Topic	Funding Source	# LEA Partners
Teaching American History-Vertical Immersion Project (VIP)	2004-07	History and social studies teachers	U.S. Department of Education	11
Technology Enhanced Math Instruction (TEMI)	2004-05	Middle school Math	THEC	7
Technology Enhanced Curriculum for Hispanics (TECH I & II)	2005-07	Hispanic culture and instruction	THEC	2
Institutes for Middle Grades Science (IMEGS)	2004-07	Middle School Science	TN Department of Education Math Science Partnership	11
Immersion in Mathematics Pedagogy, Applications, Content, and Technology (IMPACT)	2005-08	Middle School Math	TN Department of Education MSP	6
Mathematical Applications, Technology, and Content for High school Education Standards (MATCHES)	2008-2010	High School Math	TN Department of Education MSP	2
Institutes in Chemistry and Physics (ICaP)	2008-2010	Middle and high school science	TN Department of Education MSP	3
Reading to Increase Comprehension in Academics (RICA I & II)	2007-09, 2010-11	Reading in middle school	THEC	5
Special Education Summer Institutes (SESI)	1989-2013	Students with disabilities	TN Department of Education	Multiple statewide
Transition to Teaching	2007-11	Pathways to licensure for	TN Department of Education	Multiple statewide
Minority Teacher Recruitment Grants	2007-10	Recruiting minorities into TEP	THEC	2
BASE-TN	2011-13	Special Education	TN Department of Education	Multiple statewide
Physics & Astronomy Summer Institute	2002-08	Middle and Junior High	THEC	15

These successful past partnerships will serve as a foundation upon which to build new partnerships to meet identified needs of partnering LEAs. Additionally, in March 2012, UT Martin entered into a MOU with 23 West Tennessee school districts to form the NW TN Rural Education Collaborative with the purpose of meeting the mutual needs of its members as they strive to continually improve student outcomes and meet the educational needs of their

communities. UT Martin serves as the fiscal agent for the collaborative. Appendix G contains the MOU and Letters of Support for this initiative.

Description of Current Conditions. The UT Martin Department of Educational Studies has as its primary mission the preparation of P-12 classroom teachers, administrators, and school service personnel. Curricula span graduate and undergraduate degrees as well as licensure programs in a variety of educational and counseling fields. Programs are designed to prepare classroom teachers who exhibit understanding and proficiency with the following characteristics: communications, reflection/relevance and purpose, collaboration, technology, higher order thinking skills, assessment, diversity, professionalism and pedagogy skills. All teacher preparation programs in the Department of Educational Studies are approved by the [Tennessee State Board of Education](#) and accredited by the [National Council for Accreditation of Teacher Education](#) (NCATE).

Twenty-four faculty teach in the Department of Educational Studies on the main campus in Martin and in three off-campus centers. Additionally, although he does not currently teach, the Chancellor of UT Martin is tenured in the department and maintains a faculty line therein. Of the 24 faculty, six teach exclusively in the graduate programs. Other academic departments work with Ed Studies students in earning licensure in areas such as agriculture, health and human performance, math, chemistry, biology, English, etc. Interest in teaching majors and enrollments are high compared to the number of faculty. Table 2 highlights enrollment numbers across the Department of Educational Studies from 2009-2013, and the required number of hours for each major. The enrollment figures from 2009-10 through 2013-14 demonstrate the overwhelming number of students enrolled in PreK-8 grade licensure vs. secondary areas and special education.

Table 2: Enrollment by Majors in Ed. Studies

Majors Offered in	Total # of	Enrollments	09-10	10-11	11-12	12-13	13-14
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Dept. of Ed. Studies	Hours for Degree*						
Integrated Studies (Grades PreK-3)	121-122		404	460	492	483	415
(Grades K-6)	121						
(Grades 4-8)	123						
Secondary Education (Grades 7-12)	120		189	215	195	187	130
Special Education (K-12)	122		54	62	59	49	51

Source: *UT Martin Catalog and 2013-14 Fact Book*. *The Tennessee legislature mandates that all degree offerings must be at or about 120 total credit hours, unless unique and compelling reasons are presented and approved.

To be admitted to the UT Martin Teacher Education Program, current candidates must:

- Pass the state-approved Core Academic Skills for Educators (CORE), or have an ACT composite score of 22 or better (A student who has taken and failed the CORE twice can make an appeal to be admitted to the Teacher Education Program.).
- Have and maintain a cumulative 2.75 GPA.
- Demonstrate an acceptable level of oral skills and a successful interview before the College of Education, Health and Behavioral Sciences Interview Board.
- Submit to and successfully pass a criminal history background check. (http://www.utm.edu/departments/ess/ess_teachered.php)

With more than 2,000 undergraduate students in a program taught by 24 full-time and adjunct faculty, student teaching oversight suffers. Faculty are assigned student teachers *only* if they do not have a full teaching load. When there are not sufficient regular faculty members to assign to student teachers, the Office of Education Student Services identifies supervising teachers (i.e. practicing veteran teachers) from the LEA in which the student is assigned. Principals, however, select the cooperating teachers for all student teachers assigned to the schools. Cooperating and supervising teachers complete the student teacher evaluations.

In terms of work load in the Department of Educational Studies, supervising five student teachers is equivalent to teaching a 3-hour class. However, there are times when a faculty member is only lacking 1-2 hours for a full load, so they may have less than five student

teachers. They must observe the student teacher at least twice. All student teachers meet at the beginning of their clinical semester with the Office of Education Student Services for an orientation.

Changes to TEP Curriculum. The current TEP program must be realigned to the new CAEP standards and the Tennessee TEAM standards. With the beginning of the *Tennessee Promise Initiative* in Fall of 2015, it is expected that the number of students who complete their freshman and sophomore years of postsecondary education at campuses other than UT Martin will increase. It must be made clear what the expectations are and how students seeking entry into the TEP can meet the new admission requirements. TNCORE standards as well as standards for internationally benchmarked college- and career-ready elementary and secondary education must be infused throughout the TEP curriculum. Strategic planning between the TEP and LEAs will provide a clearer picture of projected areas of need in the teaching workforce. This information will become integrated into the **advising** of students entering the TEP.

UT Martin will develop a list of the required competencies as well as suggestions for admissible evidence for the competencies. Competencies will be cross-listed with the TEP coursework and/or requirements that assist students in meeting the competencies. Students will maintain an electronic portfolio demonstrating their required competencies and in preparation of their culminating experience. In Spring 2014, the TEP faculty approved a requirement that all teacher candidates must present passing scores on all applicable PRAXIS tests before entering the classroom for student teaching.

Revised admissions requirements for TEP. Students will apply for admission into the TEP prior to the beginning of their junior year. Applicants will not only need a minimum 3.0 cumulative GPA for all postsecondary coursework but they will also need to provide

documentation of 40 recent hours of group leadership involvement with youth (i.e., afterschool programs, Boys and Girls Club activities, summer YMCA programs, etc.). Fingerprinting and background checks will be completed. Applicants will present a passing score on the PRAXIS I or PPST. Applicants must also demonstrate expertise or a plan for gaining expertise in at least one subject area (math, science, reading/language arts, social studies, art, music, foreign language). Students must apply for their senior year placements in the spring of their junior year. Also in spring of their junior year, students will complete the other applicable PRAXIS exams. Placements will be determined through collaboration with partnering LEAs. Candidates will be placed as **cohorts** each fall to facilitate learning communities among students and shared problem solving.

Training for cooperating teachers. Cooperating teachers will complete training on the roles, responsibilities, and expectations associated with mentoring teacher candidates. Currently UT Martin cooperating teachers receive a stipend and training manual. Tennessee has policies in place that require student teachers be placed with highly effective teachers. Feedback to the candidates is a vital part of their growth into professional educators. The role of the cooperating teacher is integral to setting new teachers on the path to a professional identity as an educator. Feedback from the cooperating teachers will not only assist the student teachers in their growth, it will also inform the TEP of gaps in the TEP curriculum. Feedback from the cooperating teachers and principals regarding the strengths and weaknesses of the student teachers assigned in their schools will be used as formative assessment of the TEP curriculum, part of the continuous improvement processes the UT Martin TEP will build into its infrastructure. UT Martin will build a cadre of highly-trained, highly-qualified cooperating teachers to assist in efforts to improve the quality of teacher candidates.

Year-long enriched student teaching experience. TEP candidates will be placed in partnering LEA schools in the fall of their senior year. During this time, candidates will maintain a reflective journal chronicling their experiences in the schools. They will observe in various teachers' classrooms and participate in collaborative planning and other activities in the schools in closely supervised interactions with experienced teachers, principals, and other administrators. Additionally, they will be enrolled in methods and classroom management courses. The intent is to build more meaning into such coursework by putting concepts into an immediate context rather than theoretical examinations for later application. Cohorts will meet weekly with TEP faculty for discussion, comparisons, lesson planning, and problem solving. Candidates will complete the first of three teaching assignments in late fall semester.

In the spring of their senior year, candidates will complete the remaining two teaching assignments with cooperating teachers. Students will submit a video of themselves teaching. Faculty mentors and student teachers will meet in groups to analyze videos using TEAM standards and observation rubrics. Tennessee has other parts in place to analyze test data and teacher effect data. The Tripod student perceptions survey will be administered at the end of the student teaching assignments. This will provide baseline information on how student teacher candidates interact with their students. Tripod surveys provide reliable, detailed and validated insights on teaching and learning in the classroom. Tripod student perception surveys will also be integrated into the new teacher induction program for UT Martin TEP graduates.

Fifth-year STEM majors. Because LEAs have identified a need for more STEM teachers at the middle and high school levels, UT Martin will develop a Fifth-year program to assist individuals with a STEM baccalaureate into the teaching profession. Based on the Transition-to-Teaching model, the program will recruit STEM majors into a Fifth-year program that will allow them to

complete coursework leading to licensure. Students in this program must meet the requirements for entry into the TEP. They will work in classrooms while enrolled in coursework in methodology, pedagogy, instructional tools, and classroom management, maintaining a 3.0 GPA. They will meet bi-weekly with instructors and mentors. They will participate in professional development opportunities as applicable. They will maintain reflective journals about their experiences while building an e-portfolio demonstrating the necessary competencies for licensure. Participants will be recruited from UT Martin STEM graduates, Lane College (local HBCU) STEM graduates, and other STEM professionals in the region. (Note: Lane College is an HBCU located in nearby Jackson, TN. It does not offer a teacher licensure program.)

Induction for new teachers. Once candidates graduate, obtain licensure, and are hired in LEAs as new teachers, UT Martin will follow-up with them through a new Teacher Induction Program (TIP). The UT Martin TIP will hire 15 mentors to regularly visit new teachers and Fifth-year candidates in the schools on a monthly basis. These mentors will observe in new teacher and Fifth-year candidate classrooms, provide a sounding-board for new ideas, assist with problem solving, and provide encouragement. Mentors will hold teaching licensure in the State of Tennessee, have a minimum of 15 years of experience in classrooms, evidence of teacher leadership and professionalism, prior experience mentoring new teachers or working in collaborative teams, and letters of recommendation from former colleagues and/or principals. Mentors will complete a training program on their roles, responsibilities, and expectations. Feedback from mentors will serve as formative assessment in building a responsive infrastructure of continuous improvement in TEP.

STEM Center for Teaching and Learning. To meet the continuing demand for highly-qualified STEM teachers and to provide continuing professional development for area teachers to

strengthen their STEM skills, UT Martin will develop a STEM Center for Teaching and Learning. UT Martin will hire two dual-appointment faculty (math and education, science and education) to assist with the Fifth-year program and the development of the STEM Center. The STEM Center will have a direct report to the Vice Chancellor for Academic Affairs and collaborative reporting to both the Department of Educational Studies and the College of Engineering and Natural Sciences. The primary purpose of the West Tennessee STEM Center for Teaching and Learning will be to facilitate enhanced teaching and research in STEM disciplines throughout West Tennessee. The STEM Center will:

- Encourage and support STEM-related outreach programs initiated by university faculty;
- Assist with designing professional development and research programs;
- Organize promotion and advertisement of programs to recruit participants;
- Encourage and augment existing undergraduate and graduate programs in science, technology, engineering, and mathematics education;
- Develop and provide quality professional development for teachers of science and mathematics;
- Promote and facilitate scholarly research on the teaching and learning of mathematics and science;
- Inspire and motivate students across all levels of PK-16 to study, learn, and apply the concepts of mathematics and science;
- Encourage and facilitate collaboration among business, industry, education, and state policymakers to ensure a skilled, capable future workforce; and
- Influence state policies related to mathematics, science, and technology education.

The STEM Center will provide STEM-related professional development to meet the identified needs of LEAs and postsecondary instructors. Because LEA resources are limited, the STEM Center will develop and maintain kits of manipulatives and materials that will be made available for teachers. The kits may include such *non-consumable items* such as pattern blocks, Fraction Islands[™], Lego and K'NEX kits, pendulums, sensors and CBL units, small motors, etc. The kits will be available for teachers to check out for a specified time, and then returned for use by others. Training on use of the materials in the kits will be incorporated into the summer workshops described below.

Professional development. As mentioned previously, the UT Martin TEP faculty must become intimately familiar with the Common Core and Tennessee Curriculum and Teaching Standards, the TEAM evaluation rubrics, the internationally benchmarked standards for college- and career-ready elementary and secondary education, and other aspects of teaching in the classroom. They need professional development to hone their skills and knowledge and to integrate the same into the teacher preparation program. UT Martin TEP faculty will participate in TNCORE training in multiple subject areas as provided through the TNCORE office. Additionally, building understandings of internationally benchmarked college- and career-ready elementary and secondary academic standards will be woven into the professional development of TEP faculty.

One aspect of teaching that has been identified as problematic for novice teachers and often a contributing factor to early attrition is classroom management. Since the most important factor that affects student learning is the teacher, COMP[®] represents a research-based professional development program, which focuses on *teacher behaviors* that affect student behaviors and learning. COMP[®] is designed as a four-day workshop for novice or experienced teachers with the strategies and techniques modeled during the sessions. Follow-up mentoring with those participating in the program ensures that the strategies will become a part of the teaching repertoire. During the training, participants learn techniques and strategies, which increase learning time and student achievement, decrease student disruptive behaviors, and improve classroom and school climate. Several TEP faculty members need to become certified trainers for COMP[®].

Other professional development opportunities (i.e., Tennessee Science Teachers Association (TSTA), Math Teachers of Tennessee, Northwest (MT²nw), International Reading Association (IRA), National Association of Special Education Teachers (NASSET), evaluation

workshops, etc.) will be added as appropriate. All professional development activities will be dedicated to improving and building a strong infrastructure for the TEP and growing the professional expertise of the TEP faculty.

To address the identified need for stronger STEM conceptual learning and teaching at the middle and high school levels of the partnering LEAs, Project T-PROCESS and the STEM Center for Teaching and Learning will develop a series of summer workshops beginning in Year 2. Topics of the workshops will be based on the needs of the partnering LEAs. There will be two workshops per summer, a one-week workshop and a two-week workshop, with optional graduate credit. The one-week workshop will primarily target elementary teachers. Topics may include, but are not limited to, project-based learning, hands-on learning activities, make-and-take manipulatives, etc. The two-week workshops will target middle and high school math and science teachers. These workshops will be modeled after the successful IMEGS, MATCHES, IMPACT, and ICaP MSP projects. Through these workshops, participants will gain new tools and activities to enhance classroom learning. Participants will also receive training on the use of the materials in the STEM kits to be housed in the STEM Center. While the workshops will include materials for the teachers to use, the workshops will not include classroom sets of materials for students to use. The non-consumable student materials will be maintained in STEM kits that teachers may check out for use in their classrooms then return for use by other teachers. Optional graduate credit will be offered for those participants who are willing to follow-up with additional work beyond the scope of the workshops.

Table 3 below presents a skeletal framework of the newly proposed TEP Program.

Table 3: Skeletal Framework of Proposed TEP with major activities.

	Pre-TEP	Tier I: Intermediate	Tier I (Cont'd): Intermediate	Tier II: Year-long Clinical Internship*	Tier III: Novice Practitioner
Academic and Professional Supports/ Resources	<ul style="list-style-type: none"> -Career Counseling specific to TEP candidates* -PRAXIS Prep Classes -Prep sessions for TEP Interview* -Outreach to area community colleges and HBCUs* 	<ul style="list-style-type: none"> -Revised requirements for admission to TEP*: -Advising regarding career choices and LEA needs* -Participation in professional development activities begins and continues through induction* 	<ul style="list-style-type: none"> -Assignment to cohort/learning communities.* -PRAXIS Prep Classes -Pass PRAXIS tests prior to placement* 	<ul style="list-style-type: none"> -Training for cooperating teachers* -Candidate placed in LEAs -Partnership placements for observations, planning, problem solving, etc. -Coursework on methods, management, pedagogy, etc. -Three teaching placements under three cooperating teachers* -Close cooperative monitoring by TEP faculty, cooperating teachers, principals* -Evaluation and analysis of videos of student teaching* 	<ul style="list-style-type: none"> -Induction program for new teachers* -5th year transition to teaching program for STEM majors* -Mentoring*
Curriculum	<ul style="list-style-type: none"> -General Ed. coursework and pre-reqs. for TEP (60 credit hrs) -TEP aligns competencies and evidence to TEP coursework 	<ul style="list-style-type: none"> -TEP courses in preparation for cohort assignment -Integrate TNCORE, international standards, COMP[©] into coursework* -Students begin building e-portfolio of evidences of competencies 	<ul style="list-style-type: none"> -Continue TEP courses -Maintain 3.0 GPA* 	<ul style="list-style-type: none"> -Maintain 3.0 GPA; -Cooperating teachers will be selected, trained, and evaluated.* -TEP faculty will work collaboratively with cooperating teachers in students' placements.* Partnership Semester and Teaching Semester* 	<ul style="list-style-type: none"> -High-quality graduates employed in LEAs.

* denotes new components

Management Plan

UT Martin has extensive experience in successfully managing large, multi-year grants involving multiple stakeholders (e.g. Homeland Security, NIH-SAMHSA, U.S. Department of Education, TN Department of Agriculture, Tennessee Higher Education Commission, etc.). The management of T-PROCESS will follow a comprehensive plan. Table 4 presents a timeline to ensure that objectives are met, with clearly defined responsibilities, and milestones for accomplishing project tasks.

Table 4: Timeline of T-PROCESS

<i>Year 1: 10/2014-9/2015</i>				
Obj.	Date	Activity	Responsible Personnel	Milestone
	Sept. '14	<i>Award Notification.</i> Develop position descriptions for Project Coordinator, Data Assessment Coordinator, and Project Resource Specialist.	PD, HR, Equity & Diversity Officer, Dean of College of Education, Health, and Behavioral Sciences (CEHBS).	Positions approved through HR
	Oct. '14	Publicize T-PROCESS in local media outlets and partnering schools	PD, Co-PD, University Relations	Articles, News Stories, Letters to Partnering Schools
1.1		Signed MOUS with Partnering LEAs	PD, Co-PD, Project Coordinator	Signed MOUs with Partnering LEAs
		Post position announcements and hire personnel	PD, HR, Equity & Diversity Officer, Search Committee	Positions filled, appropriate paperwork completed
		T-PROCESS account established	PD, ORGC, Business Manager, Grant Accountant	T-PROCESS account open for draw downs and expenditures
		Purchase computers and printers, secure office furniture	PD, Purchasing, Surplus, Business Manager	Office spaces established
	Annually	TQP Meeting in Washington, DC	PD, Co-PDs	Registration, Attendance
1.1, 2.1, 2.2	Monthly	Management Team meetings	PD (Cox)*; Co-PD (Dir. Teacher Ed/Accred); Project Coordinator; Internal Assmt. Coordinator; Directors of LEAs (2); TEP Faculty (1); CENS Faculty (1).	Agenda and Minutes.
1.1,1.3, 2.1,2.2, 2.3	Monthly	Instruction and Development (I&D) Team meetings	Co-PD (Glover)*; PD, Proj. Coord.; CENS Faculty (1); Exemplary K-12 Teacher (2) Directors of LEAs(1); TEP Faculty (2).	Agenda and Minutes.
1.1, 2.1, 2.2	Monthly	Evaluation Team meetings	Project Coord.*; PD (Cox); Assmt. Coord.; Dir. Teacher Ed/Accred.; Director of LEAs(1); TEP Faculty (1); Exemplary K-12 Teacher (1); External Evaluator-PREPS, Inc.	Agenda and Minutes.
1.1,1.3, 2.1, 2.2		Begin T-PROCESS Needs Assessment	Project Coord., Internal Assmt. Coord. PREPS, Inc.	Agenda, timeline, data points and assessments identified
2.2		Launch T-PROCESS website	Project Coord., Instructional Technology	Website posted as link from

			Ctr. (ITC)	Department of Ed. Studies Website.
2.4	Sp 2015	I&D Team make recommendation to TEP faculty regarding TEP Admission Standards for approval and implementation in Fall 2015.	PD, Co-PD, I&D Team, TEP Faculty	Action on recommendations
1.1		Electronic newsletter and public service announcements in local media.	Project Coord., University Relations	Articles and Public Service Announcements (PSAs) in local media outlets, electronic newsletter disseminated.
2.2, 2.3		Begin committee work to modify UT Martin TEP tenure/review/promotion/workload criteria	Committee as per departmental by-law process. PD, Director of Teacher Ed./Accred.	Agenda, minutes
1.1, 1.2, 1.3		I&D Team identify PD for TEP Faculty and LEAs.	I&D Team	Schedule of PD opps.
2.2, 2.3		Begin TEP curricula modifications (with input from I&D Team	TEP faculty as per departmental by-laws	Agenda, minutes.
2.1		Continue Needs Assessment	PD, Project Coord., Internal Assmt. Coord. PREPS, Inc.	Ongoing assessments, feedback loops, reports.
3.1, 3.2, 3.3		Begin hiring process for two new STEM/TEP faculty with dual appointments in Mathematics (1) and Science (1)	PD, Co-PD, HR, Search Committee	Advertisements, interviews, hiring.
2.1	SU 2015	Finalize initial Needs Assessment and disseminate findings. Determine accountability for continuous feedback loops.	PD, Project Coord., Internal Assmt. Coord. PREPS, Inc.	Schedule for ongoing assessment established.
1.2, 1.3		Offer PD to TEP Faculty and LEAs.	Topic experts, Project Coord., TN Dept. of Ed. Field Office,	Schedule of PD.
1.1, 1.3, 3.3		Post lesson plans or exemplary work from Summer PD to website.	Project Coord.	Addition to website.
2.5	F 2015	Begin curricula modifications that require data from Needs Assessment. Approve Year-Long Clinical (i.e. Student Teaching) to begin Fall/Spring 2016/17	TEP faculty as per by-laws.	Process of implementing curricula changes.
1.1, 1.3,		Electronic newsletter and public service	Project Coord., University Relations	Articles and PSAs in local

2.6, 3.2, 3.3		announcements in local media.		media outlets, electronic newsletter disseminated.
1.3, 3.1, 3.2, 3.3		Two new STEM/TEP faculty with dual appointments in Mathematics (1) and Science (1) begin work in TEP and STEM Center.	STEM/TEP faculty, CENS faculty	Develop plans for summer PD and goals for STEM Center based on Needs Assessment and
2.4		Final modifications and begin transition implementation of new TEP Admission Standards.	TEP faculty as per by-laws.	Process of implementing curricula changes
1.2, 1.3		Offer PD to TEP Faculty and LEAs.	Topic experts, Project Coord.	Schedule of PD
1.1, 2.5		Develop training for cooperating teachers.		
Year 2: 10/2015-9/2016				
	Annually	TQP Meeting in Washington, DC	PD, Co-PDs	Registration, Attendance
1.1, 2.1, 2.2	Monthly	Management Team meetings	PD (Cox)*; Co-PD (Dir. Teacher Ed/Accred); Project Coordinator; Internal Assmt. Coordinator; Directors of LEAs (2); TEP Faculty (1); CENS Faculty (1).	Agenda and Minutes.
1.1,1.3, 2.1,2.2, 2.3	Monthly	Instruction and Development (I&D) Team meetings	Co-PD (Glover)*; PD, Proj. Coord.; CENS Faculty (1); Exemplary K-12 Teacher (2) Directors of LEAs(1); TEP Faculty (2).	Agenda and Minutes.
1.1, 2.1, 2.2	Monthly	Evaluation Team meetings	Project Coord.*; PD (Cox); Assmt. Coord.; Dir. Teacher Ed/Accred.; Director of LEAs(1); TEP Faculty (1); Exemplary K-12 Teacher (1); External Evaluator-PREPS, Inc.	Agenda and Minutes.
2.5	F 2015	Complete modifications to UT Martin TEP tenure/review/promotion/workload criteria	Committees as per university faculty processes.	Implementation begins
1.1, 1.3, 3.1, 3.2, 3.3		STEM Center work with LEAs and CENS faculty to develop informal STEM supports (e.g. Math competitions, Science Fairs, computer programming, etc.)	STEM/TEP faculty, LEAs, CENS faculty	Schedule of opportunities and development and dissemination of resources
3.1		Begin review of fifth-year licensure TEP curriculum for STEM candidates.	PD, Co-PD, Prog. Coord., STEM/TEP faculty	Draft of fifth year program.
1.1, 2.3,		Begin videotaping of student teachers,	Dir. Teacher Ed/Accred., Project Coord.,	Process for checking out

2.5, 3.2		evaluation, post best clips to website	ITC personnel	cameras, instructions online, posting clips to website
1.1, 2.3, 2.5, 3.2		Begin videotaping of exemplary teachers in partnering LEAs and post to website.	TEP students, ITC personnel	Post clips
1.1, 2.6	SP 16	Prepare teacher induction program (TIP) components for launch in Fall 2016	PD, Co-PD, I&D Team, Exemplary Teachers	Timeline, materials
2.3, 3.1		Define role of mentors who will work with STEM fifth-year students and novice teachers in TIP.	PD, Co-PD, I&D Team, Exemplary Teachers	Roles and responsibilities, manual
1.2, 1.3		Offer PD to TEP Faculty and LEAs.	Topic experts, Project Coord.	Schedule of PD
1.1, 1.3, 2.6, 3.2, 3.3		Electronic newsletter and public service announcements in local media.	Project Coord., University Relations	Articles and PSAs in local media outlets, electronic newsletter disseminated.
2.5, 2.6		Training for cooperating teachers.	Project Coord., Dir. Teacher Ed/Accred.	Training implemented
1.1, 2.3, 2.6, 3.2		Identify TIER II TEP students (i.e. jrs.), TIER III TEP students (i.e. first year of teaching), and exemplary teachers in LEAs to attend regional/state content-specific meetings.	Selection Committee	Registration and attendance
3.1		Finalize fifth-year STEM licensure curriculum, begin recruitment.	STEM/TEP faculty, University Relations, Admissions Office	Recruitment materials, PSAs, contacts in STEM departments at IHEs (including HBCU in region).
1.1, 2.3, 2.5, 3.2		Student Teacher Expo/Capstone Experience	Student Teachers, Cooperating Teachers, TEP faculty, TEP Students	Expo with students sharing video clips, resources, highlights of experiences (i.e. poster sessions)
1.1, 1.3, 3.1, 3.2, 3.3	SU 16	STEM PD, Summer Institute, for LEA teachers.	CENS faculty, STEM-TEP faculty	Summer Institute
1.1, 1.2, 1.3		Offer targeted PD for TEP Faculty and LEAs in LEAS or at UT Martin (e.g. Common Core, ESL, UDL).	Topic experts, Project Coord., TN Dept. of Ed. Field Office	Schedule of PD
1.1, 1.3, 3.3		Post lesson plans or exemplary work from Summer PD to website.	Project Coord.	Addition to website
1.1, 2.3,		Hire and train mentors for STEM fifth	Co-PD, Project Coord., HR	Hiring and training

2.6, 3.1		year program and TIP.		
2.5	F 16	Begin transitioning enrolled TEP students to year-long student teaching clinical experience and new TEP Admission Stands.	PD, Dir. Teacher Ed/Accred.	Implementation begins
1.1, 2.6		Implement TIP for 5/2016 Graduates	PD, Co-PD, Prog. Coord., Mentors, Internal Assmt. Coord.	Regular scheduled visits, feedback to teacher, feedback to Internal Assmt. Coord.
1.1, 1.3, 2.6, 3.2, 3.3		Electronic newsletter and public service announcements in local media.	Project Coord., University Relations	Articles and PSAs in local media outlets, electronic newsletter disseminated.
1.1, 2.5		Training for cooperating teachers.	Dir. Teacher Ed./Accred., Exemplary Teachers	Training
1.1, 1.2, 1.3		Offer targeted PD for TEP Faculty and LEAs in LEAS or at UT Martin (e.g. Common Core, ESL, UDL).	Topic experts, Project Coord.	Schedule of PD
1.1, 1.2, 1.3		Post lesson plans or exemplary work from Summer PD to website.	Project Coord., ITC	Addition to website
1.1, 1.3, 3.1, 3.2, 3.3		STEM Center work with LEAs and CENS faculty to develop informal STEM supports (e.g. Math competitions, Science Fairs, computer programming, etc.)	STEM/TEP faculty, LEAs, CENS faculty	Schedule of opportunities and development and dissemination of resources
3.1		Enroll first cohort of fifth-year STEM licensure.	Admissions	Enrollment
Year 3: 10/2016-9/2017				
	Annually	TQP Meeting in Washington, DC	PD, Co-PDs	Registration, Attendance
1.1, 2.1, 2.2	Monthly	Management Team meetings	PD (Cox)*; Co-PD (Dir. Teacher Ed/Accred); Project Coordinator; Internal Assmt. Coordinator; Directors of LEAs (2); TEP Faculty (1); CENS Faculty (1).	Agenda and Minutes.
1.1,1.3, 2.1, 2.2, 2.3	Quarterly	Instruction and Development (I&D) Team meetings	Co-PD (Glover)*; PD, Proj. Coord.; CENS Faculty (1); Exemplary K-12 Teacher (2) Directors of LEAs(1); TEP Faculty (2).	Agenda and Minutes.
1.1, 2.1, 2.2	Quarterly	Evaluation Team meetings	Project Coord.*; PD (Cox); Assmt. Coord.; Dir. Teacher Ed/Accred.;	Agenda and Minutes.

			Director of LEAs(1); TEP Faculty (1); Exemplary K-12 Teacher (1); External Evaluator-PREPS, Inc.	
1.1, 1.3, 3.1, 3.2, 3.3	F 2016	Launch STEM Center programming for LEAs, TEP candidates based upon Needs Assessment	STEM Faculty, CENS Faculty	Schedule of programs and resources available to improve STEM teaching.
2.1, 2.2, 2.3, 2.4		TEP curriculum changes recommended through Needs Assessment fully implemented and approved.	TEP Faculty	Changes in project materials, Catalog and website updated
1.1, 2.3, 2.5, 3.2		Videotaping of student teachers, evaluation, post best clips to website	Student teachers, ITC	Use of clips in feedback, posts to website
1.1, 2.3, 2.5, 3.2		Videotaping of exemplary teachers in partnering LEAs and post to website.	Student teachers, ITC	Use of clips in classes, posts to website.
1.1, 2.6	SP 2017	Follow up with 5/2016 Teacher Induction cohort	Internal Assmt. Coord., Dir. Teacher Ed/Accred., Mentors	Respond to initial visit/evals.
1.1, 1.3, 2.6, 3.2, 3.3		Electronic newsletter and public service announcements in local media.	Project Coord., University Relations	Articles and PSAs in local media outlets, electronic newsletter disseminated.
1.1, 2.5		Training for cooperating teachers.	Project Coord., Dir. Teacher Ed/Accred.	Training implemented
1.1, 1.2, 1.3		Offer targeted PD for TEP Faculty and LEAs in LEAS or at UT Martin (e.g. Common Core, ESL, UDL).	Topic experts, Project Coord., TN Dept. of Ed Field Office	Schedule of PD
1.1, 1.2, 1.3		Post lesson plans or exemplary work from Summer PD to website.	Project Coord.	Addition to website
1.1, 2.3, 2.6, 3.2		Identify TIER II TEP students (i.e. jrs.), TIER III TEP students (i.e. first year of teaching), and exemplary teachers in LEAs to attend regional/state content-specific meetings.	Selection Committee	Registration and attendance
1.1, 2.3, 2.5, 3.2		Student Teacher Expo/Capstone Experience	Student Teachers, Cooperating Teachers, TEP faculty, TEP Students	Expo with students sharing video clips, resources, highlights of experiences (i.e. poster sessions)
1.3, 3.1, 3.2, 3.3	SU 2017	STEM PD, Summer Institute, for LEA teachers.	CENS faculty, STEM-TEP faculty	Summer Institute
1.1, 1.2,		Offer targeted PD for TEP Faculty and	Topic experts, Project Coord., TN Dept.	Schedule of PD

1.3		LEAs in LEAS or at UT Martin (e.g. Common Core, ESL, UDL).	of Ed. Field Office	
1.1, 1.2, 1.3		Post lesson plans or exemplary work from Summer PD to website.	Project Coord.	Addition to website
1.1, 1.2, 1.3		Post lesson plans and/or exemplary work to website.	Project Coord., ITC	Addition to website
3.1, 3.2		First cohort of fifth-year STEM licensure project complete requirements and moves to induction program.	STEM/TEP faculty, Dir. Teacher Ed/Accred, Mentors, LEAs	Placement of project completers in LEAs.
1.1, 2.3, 2.6, 3.1		Hire and train mentors for STEM fifth year program and TIP.	Co-PD, Project Coord., HR	Hiring and training
1.1, 2.6	F 2017	Implement TIP for 5/2017 Graduates	PD, Co-PD, Prog. Coord., Mentors, Internal Assmt. Coord.	Regular scheduled visits, feedback to teacher, feedback to Internal Assmt. Coord.
1.1, 1.2, 1.3		Offer targeted PD for TEP Faculty and LEAs in LEAS or at UT Martin (e.g. Common Core, ESL, UDL).	Topic experts, Project Coord., TN Dept. of Ed. Field Office	Schedule of PD
1.1, 1.2, 1.3, 3.2		Post lesson plans or exemplary work from Summer PD to website.	Project Coord., ITC	Addition to website
1.1, 1.3, 2.6, 3.2, 3.3		Electronic newsletter and public service announcements in local media.	Project Coord., University Relations	Articles and PSAs in local media outlets, electronic newsletter disseminated.
2.5, 2.6		Training for cooperating teachers.	Dir. Teacher Ed./Accred, LEAs	Placements
1.3, 3.1, 3.2, 3.3		STEM Center work with LEAs and CENS faculty to develop informal STEM supports (e.g. Math competitions, Science Fairs, computer programming, etc.)	STEM Faculty, CENS Faculty	Schedule of programs and resources available to improve STEM teaching.
2.5		Year-long Student Teaching Clinical Experience.	Dir. Teacher Ed./Accred, LEAs	Placements
2.3, 3.1		Enroll second cohort of fifth-year STEM licensure.	Dir. Teacher Ed./Accred, LEAs	Placements
Year 4: 10/2017-9/2018				
	Annually	TQP Meeting in Washington, DC	PD, Co-PDs	Registration, Attendance
1.1, 2.1, 2.2	Monthly	Management Team meetings	PD (Cox)*; Co-PD (Dir. Teacher Ed/Accred); Project Coordinator; Internal Assmt. Coordinator;	Agenda and Minutes.

			Directors of LEAs (2); TEP Faculty (1); CENS Faculty (1).	
1.1,1.3, 2.1,2.2, 2.3	Quarterly	Instruction and Development (I&D) Team meetings	Co-PD (Glover)*; PD, Proj. Coord.; CENS Faculty (1); Exemplary K-12 Teacher (2) Directors of LEAs(1); TEP Faculty (2).	Agenda and Minutes.
1.1, 2.1, 2.2	Quarterly	Evaluation Team meetings	Project Coord.*; PD (Cox); Assmt. Coord.; Dir. Teacher Ed/Accred.; Director of LEAs(1); TEP Faculty (1); Exemplary K-12 Teacher (1); External Evaluator-PREPS, Inc.	Agenda and Minutes.
1.1, 1.3, 2.1, 3.2	F 2017	Continue STEM Center PD for LEAs, TEP candidates based upon Needs Assessment	STEM Faculty, CENS Faculty	Schedule of projects and resources available to improve STEM teaching.
1.1, 2.3, 2.5, 3.2		Videotaping of student teachers, evaluation, post best clips to website	Student teachers, ITC	Use of clips in feedback, posts to website
1.1, 2.3, 2.5, 3.2		Videotaping of exemplary teachers in partnering LEAs and post to website.	Student teachers, ITC	Use of clips in classes, posts to website.
1.1, 2.6	SP 2018	Follow up with 5/2017 Teacher Induction cohort	Internal Assmt. Coord., Dir. Teacher Ed/Accred., Mentors	Respond to initial visit/evals.
1.2, 1.3		Offer targeted PD for TEP Faculty and LEAs in LEAS or at UT Martin (e.g. Common Core, ESL, UDL).	Topic experts, Project Coord.	Schedule of PD
1.1, 1.2, 1.3, 3.2		Post lesson plans or exemplary work from Summer PD to website.	Project Coord.	Addition to website
1.1, 1.3, 2.6, 3.2, 3.3		Electronic newsletter and public service announcements in local media.	Project Coord., University Relations	Articles and PSAs in local media outlets, electronic newsletter disseminated.
1.1, 2.5, 2.6		Training for cooperating teachers.	Project Coord., Dir. Teacher Ed/Accred.	Training implemented
1.1, 2.3, 2.6, 3.2		Identify TIER II TEP students (i.e. jrs.), TIER III TEP students (i.e. first year of teaching), and exemplary teachers in LEAs to attend regional/state content-specific meetings.	Selection Committee	Registration and attendance
1.1, 2.3,		Student Teacher Expo/Capstone	Student Teachers, Cooperating	Expo with students sharing video

2.5, 3.2		Experience	Teachers, TEP faculty, TEP Students	clips, resources, highlights of experiences (i.e. poster sessions)
1.3, 3.1, 3.2, 3.3	SU 2018	STEM PD, Summer Institute, for LEA teachers.	CENS faculty, STEM-TEP faculty	Summer Institute
1.2, 1.3		Offer targeted PD for TEP Faculty and LEAs in LEAS or at UT Martin (e.g. Common Core, ESL, UDL).	Topic experts, Project Coord.	Schedule of PD
1.1, 1.2, 1.3, 3.2		Post lesson plans or exemplary work from Summer PD to website.	Project Coord.	Addition to website
3.1, 3.2		Second cohort of fifth-year STEM licensure program complete requirements.	STEM/TEP faculty, Dir. Teacher Ed/Accred, Mentors, LEAs	Placement of program completers in LEAs.
1.1, 2.3, 2.6, 3.1		Hire and train mentors for STEM fifth year program and TIP.	Co-PD, Project Coord., HR	Hiring and training
1.1, 2.6	F 2018	Implement TIP for 5/2018 Graduates	PD, Co-PD, Prog. Coord., Mentors, Internal Assmt. Coord.	Regular scheduled visits, feedback to teacher, feedback to Internal Assmt. Coord.
1.1, 1.3, 2.6, 3.2, 3.3		Electronic newsletter and public service announcements in local media.	Project Coord., University Relations	Articles and PSAs in local media outlets, electronic newsletter disseminated.
1.1, 2.5, 2.6		Training for cooperating teachers.	Project Coord., Dir. Teacher Ed/Accred.	Training implemented
1.2, 1.3		Offer targeted PD for TEP Faculty and LEAs in LEAS or at UT Martin (e.g. Common Core, ESL, UDL).	Topic experts, Project Coord.	Schedule of PD
1.1, 1.2, 1.3, 3.3		Post lesson plans or exemplary work from Summer PD to website.	Project Coord.	Addition to website
1.3, 3.1, 3.2, 3.3		STEM Center work with LEAs and CENS faculty to develop informal STEM supports (e.g. Math competitions, Science Fairs, computer programming, etc.)	STEM Faculty, CENS Faculty	Schedule of programs and resources available to improve STEM teaching.
2.5		Year-long Student Teaching Clinical Experience.	Dir. Teacher Ed./Accred, LEAs	Placements
3.1		Enroll third cohort of fifth-year STEM licensure.	Dir. Teacher Ed./Accred, LEAs	Placements
Year 5: 10/2018-9/2019				
	Annually	TQP Meeting in Washington, DC	PD, Co-PDs	Registration, Attendance

1.1, 2.1, 2.2	Monthly	Management Team meetings	PD (Cox)*; Co-PD (Dir. Teacher Ed/Accred); Project Coordinator; Internal Assmt. Coordinator; Directors of LEAs (2); TEP Faculty (1); CENS Faculty (1).	Agenda and Minutes.
1.1,1.3, 2.1,2.2, 2.3	Quarterly	Instruction and Development (I&D) Team meetings	Co-PD (Glover)*; PD, Proj. Coord.; CENS Faculty (1); Exemplary K-12 Teacher (2) Directors of LEAs(1); TEP Faculty (2).	Agenda and Minutes.
1.1, 2.1, 2.2	Quarterly	Evaluation Team meetings	Project Coord.*; PD (Cox); Assmt. Coord.; Dir. Teacher Ed/Accred.; Director of LEAs(1); TEP Faculty (1); Exemplary K-12 Teacher (1); External Evaluator-PREPS, Inc.	Agenda and Minutes.
3.2, 3.3	F 2016	Launch STEM Center programming for LEAs, TEP candidates based upon Needs Assessment	STEM Faculty, CENS Faculty	Schedule of programs and resources available to improve STEM teaching.
1.1, 2.3, 2.5, 3.2		Videotaping of student teachers, evaluation, post best clips to website	Student teachers, ITC	Use of clips in feedback, posts to website
1.1, 2.3, 2.5, 3.2		Videotaping of exemplary teachers in partnering LEAs and post to website.	Student teachers, ITC	Use of clips in classes, posts to website.
1.1, 2.6	SP 2019	Follow up with 5/2018 Teacher Induction cohort	Internal Assmt. Coord., Dir. Teacher Ed/Accred., Mentors	Respond to initial visit/evals.
1.2, 1.3		Offer targeted PD for TEP Faculty and LEAs in LEAS or at UT Martin (e.g. Common Core, ESL, UDL).	Topic experts, Project Coord., TN Dept. of Ed. Field Office	Schedule of PD, Attendance
1.1, 1.2, 1.3, 3.3		Post lesson plans or exemplary work from Summer PD to website.	Project Coord.	Addition to website
1.1, 1.3, 2.6, 3.2, 3.3		Electronic newsletter and public service announcements in local media.	Project Coord., University Relations	Articles and PSAs in local media outlets, electronic newsletter disseminated.
		Training for cooperating teachers.	Project Coord., Dir. Teacher Ed/Accred.	Training implemented
1.1,		Identify TIER II TEP students (i.e. jrs.),	Selection Committee	Registration and attendance

2.3, 2.6, 3.2		TIER III TEP students (i.e. first year of teaching), and exemplary teachers in LEAs to attend regional/state content-specific meetings.		
1.1, 2.3, 2.5, 3.2		Student Teacher Expo/Capstone Experience	Student Teachers, Cooperating Teachers, TEP faculty, TEP Students	Expo with students sharing video clips, resources, highlights of experiences (i.e. poster sessions)
1.3, 3.2	SU 2019	STEM PD, Summer Institute, for LEA teachers.	CENS faculty, STEM-TEP faculty	Summer Institute
1.1, 1.2, 1.3		Offer targeted PD for TEP Faculty and LEAs in LEAS or at UT Martin (e.g. Common Core, ESL, UDL).	Topic experts, Project Coord., TN Dept. of Ed. Field Office	Schedule of PD
1.1, 1.2, 1.3		Post lesson plans or exemplary work from Summer PD to website.	Project Coord.	Addition to website
3.1, 3.2		Third cohort of fifth-year STEM licensure program complete requirements.	STEM/TEP faculty, Dir. Teacher Ed/Accred, Mentors, LEAs	Placement of program completers in LEAs.
1.1, 2.6		Hire and train mentors for STEM fifth year program and TIP.	Co-PD, Project Coord., HR	Hiring and training
1.1, 2.6	F 2019	Implement TIP for 5/2019 Graduates	PD, Co-PD, Prog. Coord., Mentors, Internal Assmt. Coord.	Regular scheduled visits, feedback to teacher, feedback to Internal Assmt. Coord.
1.1, 1.2, 1.3		Offer targeted PD for TEP Faculty and LEAs in LEAS or at UT Martin (e.g. Common Core, ESL, UDL).	Topic experts, Project Coord., TN Dept. of Ed. Field Office	Schedule of PD
1.1, 1.2, 1.3, 3.3		Post lesson plans or exemplary work from Summer PD to website.	Project Coord.	Addition to website
1.3, 3.1, 3.2, 3.3		STEM Center work with LEAs and CENS faculty to develop informal STEM supports (e.g. Math competitions, Science Fairs, computer programming, etc.)	STEM Faculty, CENS Faculty	Schedule of projects and resources available to improve STEM teaching.
2.5		Year-long Student Teaching Clinical Experience.	Dir. Teacher Ed./Accred, LEAs	Placements

The success of T-PROCESS will be tied to the quality of leadership within the management plan.

Table 5 presents the qualifications and relevant training and experience of key project personnel.

Table 5: Key T-PROCESS Personnel

<p>Project Director. 15% time – Betty Cox, Ed.D., and J.D., Chair, Department of Educational Studies. Duties: For chair obligations and T-PROCESS, reports to Dean for College of Education, Health, and Behavioral Sciences. Cox has been involved in the development of the current proposal from its inception. She will facilitate communications among implementation personnel, executive staff, deans, and LEAS; provide leadership, guidance, and supervision to the Key Personnel in achieving grant objectives; collect required data; prepare grant compliance reports; cooperate with the external evaluator, and the Management Team to set up an effective evaluation system for the project; coordinate grant activities to ensure effective use of all resources; direct through the organizational structure the grant funded personnel in the accomplishment of all T-PROCESS objectives; monitor the monthly reports, resolve discrepancies, project future expenditures, and be responsible for appropriate use of funds; solidify the infrastructure required to institutionalize the T-PROCESS project activity. Qualifications/Experiences: J.D. from LSU Law School and Ed.D. from UT Knoxville in Ed. Admin/Supv. With collateral areas in statistics and higher education. Associate Professor in Dept. of Ed. Studies at UT Martin from 2006-2013. Became chair of dept. in 2013. Prior to that, worked as attorney with emphasis in school law; V-P for Operations at Edison Schools, Inc.; Superintendent of Schools in LA, SC, PA; Principal in Chattanooga; Teacher in Chattanooga schools. Extensive publications and presentations in academic journals and professional associations.</p>
<p>Co-PD #1: 12.5% time. Dr. Louis Glover, Assistant Professor Department of Educational Studies. Duties: For his role as Asst. Professor of Educational Studies, Glover reports directly to the Chair of the Department of Educational Studies (Cox). In his role as Co-PD, he will serve as the Chair of the Instruction and Development Team, and serve on the Management Team. He will work closely with the CENS faculty and the two new STEM dual appointment faculty in designing appropriate, targeted STEM professional development opportunities. Monitor and guide the progress of T-PROCESS activities with LEAs; meet monthly in first year and a half (during initial Needs Assessment) and then quarterly. Identify competencies of each TIER of TEP. Qualifications/Experiences: Ed.D. from Texas A&M Commerce in supervision, curriculum, and instruction. Master’s and Bachelor’s degrees in Chemistry. Certified to teach grades 6-12 in TX and LA. Actively involved in professional organizations (science and education), organizing science camps for middle and high school students during academic year and during the summer. Published in refereed journals and numerous presentations at professional conferences.</p>
<p>Co-PD #2: 12.5% time. Director of Teacher Education/Accreditation. (Search underway for replacement of director who recently retired) Duties: In regular job duties and for this project, will report directly to the PD (Dept. Chair Cox). Will lead out in establishing mechanisms for establishing meaningful partnerships and collaborations among TEP faculty, CENS faculty, and LEAs. Will serve on Management and Evaluation Teams of Project. Will lead out in activities such as implementing curricular changes related to clinical placements, mentor training, etc. Qualifications/Experiences: Ph.D. or Ed.D. in teacher education, curriculum and instruction, educational administration (or similar fields). Oversees of the teacher education program and its accreditation process as well as advising, admissions, appeals, retention, recruitment, clinical placements and licensing for the candidates in the program. In addition to ensuring that all TEP and classes meet state and CAEP accreditation requirements, the Director oversees data collection and preparation of annual data analyses and reports to guide project improvement; prepares college, state and federal reports; oversees staff and prepares annual evaluations; oversees outreach to public schools; fosters community relationships; collaborates with teacher education faculty; provides leadership for the TEP’s advisory board; and teaches in the TEP as needed. Experience with teacher education accreditation process; excellent communication and writing</p>

skills; knowledge of and skill in working with data bases, data analysis, and data reports; knowledge of education reform and current issues related to public education and teacher preparation; college teaching experience; and experience teaching in the public P-12 system.

Project Coordinator. 100% time. *TBD.* **New Position – Duties:** Will report directly to the PD. The Project Coordinator will coordinate the daily operations of the project to meet the milestones of the project timeline. Specifically, will work appropriate personnel to assure that major project components are on track for implementation according to budget (STEM/TEP hires, Student Teacher Expo, Targeted Professional Development, hiring of mentors for New Teacher Induction Program and fifth-year STEM candidates). The Project Coordinator will serve as the Team Leader for the Evaluation Team, and also serve on the Management and Instruction and Development Teams. Prepare monthly reports to share with the partnering LEAs. Initial point of contact with LEAS for issues related to the grant.

Qualifications/Experiences Education: Master’s Degree in Education or related field. Extensive experience in K-12 classroom settings, ability to read state reports on student achievement and work with teachers in adjusting teaching methodologies. Working knowledge of Tennessee assessments of students, teachers, and administrators.

Internal Assessment/Research Coordinator. 100% time. New Position – Duties: Reports to Project Coordinator, directly to T-PROCESS PD for all goals and objectives; will serve on the Management Team...; Facilitate assessment of exit-level competency of all students in general education and major fields, providing assistance in the administration and analysis of standardized tests and the development and implementation of locally developed instruments or portfolio review processes; Coordinate the collection of assessment data from student, Cooperating Teachers, TEP faculty, CENS faculty and assist in the analysis and dissemination of that data; Coordinate a five-year cycle of Review for the TEP curricula; Provide assistance to the External Evaluators in the development and implementation of the Needs Assessment. **Qualifications/Experiences** Education: Master’s in Business, Education, or related field required. Successful candidate will have experience in collecting and analyzing data from multiple data points into one coherent assessment report. Must have experience in social science or education research design methods and appropriate statistical applications. Candidate must be familiar with SPSS, Excel, and online survey projects.

STEM Faculty Member with Dual Appointment in TEP and Mathematics or Statistics: 100% time. **New Position – Duties** Will work with T-PROCESS I&D Committee and CENS faculty to identify appropriate STEM professional development opportunities for partnering LEAs in the schools and/or during summer workshops. Will work with STEM Faculty Member with Dual Appointment in TEP and Science to define the scope of the UT Martin STEM Teaching and Learning Center.

Qualifications/Experiences Tenure-track position in mathematics education, discrete math/graph theory, and computational/applied math. Preference for an established researcher in mathematics education with a strong record of publication and grantsmanship.

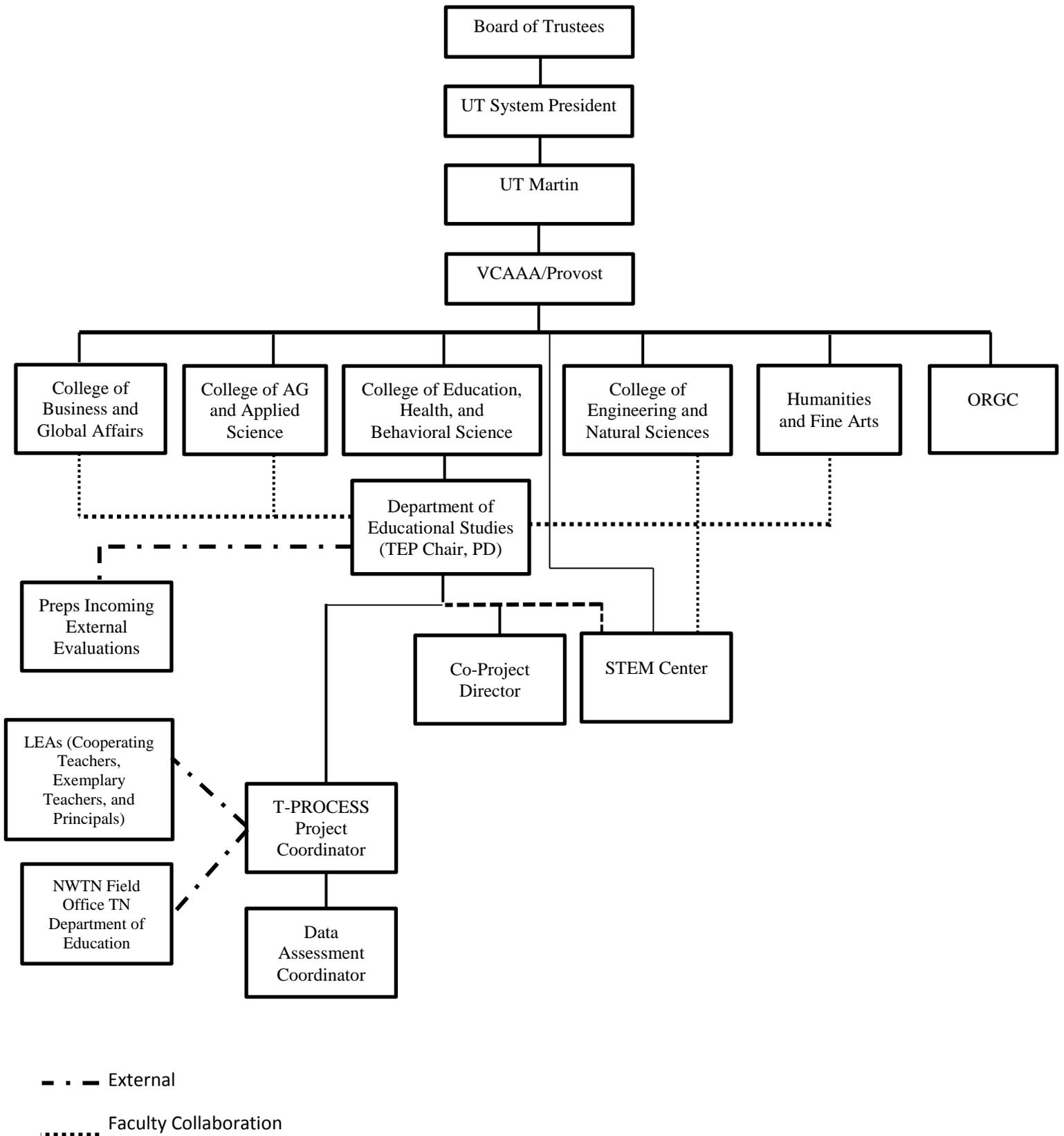
STEM Faculty Member with Dual Appointment in TEP and Science. 100%time: New Position – Duties: Will work with T-PROCESS I&D Committee and CENS faculty to identify appropriate STEM professional development opportunities for partnering LEAs in the schools and/or during summer workshops. Will work with STEM Faculty Member with Dual Appointment in TEP and Mathematics or Statistics to define the scope of the UT Martin STEM Teaching and Learning Center.

Qualifications/Experiences Tenure-track position in science education, biology, chemistry, or physics. Preference for an established researcher in science education with a strong record of publication and grantsmanship.

Director's Administrative Authority and Autonomy. The Chancellor of UT Martin, as chief administrator, has ultimate responsibility and authority, under the Board of Trustees, for all aspects of University operations. Recognizing that the success of the proposed T-PROCESS activities is contingent upon the support given the leadership of the project, he has designated the primary responsibility of directing the project to the PD. The PD, Dr. Betty Cox, will report directly to the Dean of the College of Education, Health, and Behavioral Sciences in the University's organizational structure (Fig. 4) for T-PROCESS activities. This structure assures the PD the autonomy and authority required to assume the roles and responsibilities of the T-PROCESS activities. For maximum project effectiveness, Cox will have approval/disallowance authority over all T-PROCESS tasks, personnel, and expenditures.

Critical decision-making authority, access to the Dean, working with CAEP and other external accrediting agencies, the State Department of Education, and the fact that the PD is a tenured professor in the classroom who has served as a district superintendent will provide ownership, success, and integration of the needs assessment into the TEP infrastructure. See Table 5 above for her qualifications to direct and manage the T-PROCESS. Figure 4 illustrates the placement of Project T-PROCESS in the organization of UT Martin.

Figure 4: Organizational Chart for Project T-PROCESS at UT Martin



Communication is a seminal component of the T-PROCESS management strategy to ensure project consistency, the integration of lessons learned, and the optimal use of data to inform decisions. The Team approach to quality, integral to this T-PROCESS, involves planning, continual monitoring of quality and timeliness of work products, incorporation of internal and external feedback, and strict cost management. Table 6 outlines Team functions.

Table 6: Teams and Functions

Teams	Members	Roles and Responsibilities
Management Team	PD (Cox)*; Co-PD (Dir. Teacher Ed/Accred); Project Coordinator; Internal Assmt. Coordinator; Directors of LEAs (2); TEP Faculty (1); CENS Faculty (1).	Committee will discuss project progress and issues at quarterly meetings; PD will report progress to the Dean of College of Education, Health, and Behavioral Science, Dean of College of Engineering and Natural Sciences, and to all Partnering LEAs
Instruction and Design Team	Co-PD (Glover)*; PD, Proj. Coord.; CENS Faculty (1); Exemplary K-12 Teacher (2) Directors of LEAs(1); TEP Faculty (2).	Monitor and guide the progress of T-PROCESS activities with LEAs; meet monthly in first year and a half (during initial Needs Assessment) and then quarterly. Identify competencies of each TIER of TEP.
Evaluation Team	Project Coord.*; PD (Cox); Internal Assmt. Coord.; Dir. Teacher Ed/Accred.; Director of LEAs(1); TEP Faculty (1); Exemplary K-12 Teacher (1); External Evaluator-PREPS, Inc.	Plan and assign responsibility for data collection of initial Needs Assessment); meet monthly in first year and a half and then quarterly. Collect and analyze data regarding project activities; present and file necessary formative and summative data reports to Management Team, University administration, and US Dept. of Education

*Denotes Team Leader

Prior to each Team Meeting, agendas will be circulated to partnering LEAs for awareness and input. In addition to the Teams Approach, UT Martin will host a T-PROCESS website that will be linked off of the Department of Educational Studies website. All partnering LEAs will also have the option to receive monthly, electronic newsletters that will update readers on project progress, upcoming PD opportunities, and teaching tips from research and exemplary teachers.

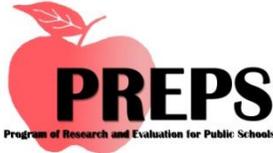
Table 7: Procedures to Monitor Progress of Project

Procedure	Responsible Personnel	Timeframe
Coordinate Activities in such a manner that will facilitate maximum effectiveness and utilize institutional and project resources, including personnel;	PD, Co-PDs, Project Coordinator, Project Resource Specialist	Start-up; continually
Ensure the implementation of an effective system of evaluation of the project and the impact on the institution;	PD, Co-PDs, Project Coordinator, Internal Assessment Coordinator, PREPS, Inc.	quarterly

Assist in the selection of all project personnel.	PD, Equity and Diversity Officer, Dean College of Education, Health, and Behavioral Sciences; and Dean of College of Engineering and Natural Sciences (for STEM faculty with dual appt)	YR1-YR5
Monitor and coordinate the continuing planning and management needs of project activities;	PD, Project Coordinator, Project Resource Specialist, Grant Accountant	Monthly
Oversee preparing and monitoring of reports related to the project for both the University and the U.S. Department of Education;	PD, Project Coordinator	Monthly; Annually
Ensure institutionalization of successful aspects of T-PROCESS activities into the ongoing operation of the University.	PD, T-PROCESS Management Team	YRS 1 – 5
Remain thoroughly informed regarding T-PROCESS and Department of Education policies and grant terms and considerations to assure that the project operates in total compliance throughout the period of federal support;	PD, Project Coordinator, Project Resource Specialist, Grant Accountant	On-going
Authorize all Title T-PROCESS expenditures and maintain control over the budget responsibility for appropriate utilization of funds	PD, Director of ORGC	On-going
Advise and assist in the proper distribution of and accounting for all T-PROCESS acquired goods and services;	PD, Project Coordinator, Project Resource Specialist, Grant Accountant	Monthly
Monitor monthly budget reports and expenditures to assure compliance with federal regulations.	PD, Project Coordinator, Project Resource Specialist, Grant Accountant	Monthly

Evaluation Plan

The Program of Research and Evaluation for Public Schools (PREPS), Inc., at Mississippi State University, has agreed to conduct the needs assessment analysis and external evaluation for Project T-PROCESS. PREPS and UT Martin have established a strong working collaborative that has allowed for the completion of several successful large-scale research and evaluation projects (i.e., VIP: Teaching American History; I-CAP: Math and Science Partnerships). Additionally, PREPS has conducted research and evaluation specifically related to teacher preparation and induction programs for the Mississippi Department of Education (MDE)’s Teacher Center, Jackson Public School District, and a MS State University –Meridian program. Factors favor the probability of another successful team approach to the evaluation of Project T-PROCESS.



PREPS is a private non-profit consortium of school districts whose purpose is to develop and implement educational products and services that help manage and support districts' efforts to demonstrate improvement in their instructional programs. By staying involved and informed with educational initiatives and policy, PREPS is strategically primed to conduct relevant, meaningful research and evaluation for local school districts, the educational and regional organizations and policymakers, and other community service organizations, such as business and industry.

PREPS proposes a comprehensive evaluation utilizing an evaluative inquiry process.

House (1993) suggests that evaluative inquiry consists of:

Collecting data, including relevant variables and standards, resolving inconsistencies in the values, clarifying misunderstandings and misrepresentations, rectifying false facts and factual assumptions, distinguishing between wants and needs, identifying all relevant dimensions of merit, finding appropriate measures for these dimensions, weighing the dimensions, and arriving at an evaluative conclusion (p. 8).

In addition to the usual questions asked during the course of most program evaluations, i.e., (1) what was done? and (2) did it work?, the inquiry process of evaluation is concerned with answering questions such as: (1) what is necessary to make this program work as it was originally envisioned?, (2) what is happening in this program?, (3) how is the program operating on a daily basis?, (4) how can this program be improved?, and finally, (5) how can we replicate the success of this program?, therefore providing a basis and justification for continued program funding (Owen, 2006).

Data Collection. PREPS will assist UT Martin Project Management Team with the required baselines for Needs Assessments collected from T-PROCESS participants beginning in YR1.

Subsequently, UT Martin will establish standard feedback loops in regular intervals over the life

of the project. As per the Logic Model presented in Figure 2, PREPS will work with the T-PROCESS Management and Evaluation Teams to help design and implement the Needs Assessment. Because the population is almost exclusively rural, the assessment will entail focus groups and surveys to capture the nuances of individual schools and demographics. Working through the teams, PREPS will ensure that the Needs Assessment supplements, not supplants, the ongoing data collection and analysis that TEP performs for the State Department of Education.

Data collected on student teachers/teacher candidates will address stated evaluation questions and will be obtained via various methods and instruments to be developed in collaboration with the project staff. Agreed upon methods and/or instruments will collect/address for student teachers include: (a) demographic information for control and treatment groups, (b) pre and post participant surveys, (c) classroom observations, (d) pre and post treatment mentor teacher surveys, and (e) other anecdotal records/products (e.g., portfolios, journals, lesson plans, etc.). Additionally, the evaluation and management teams will use the following methods and/or instruments with the UT Martin faculty/staff: (a) Tripod student perceptions surveys (b) student-teacher feedback/evaluations, (c) self-evaluations (d) focus group discussions, (e) TEAMS observation/evaluation rubrics, (f) student achievement data from participating school districts, (g) feedback from principals/administrators, and (h) participant evaluations of professional development activities. The preceding list of instrumentation and methods of data acquisition is not intended to be exhaustive for either the faculty/staff or the student teachers.

Maintenance of confidential records. PREPS has experience in data processing and handling confidential records in accordance with MDE and school district policy collected for the purposes of research and evaluation processes. Each staff member of PREPS has completed

appropriate training and is certified by the Institutional Review Board (IRB) at Mississippi State University. PREPS has developed documentation procedures and confidentiality agreements that persons and entities associated with the handling of any confidential information agree to and sign off on prior to obtaining sensitive data.

Data analyses and reporting. The PREPS staff’s extensive experience in large-scale evaluation projects includes management and data collection from multiple program sites. By serving as the external evaluator for several large scale federal grantees, PREPS is familiar with the Annual Performance Reports (APR) that summarizes each program’s progress required by both the Mississippi Department of Education and the United States Department of Education. Housed on the Mississippi State University campus, PREPS has the full resources of the MSU Information Technology Services (ITS) department and the security of the network and advanced computing resources available to the campus.

Methods. PREPS affiliation with MSU affords access to various software programs as well. PREPS utilizes various analysis packages including the SAS® and SPSS® statistical packages. SAS® is a statistical package with analytical solutions ranging from simple statistics to advanced data mining solutions.

Table 8: Evaluating Progress toward T-PROCESS Goals

	MEASURE	METHOD/INSTRUMENT/ DATA SOURCE	RESPONSIBLE PARTY
Measure #1 Graduation The percentage of program completers who:	Attain initial certification/ licensure by passing all necessary certification/ licensure assessments and attain a bachelor’s degree (pre-baccalaureate teacher preparation program) or initial license (fifth-year initial licensing program)	Transcripts Passing Scores on PRAXIS Exams Teaching Certificates	Mngmt Team PREPS LEAs
Measure #2	The percentage of beginning	HR/Employment	Mngmt Team

	MEASURE	METHOD/INSTRUMENT/ DATA SOURCE	RESPONSIBLE PARTY
Employment Retention	teachers who are retained in teaching in the partner high-need LEA or high-need ECE program three years after being hired by the high-need LEA	Records MOUs	LEAs
Measure #3 Improved Scores	The percentage of grantees that report improved scaled scores on assessments for initial State certification or licensure of teachers;	TEP records of PRAXIS Scores Baseline Fall 2015	Mngmt Team PREPS
Measure #4 Student Learning	The percentage of grantees that report improved aggregate learning outcomes of students taught by new teachers.	T-CAP Scale Scores T-VAAS Scale Scores via MOUs Tripod Student Perception Surveys	LEAs PREPS
Goal 1: Develop intentional partnerships with LEAs that foster collaboration for the purpose of improving student achievement.			
Obj. 1.1. Establish mechanisms for regular interaction among TEP faculty and partnering LEAs.	<ul style="list-style-type: none"> *Interactions between and among TEP and LEAs *Identify themes around which collaboration will occur. *Collaboration across LEA district and county lines. *Teachers from partnering LEAs share with TEP faculty how TNCORE affects their pedagogy. *Teachers from partnering LEAs and TEP faculty discuss how to incorporate internationally benchmarked college- and career-ready standards into TEP curriculum. 	<p>Minutes of formal meetings</p> <p>Participation in regular meetings of Study Councils</p>	TEP LEAs Study Councils
Obj. 1.2. TEP faculty participate in TNCORE training provided by the TN Department of Education.	Participation in TNCORE training by TEP faculty	Headcounts	TNCORE TEP
Obj. 1.3. Provide	PD planned and delivered	Needs analysis	TEP

	MEASURE	METHOD/INSTRUMENT/ DATA SOURCE	RESPONSIBLE PARTY
targeted PD for LEAs based on needs analysis and TEAM evaluation results.		Headcounts Participant Satisfaction Surveys	LEA Mngmt Team Eval Team
Goal 2: Align Teacher Education Program with evidence-based theory and practice.			
Obj. 2.1. Implement ongoing needs analysis process for LEAs.	Results of Needs analysis	Needs analysis reports	Mngmt Team
Obj. 2.2. Implement ongoing needs analysis process for TEP.	Results of Needs analysis Institute culture of evidence within TEP to address changing state and federal laws, needs of LEAs, innovation, and evidence-based theory and practice.	Needs analysis reports Data mngmnt plan	Mngmt Team
Obj. 2.3. Identify competencies for Tier I, Tier II, and Tier III candidates.	Curriculum alignment meetings	Results of curriculum alignment	TEP faculty Mngmt Team I&D Team Eval Team
Obj. 2.4. Increase admissions requirements.	New admissions requirements posted	Catalog Website advising	TEP faculty Mngmt Team I&D Team Eval Team
Obj. 2.5. Expand student teaching to two semesters (i.e. one year) of clinical experience.	MOUs with LEAs *Fall semester practicum *Spring semester will include student teaching under the guidance of trained mentoring faculty and cooperating teachers with video capture of student teacher in action. *Capstone Student Teaching Expo will include multimedia presentation of lessons learned from student practicum and teaching *Develop and deliver training for cooperating teachers and principals where student teachers will be placed to clarify roles, responsibilities,	Student reflective journals Evaluations from cooperating teachers, mentors, principals e-Portfolios Tripod Student perceptions surveys Capstone Student Teaching Expo Participant evaluations of training Evaluations of teaching videos TEAM observation/evaluati	TEP faculty Mngmt Team I&D Team Eval Team

	MEASURE	METHOD/INSTRUMENT/ DATA SOURCE	RESPONSIBLE PARTY
	expectations, and evidences of competencies.	on results	
Obj. 2.6. Implement a new teacher induction program.	MOUs with LEAs Follow-up new teachers with MET Tripod surveys after first year and second year of teaching. Induction program will also provide feedback loop back into TEP curriculum to determine where deficiencies may exist, unnecessary redundancy, etc.	Reflective journals e-Portfolios Tripod Student perceptions surveys	I&D Team Eval Team PREPS LEAs
Goal 3: Increase the number of highly qualified STEM teachers for rural LEAs.			
Obj. 3.1. Re-align existing fifth year STEM licensure program in TEP to transition STEM graduates into teaching.	*Hire two new faculty: dual appointment in math and education and dual appointment science and education. *Establish MOU with Lane College (HBCU) *Advertise program to UT Martin STEM graduates and to STEM graduates in the region. *Incorporate hands-on and field-based experiences into STEM licensure courses.	MOUs Advertisement Enrollment numbers	UT Martin VCAA Human Resources Deans Dept. Chairs I&D Team
Obj. 3.2. Provide STEM professional development for teachers in partnering LEAs.	PD designed and delivered	Needs assessment and TEAMS results Enrollment numbers Participant satisfaction surveys Reflective journals	LEAs Mngmt Team I&D Team
Obj.3.3. Create a STEM Center for Teaching and Learning focused on STEM education across the PK-16 spectrum.	STEM Center budget and space Activities planned and implemented STEM Kits for teacher check-out Two dual Appointment faculty hired	Evaluations of activities Evaluations of kits	UT Martin VCAA Mngmt Team Deans Dept. Chairs STEM and Ed. Studies Faculty

The intent of this evaluation plan is to increase the knowledge base on the perceived disconnect between the UT Martin TEP and the expressed skill sets & needs of current and future K-12 teachers by local LEAs. In so doing, this evaluation stands to enhance opportunities for UT Martin's TEP to increase its effectiveness in preparing highly qualified educators. The T-PROCESS evaluation plan incorporates hours of extensive and rigorous planning to (a) select and administer valid and reliable assessments in the UT Martin TEP (i.e., teacher effectiveness, attitudes, LEA attitudes, and ultimately, student achievement, etc.); (b) increase meaningful and efficient (data management system) data collection activities; (c) analyze the data in such a way that faculty and students are able to interpret the meaning of the data collected; (d) utilize data collected to adjust practices and drive faculty instruction of student teacher candidates in teacher education programs; and (e) sustain high quality teachers in West Tennessee classrooms.

Additionally, to strengthen the validity and credibility of the results and conclusions drawn from the evidence, PREPS will utilize a design that incorporates multiple methods. Various data types, data collection, and data analysis procedures will be utilized in the research (both qualitative and quantitative). This approach "allows for the triangulation of research findings, strengthening the validity and credibility of the results with multiple pieces of evidence, derived from different sources that point in the same direction." (Puma & Raphael, 2001. pg. 58).

Additional evaluation questions. Most researchers, politicians, and educators agree on one fact regarding US education: there is an ever-growing need for highly-qualified and highly-effective teachers. Further, highly-qualified and highly-effective teachers are even rarer in areas such as higher mathematics, sciences, special education, and foreign languages and in rural regions such as West Tennessee. Teacher candidates also come from diverse backgrounds and therefore demonstrate different levels of aptitude for teaching PK-12 students. Since the

proposed project aims to recruit, prepare, place, and retain/support teachers in West Tennessee PK-12 districts, the following questions were formulated to guide the needs assessments and evaluation plan:

1. Do we have a comprehensive strategy for improving teaching quality that address of these issues in our preparation program: recruitment of highly talented, high aptitude candidates, sound teacher preparation, induction, and continued professional learning? If so, what parts are well established? What issues need more attention?
2. How do we collect and report on the demographics and trends of the teaching profession in West Tennessee? Are we lacking critical/important data points to that will inform our teachers' aptitude in the field? How can we use this type of data to enhance preparation programs for at UT Martin?
3. Are we recruiting teachers for our program, and thereby, our teacher workforce that reflect the racial and ethnic diversity of West Tennessee students?
4. How do we encourage more highly-qualified teachers to work in underserved schools?
5. What is UT Martin doing to encourage talented individuals who have the potential to be effective teachers to pursue teaching as a career? Are we successfully targeting high-achieving middle and high school students (e.g., utilizing our LEA partnerships)? How can those efforts be leveraged?
6. What kind of partnerships have been developed between UT Martin's TEP and local communities, schools, and businesses, which will help teachers prepare for 21st Century classrooms of today? Can we do better?
7. What can we do to support competent and capable teachers so they are committed to remaining in the profession? (Induction Program? Teacher renewal program?)
8. What kind of professional development opportunities are available to TEP instructors? PK-12 teachers? Other resources?
9. What kind of ongoing support do new teachers receive? How long do they receive this support? Do they have time to collaborate with colleagues? How can UT Martin assist?