

Teacher Professional Development in Tennessee - Part 1

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What is teacher professional development?

This series of legislative briefs is meant to inform the Tennessee General Assembly on the state of teacher professional development in Tennessee and to chart the changes to professional development scheduled to take place over the next few years. This first legislative brief will focus on state level policy, provide a description of teacher professional development before the changes of First to the Top (FTTT) were implemented, and describe Tennessee's original plans to change teacher professional development through First to the Top; subsequent briefs will focus on the changes in professional development as a result of FTTT and analyze professional development policies and practices at the state and local level.

Teacher professional development (TPD) can be defined generally as training to improve the understanding and practice of pedagogy and to improve content knowledge of specific subjects.^{a,b} The structure and methodology of teacher professional development varies to provide specific content and to meet the needs of the audience. The quality of TPD can vary as well and can be difficult to measure. Most researchers agree on a short list of the components of quality professional development (e.g., Title IX of the No Child Left behind Act of 2001 lists the components of professional development for the purposes of federal education funding¹). See Appendix A.

Research has shown that teacher effectiveness may be the single greatest in-school determinant of a student's academic success and that it has a direct impact on student achievement. There are many factors involved in the learning process, and even with

"Perhaps no other aspect of the teacher-quality system in the United States suffers from an identity crisis as severe as that of professional development."

-Stephen Sawchuk, "Professional Development for Teachers at Crossroads; To Influence Policy, the Field Must be Able to Articulate Both What It Is and How It Can Help Teachers Improve Student Achievement," *Education Week*, Nov. 23, 2010.

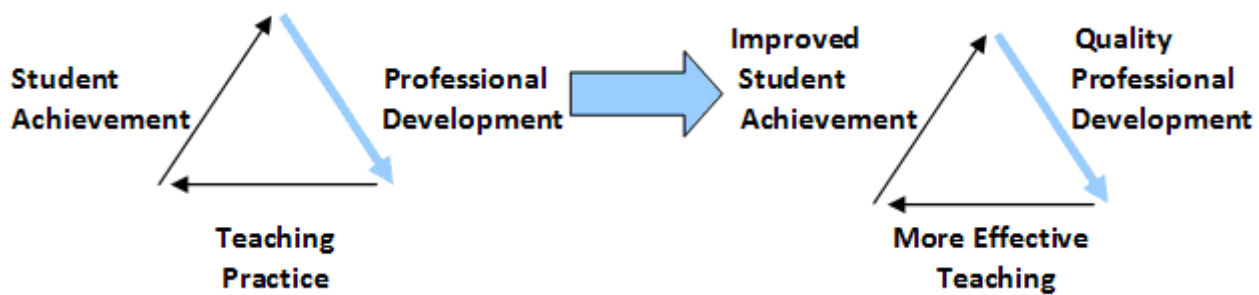
Pedagogy. Pedagogy is defined as the art (the interaction between teaching and learning) and science (instructional methods and learning / education theories) of teaching. Pedagogy is an inclusive term for the manner in which one teaches (i.e., teaching practice). Pedagogy is not *what* (i.e., subject matter) one teaches but rather *how* (i.e., instructional methods) one teaches. Sources: R. Arends, *Learning to teach*, 6th ed., New York: McGraw Hill, 2004, p. 8; R. Campoy, *Case study analysis in the classroom: Becoming a reflective teacher*, London: Sage Publications, 2005, pp. 55-56; M. Mosston and S. Ashworth, *The spectrum of teaching styles: From command to discovery*, New York: Longman Publishers, 1990, p. 7; J. Wink, *Critical pedagogy: Notes from the real world*, New York: Pearson Education, Inc., 2005.

effective teachers not all students will be high achieving; but, for the most part, better-trained, better-prepared teachers are more effective. Research has shown that TPD affects teacher practice, which in turn determines effectiveness. Depending on the quality, TPD can affect student learning and achievement. Developing and implementing TPD according to best practices can increase the likelihood of improved student achievement.

^a The term "teachers" in this report refers to teachers in K-12 traditional public schools who are employed by a Local Education Agency (LEA) in the state of Tennessee.

^b For the purposes of this report the terms, "professional development," "training," and "in-service training" will be used interchangeably.

Exhibit 1: How the Quality of TPD Impacts Student Achievement and Teaching Quality



In Tennessee's 2010 Race to the Top Application, improving TPD is specifically cited as a way to increase student achievement scores. The application states that Tennessee will:

1. provide "quality professional development,"
2. determine the "effectiveness of professional development,"
3. use teacher evaluations to enlighten and guide professional development, and
4. provide professional development training on using student data (such as Tennessee Value-Added Assessment System data) to guide teaching practices and "improve instruction."²

In-service training is professional development that is provided to teachers while they are currently teaching. **Teacher training** is the instruction prospective teachers receive while attending teacher preparation programs.

The characteristics that influence the effectiveness of professional development are multiple and highly complex. It may be unreasonable, therefore, to assume that a single list of characteristics leading to broadbrush policies and guidelines for effective professional development will ever emerge, regardless of the quality of professional development research. Still, by agreeing on the criteria for "effectiveness" and providing clear descriptions of important contextual elements, we can guarantee sure and steady progress in our efforts to improve the quality of professional development endeavors.

Source: Thomas Guskey, "What Makes Professional Development Effective?" *Phi Delta Kappan*, June 2003, Vol. 84, No. 10.

What are the Best Practices for Teacher Professional Development?

OREA compiled the following list of TPD best practices based on the work of researchers at universities and research institutions. (See Appendix B for a complete list with references.) There is a consensus among these researchers that quality professional development:

1. **Imparts pedagogical best practices** that are grounded in research on recognized instructional practices and learning methodologies. This includes instructional strategies tailored to meet the needs of a diverse group of learners.
2. **Focuses on content knowledge and imparts content knowledge to teachers.** Content knowledge refers to subject area knowledge (social studies, math, science, etc.) and can refer to knowledge pertaining to how to teach a specific subject area.
3. **Has student learning as a focal point.**
4. **Is provided over a period of time** during which teachers can accumulate a "high number of contact hours."
5. **Is sustained over time.** Professional development lessons must be incorporated continually at the school and classroom level and the teachers must have access to ongoing in-service training related to those specific lessons.
6. **Is supported by school administrators.** It is essential that school administrators provide teachers with the help or assistance they may need to master the TPD knowledge, skills, and strategies, and use them effectively in the classroom. In addition, it is essential that school administrators receive or be familiar

with the same training. This will allow administrators to work with teachers at the school and classroom level to ensure that the concepts and lessons are being implemented. Administrators need to accept and acknowledge the merit of the training and promote the use of the content of its lessons in order to promote teacher buy-in.

7. **Affords “extended, in-depth learning opportunities for teachers.”** This includes providing active, as opposed to passive, learning and collective participation among teachers and school administrators. Teachers sitting in a training session listening to a lecture are far less likely to learn and apply the lesson than if they are engaged in the lesson, completing activities, practicing the techniques and skills presented, and interacting with each other.
8. **Is continuously evaluated to determine its effectiveness.** School districts should measure teaching practices and link them to student achievement outcomes as evidenced through data (student test scores, portfolios, classroom observations, and peer evaluations). There is some debate among researchers as to what measures should be used to evaluate TPD: some researchers place strong emphasis on using student achievement data while others caution the use of that data because most districts do not have the

capacity or resources to analyze and compute this data in a systematic and rigorous way. Instead, these researchers place more emphasis on determining both the quality of the professional development activity and the affect the activity has on teaching practice.

9. **Is developed to meet the individual needs of teachers.** School districts should also encourage and prepare educators to identify the professional development they require, determine whether they have successfully implemented the professional development in their classrooms, and evaluate the data to determine if those practices have had a positive impact on student learning and achievement.

What laws and policies govern teacher professional development in Tennessee?

The *Tennessee Code Annotated (TCA)* outlines a limited number of professional development requirements, but gives primary authority to the State Board of Education (SBOE) to determine professional development policies. These policies act as guidelines for local education agencies (LEAs) to develop and implement TPD. See Exhibit 2 below for an overview of the laws and policies affecting teacher professional development in Tennessee. (See the section on Race to the Top for more information on TPD laws and policies.)

Professional Learning Communities (PLCs) can help incorporate TPD best practices in a school. PLCs are small learning communities within schools. PLCs are collaborations among educators, where student learning is the focal point and improved student achievement the goal. It is the responsibility of schools and school districts to promote the creation of PLCs and sustain their use over time. In order to function effectively in learning communities, teachers must be provided with the information and facilities necessary to collaborate effectively with one another. This includes setting aside sufficient time to collaborate.

Members of learning communities take collective responsibility for the learning of all students represented by team members. Teacher members of learning teams . . . assist one another in examining the standards students are required to master, planning more effective lessons, critiquing student work, and solving the common problems of teaching. . . The teams determine areas in which additional learning would be helpful and read articles, attend workshops or courses, or invite consultants to assist them in acquiring necessary knowledge or skills. In addition to the regular meetings, participants observe one another in the classroom and conduct other job-related responsibilities.

Administrators and school district officials work in partnership with PLCs to provide additional external TPD activities that integrate the PLCs in the school with education partners in the community, state, and nation (i.e., families, business leaders, policymakers, and researchers.).

Sources: Richard DuFour, “What is a “Professional Learning Community”?, *Educational Leadership*, May 2004, pp. 6-11; Learning Forward, “Learning Communities,” 2010, <http://www.learningforward.org/> (accessed December 14, 2010).

Exhibit 2: TPD Laws and Policies in Tennessee

NCLB	TCA	DOE Policy	SBOE Policy	LEA Policy
<ul style="list-style-type: none"> TPD best practices³ Funding for TPD⁴ 	<ul style="list-style-type: none"> What TPD information LEAs are required to report⁵ Number of days teachers are required to attend PD⁶ Funding for TPD⁷ Content of TPD classes⁸ How PD affects a teacher's license renewal⁹ How PD affects teacher evaluations¹⁰ How PD affects a teacher's personal leave¹¹ What TPD teachers are required to attend¹² 	<ul style="list-style-type: none"> DOE monitors LEAs to determine how TPD is used to improve areas of weakness¹³ How PD affects a teacher's license renewal¹⁴ How PD affects teacher evaluations¹⁵ 	<ul style="list-style-type: none"> TPD best practices¹⁶ Content of TPD classes¹⁷ How PD affects teacher evaluations¹⁸ 	<ul style="list-style-type: none"> How TPD is used to improve areas of weakness¹⁹ Number of days teachers are required to attend PD²⁰ Funding for TPD Content of TPD classes How PD affects a teacher's salary How TPD affects a teacher's evaluation

TCA 49-1-302 gives the SBOE the power to adopt policies governing retraining and professional development, including in-service training. According to the SBOE Master Plan,

Schools and school districts should provide environments that support continued development of content knowledge and teaching skills, and that reward effective teaching (measured by student performance). Teachers should be lifelong learners required to remain current with the latest developments in content knowledge and research-based instructional strategies. They should also be proficient in the use of technology.²¹

The State Board of Education's "Professional Development Policy" describes the roles of the state, LEAs, and individuals with regard to teacher in-service training.²² The board adheres to the professional development standards of the National Staff Development Council (now known as Learning Forward²³).²⁴ The policy asserts that the state will

"enhance the capacity of each school and system to take responsibility for the professional development of its own personnel." The state can serve as a resource for LEAs "by identifying research based practices, providing data in a usable format to educators, and ensuring that individual school improvement plans are consistent with this policy."²⁵

Other resources for TPD development and implementation include the Tennessee Department of Education (TDOE) and state colleges and universities. The TDOE helps LEAs establish professional development policies based on best practices. The TDOE also "provides institutes, academies and workshops which local educators are encouraged to attend. Colleges and universities offer programs and have expertise that can help educators."²⁶ The majority of TPD continues to be provided by school districts, some of which contract through vendors to provide these services.

The following subsections are organized according to frequently asked questions (FAQs) about teacher professional development. Each FAQ is followed by an explanation that describes the current state level laws and policies. The FAQs cover the following TPD topics:

- time and reporting requirements,
- funding,
- required classes, and
- how TPD laws affect teachers (e.g., salary and evaluation).

Is TPD required by law and what are the reporting requirements?

The State Board of Education creates the majority of policies related to TPD; however, some professional development policies are outlined in state law. See Appendix C. TCA 49-6-3004 requires school districts to set aside five days for in-service training. The statute requires 6 ½ hours of instructional time per day. Districts may use supplemental instructional time to provide in-service training. The local director of schools is required to develop a plan for in-service days and to submit the plan to the local board of education for approval. A copy of the plan must also be submitted to the commissioner of education.

TCA 49-1-613 requires that LEAs submit annual school improvement plans, which include a description of the TPD the district plans to provide. The annual school improvement plans must also include the identification of “areas of strengths and weakness, as well as strategies to improve areas of weakness.” The statute provides that the development of “school or content-based professional development” may be used as a strategy by the LEA to improve identified areas of weakness.

How is Teacher Professional Development funded?

TCA 49-3-321 requires that any state funds allocated specifically for in-service training be used for that purpose. The Basic Education Program (BEP) does not allocate funding specifically for professional development. Adding a component for professional development has been a BEP Review Committee recommendation in each annual report since 2004. In the 2010 “Basic Education Program Review Committee Report,” the committee recommended the following modification of the BEP as a priority:

Establish new BEP components for professional development and mentoring. It is recommended that teacher professional development be

funded at 1 percent of instructional salaries. It is recommended that mentoring for new teachers and principals be funded at a ratio of 1 mentor per 12 professionals, assuming at least 1 mentor per school system.²⁷

LEAs use state and local BEP funds to pay for the five in-service training days required by law and other professional development activities.²⁸ Some districts use federal funding from NCLB Title II grants for professional development. These grants are intended to improve student achievement by improving teacher effectiveness. The law describes the characteristics of professional development activities that must be evident for LEAs to receive grant funding for those activities (e.g., activities that increase teachers’ content knowledge, are not short-term, and increase teachers’ understanding of effective instructional strategies).²⁹ (See Appendix A.)³⁰ Other federal sources of funding for teacher professional development include, but are not limited to:

- The No Child Left Behind Act (Titles I, III, VI, and X - Note: Title I, Part A stipulates that LEAs must allocate 5 percent of their Title I funding to professional development
- The Individuals with Disabilities Education Act (professional development for teachers who teach special education students)
- Carl D. Perkins Career and Technical Education Improvement Act (for Career and Technical Education teachers)³¹

What Teacher Professional Development is required by state law?

The TCA outlines a few specific professional development requirements, mainly identifying training on particular topics.

The TCA requires that professional development be provided for the following:

- workplace violence,³²
- comprehensive violence,³³
- drug and alcohol abuse prevention,³⁴
- sexual violence awareness and prevention,³⁵
- knowledge and awareness of students with attention deficit disorder and hyperactivity,³⁶

- teachers of students transitioning from alternative schools to regular and vice versa,³⁷
- teachers in schools where drug testing is allowed shall be provided in-service training on the “signs and symptoms of student drug use and abuse and in the school policy for handling of these students,”³⁸ and
- special education teachers and teachers of students with disabilities.³⁹

Given that districts are required to set aside only five days for in-service training and given that there is a large amount of specific professional development that teachers must receive, there is little time remaining within those required five days for teachers to receive professional development on content and instructional practices.

TCA 49-6-3004 gives the commissioner of education the authority:

- to require two hours of in-service training on “suicide prevention education for all teachers and principals” and
- to require two hours “on issues of prevention and intervention strategies for students in the area of behavioral/emotional disorders.”

TCA 49-5-414 authorizes the local board of education:

- “to allocate up to six and one half (6.5) hours a year of in-service days. . . to conduct training programs for teachers and other personnel who have expressed an interest in becoming qualified to administer emergency first aid and CPR.”

TCA 49-1-223 also encourages professional development be provided for student asthma. TCA 49-6-3004 states that “[t]he needs of apprentice teachers⁴⁰ shall be given priority in the planning of in-service activities.” The SBOE recommends that LEAs provide mentors for new teachers.

After the statutory requirements described above, the content of classes is decided primarily at the local level. LEAs provide training to teachers based on needs identified in teacher evaluations.⁴¹ The goal of professional development at the district level is to provide teachers with training in areas of weakness or to provide information teachers can use to enhance

their pedagogy. The SBOE recommends that districts:

- Focus professional development to enhance educator knowledge of the subject content related to state curriculum standards, use of data and assessments to inform classroom practice, and strategies to meet the needs of English language learners and students with special needs,⁴² and
- Provide in professional development the skills and strategies to assist educators in working effectively and collaboratively with paraprofessionals, parents and community members.⁴³

Does Teacher Professional Development affect teachers’ salaries, leave time, teaching credentials, and evaluation?

Professional development can play a major role in the careers of teachers. It is an element in license renewal and periodic evaluations, and may affect salary decisions. Professional development course credits (other than in-service) can be used by teachers to renew their teaching certificates.⁴⁴ Course credits may also be considered as part of teacher evaluations.⁴⁵ The current *Framework for Evaluation and Professional Growth* is used to evaluate teachers and give teachers a tool to chart their growth.⁴⁶ This framework was developed by the TDOE and was adopted by the SBOE. It is used by observers and evaluators (i.e., administrators) to assess a teacher’s performance. This framework will likely be updated as Race to the Top programs are implemented and new teacher evaluations are created. According to the framework a teacher should be evaluated on the extent to which he or she “engages in high-quality, on-going professional development as defined by the Tennessee State Board of Education Professional Development Policy.”⁴⁷

Teachers must receive authorization from the director of schools in order to take personal leave on a day which they were scheduled to receive in-service or professional development training.⁴⁸ Teachers may be dismissed or suspended if they refuse “to participate in an in-service training program as set up by the local board of education and approved by the state board of education.”⁴⁹ Districts may include professional development as a factor when determining a teacher’s

salary. Some LEAs give teachers bonuses for taking professional development courses.

Does Teacher Professional Development in Tennessee align with research-based best practices?

The quality of professional development cannot be determined based solely on the analysis of state level policies and programs, especially when those policies and programs are undergoing a profound change; therefore, in order to analyze TPD policies and programs, more data is needed. There are a few reports and data sets that provide some evidence of the quality of TPD in Tennessee. Tennessee's 2010 Race to the Top application identified weaknesses with TPD at the local level:

Currently, professional development offered in the state's LEAs is not meeting the needs of our teachers and principals. It is often a haphazard menu of generically delivered content to which teachers and principals self-select ("sit and get" model). Moreover, few systems are in place to provide either induction support for new educators or ongoing coaching to drive improvement.⁵⁰

The State of Education in Tennessee report released by the State Collaborative on Reforming Education (SCORE) in 2009 concurred, noting that, "professional development opportunities for teachers are notoriously of varying quality, with some being very helpful but far too many being significantly less so."⁵¹

One professional development quality indicator is the TDOE's annual survey.^c One section of this survey gauges teachers' perception of the degree to which their professional development aligns with the 15 attributes of high quality professional development in No Child Left Behind. (See Appendix A.) The 2009-10 edition of this survey found 75 percent or more of

teachers either agreed or strongly agreed that the TPD in their district aligns with eight of the best practices. A less significant majority, between 60 and 75 percent, saw alignment with four other best practices.⁵² (See Exhibit 3.)⁵³ These results show that from the viewpoint of teachers, TPD in Tennessee is of satisfactory quality in most areas, while there is room for improvement in others.

The TDOE produces annual teacher quality accountability reports for districts. One benchmark in the reports is based on Section III of the survey, which asks teachers to list how many of their professional development activities are high quality. (See Exhibit 4.) Categories for the survey are based on the attributes of high quality professional development (listed in Exhibit 3). The percentages of teachers that believe the professional development they have received is high quality must increase from the year prior or increase from the average percentage for the past three school years. In the 2009-10 school year, almost all districts showed a percentage increase for this benchmark.⁵⁴

While the percentage of teachers reporting that they are receiving high quality professional development is improving in the majority of school districts, the percentages are still relatively low in some districts. (See Exhibit 5.) For example, in some districts, less than 50 percent of teachers reported receiving high quality professional development.⁵⁵

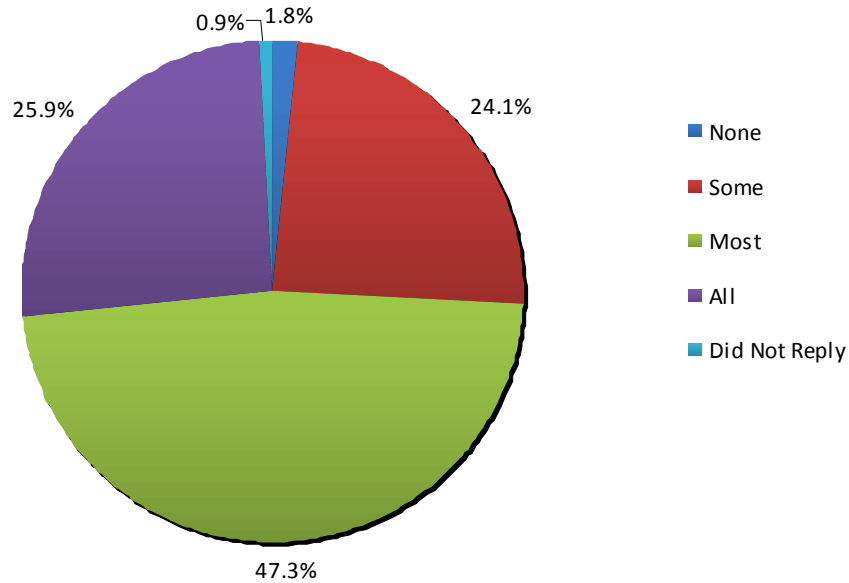
^c This survey was replaced in 2011 with Tennessee's Teaching, Empowering, Learning, and Leading (TELL) Survey. An analysis of the TELL survey data will be included in subsequent briefs in this series.

Exhibit 3: NCLB Attributes of High Quality Professional Development

My professional development activities during the 2009-2010 school year:	Percentages					
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did not Reply
Improved my knowledge of the academic subjects I teach	34.28	52.81	6.33	4.71	1.65	0.22
Were an integral part of a board school-wide or district-wide educational improvement plan	34.45	51.66	9.89	2.74	0.92	0.34
Increased my ability to prepare students to meet challenging State academic standards and student academic achievement standards	33.49	52.38	9.00	3.80	1.04	0.29
Improved my classroom management skills	23.66	46.37	17.66	9.71	2.17	0.42
Are likely to have a positive and lasting impact on my classroom instruction	35.27	50.54	9.39	3.38	0.99	0.43
Advanced my understanding of effective instructional strategies that derived from scientifically-based research	31.76	52.43	10.48	3.88	0.93	0.53
Advanced my understanding of effective instructional strategies for improving student academic achievement	32.63	54.48	8.18	3.35	0.89	0.47
Are aligned with state academic content standards, student academic achievement standards, and state assessments (TCAP)	41.39	47.97	7.51	1.95	0.70	0.48
Were developed with extensive participation of teachers, administrators, and parents in my school or district	26.54	45.60	17.53	7.43	2.33	0.56
Are designed to increase the success of teachers providing instruction or support to limited English proficient children	12.82	25.22	24.07	23.91	13.21	0.76
Provided training to help teachers effectively use technology in the classroom to improve instruction and learning	28.74	45.70	12.16	9.49	3.37	0.53
Are regularly evaluated for their impact on teaching and learning	26.47	47.63	17.92	5.27	1.93	0.78
Provided training in methods of teaching children with special needs	20.50	39.26	18.54	15.13	5.81	0.76
Included instruction in the use of data and assessments to inform classroom practices	29.37	51.91	11.28	5.20	1.65	0.57
Provided training in ways of working more effectively with parents	15.67	37.08	22.02	18.07	6.19	0.96

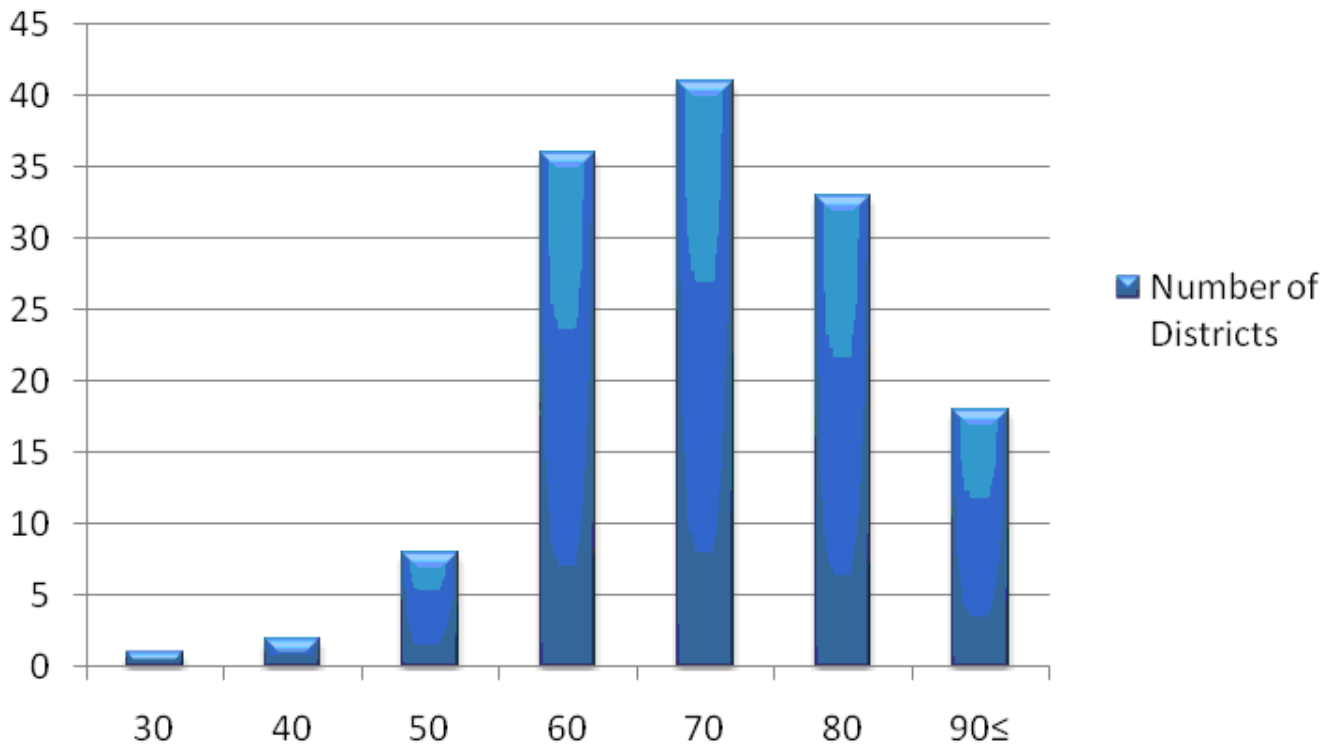
Source: Tennessee Department of Education, "Teacher Professional Development Questionnaire Data Summary Report," 2009-2010, <http://www.crepsurveys.net/CrepReport/PDSchool.jsp> (accessed Dec. 13, 2010).

Exhibit 4: Proportion of Professional Development Activities that Teachers Reported Receiving that were High Quality in 2009-2010



Source: Tennessee Department of Education, "Teacher Professional Development Questionnaire Data Summary Report," 2009-2010, <http://www.crepsurveys.net/CrepReport/PDSchool.jsp> (accessed Dec. 13, 2010).

Exhibit 5: Percentage of Teachers who Reported Receiving High Quality Professional Development in 2008-09 by District



Source: Tennessee Department of Education, Title II-A Summary 2009-10, TDOE District Summary 2009-2010 spreadsheet.

How will Race to the Top impact teacher professional development in Tennessee?

Professional development is a major component of the “Tennessee First to the Top Act of 2010.” According to Tennessee’s Race to the Top application, “[t]o help our teachers meet new expectations, we plan a thorough rollout plan of in-person, online, and school-specific professional development.”⁵⁶

The major TPD components of First to the Top (FTTT) include:

1. Teacher evaluations and the Tennessee Value-Added Assessment System (TVAAS) data will guide professional development.
2. TPD will be focused “on how to interpret and use value-added data effectively.”
3. LEAs will partner with higher education institutions to provide professional development for Focus Schools (schools in school improvement 1 or 2 status, which means they haven’t made AYP for two or three years, respectively).
4. The state will use Exemplary Educators (a program administered by Edvantia, which uses retired education professionals to provide PD) to provide professional development in High Priority and regular schools.^d
5. The state will partner with state universities, Battelle for Kids, and SAS to provide in-service training on the use of TVAAS data.
6. Summer Institutes will be created to provide TPD in the Common Core standards.
7. The Effective Practice Network (a network of educators who attend training sessions annually on effective practices and research-based teaching strategies) for new teachers will be created.^e
8. STEM (Science, Technology, Engineering, and Mathematics) centers at institutions of higher education will be created that will provide STEM professional development.

It is important to note that while these programs were included in the original RTTT application, many of them have subsequently changed and will continue to change as the TDOE continues to implement FTTC. The following subsections address questions regarding the effect of First to the Top initiatives on TPD (e.g., funding, development, implementation, evaluation, and specific programs).

How much funding will be allocated to Teacher Professional Development through First to the Top and how will that funding be spent?

State and local spending plans combined dedicate approximately \$148,216,581 (29.6 percent) of FTTT funds to TPD. Of the \$500 million Tennessee received through the Race to the Top (RTTT) grant, half of the funding (\$250 million) will be given to the state and the other half will be divided among school districts. According to the First to the Top Budget, \$68.1 million of the state RTTT funding (27.2 percent) will be allocated to professional development.^{f, 57} As reported by the “Race to the Top Scopes of Work: An Analysis of Tennessee Districts’ Plans for Using Local Race to the Top Funds” by SCORE, districts are planning to spend \$80,116,581 (32.0 percent) of the funds they received from Race to the Top on professional development and training. Districts plan to allocate funding for professional development related to implementing higher academic standards, teacher induction or mentoring programs for novice and low-performing teachers, training on the new teacher evaluation system, and developing and implementing professional learning communities. (See Exhibits 6 and 7.)

The SCORE report found that “many districts allocated funds for personnel to support educator professional growth. Specifically, 41 districts set aside \$20,927,291 for instructional coaches and 36 districts set aside \$13,927,249 for data coaches.”⁵⁸

^d According to DOE staff, the Exemplary Educators program is undergoing major changes and has been replaced by the Academic Specialists Program. (Debbie Owens, Chief LEA Support and Improvement Officer – Division of LEA Support and Improvement, Tennessee Department of Education, telephone interview, Jun. 8., 2011.)

^e According to DOE staff, the Effective Practice Network has been replaced by the Instructional Learning Network which is still in development. (Barry Olhausen, Executive Director, Instructional Leadership, Tennessee Department of Education, telephone interview, Jun. 8., 2011.)

^f This includes, but is not limited to, funding for Common Core Standards PD, Integrating Common Core Standards into Pre-Service, Integrating Data to Improve Instruction, ELC, Data Dashboard, STEM PD, Oak Ridge Associated Universities STEM Teacher Training Academy, Sites-M and Rural Literacy Programs. (Tennessee Department of Education, “Budget Part 1: Budget Summary Narrative,” <http://www.tn.gov/firsttothetop> (accessed Dec. 7, 2010).

Exhibit 6: Number of Districts Who Plan to Allocate RTTT Funds for Specific TPD Programs

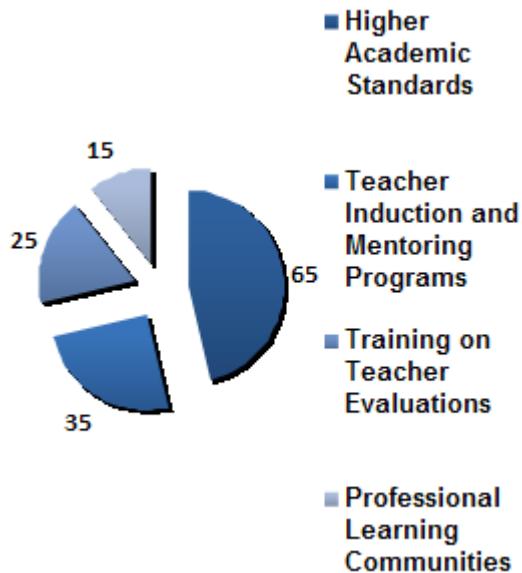
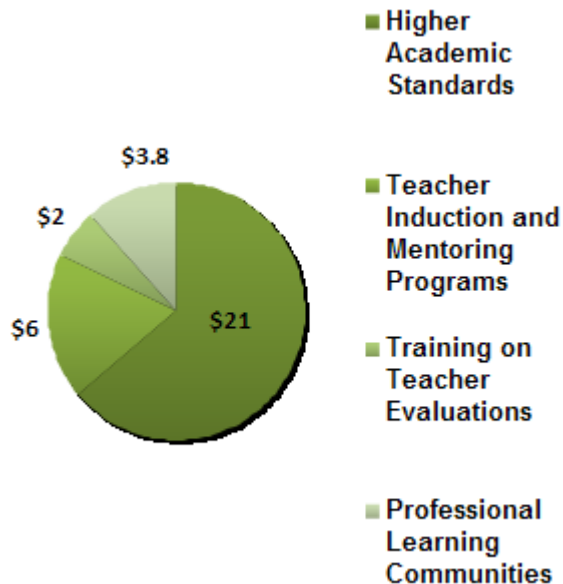


Exhibit 7: RTTT Funds Districts Plan to Allocate for TPD in Millions



Source: Tennessee State Collaborative on Reforming Education, “Race to the Top Scopes of Work: An Analysis of Tennessee Districts’ Plans for Using Local Race to the Top Funds,” *Taking Note*, Sept. 2010, p. 2, <http://www.tnscore.org/> (accessed Nov. 24, 2010).

The state is spending a portion of its Race to the Top funds on expanding existing TPD programs that have proven to be effective (e.g., the Electronic Learning Center) and on training teachers on new RTTT initiatives (e.g., new teacher evaluations and Common Core Standards). Similarly, districts plan to spend a portion of their teacher professional development funding on the expansion of programs that currently exist within the state (e.g., instructional coaches, data coaches, teacher induction programs), but are also investing in new RTTT initiatives (e.g., new standards, PLCs, teacher evaluation training). RTTT funding will allow some districts to implement best practice policies that have been adopted but have not been implemented due to lack of funding.

How will Race to the Top affect existing TPD programs? Will Race to the Top funding be used to create new TPD programs? According to Tennessee’s Race to the Top application:

- Professional Learning Communities (PLCs) and Exemplary Educators**—PLCs will be created and implemented in High Priority schools; Exemplary Educators, among others, will continue to be used to provide “focused alignment on data-driven practices in schools and districts.” Currently, in High Priority

schools, school staff members are given “high quality, job-embedded professional development aligned with the school’s instructional program.”

- Electronic Learning Center**—The Electronic Learning Center (ELC) provides professional development through online podcasts. The ELC will be expanded through FTTT to deliver professional development targeted to meet specific needs of teachers. This will be accomplished through the inclusion of additional PBS online content (especially “science-related content”), surveys, needs assessments, and the provision of timely professional development.
- Summer Institutes**—Teachers will attend Summer Institutes in cohorts of 10,000-15,000 educators beginning in the summer of 2011.⁵⁹ Summer Institutes will provide in-service training to teachers focused on the new Common Core standards and assessments.
- Effective Practice Network**—The Common Core standards will be included in the Effective Practice Network in which cohorts of new teachers will attend TPD, collaborate with each other concerning best practices, and utilize research-based best practices. These best

practices will be “delineated by content area per subgroup for rural, urban, and suburban settings.” “These ‘Lessons Learned’ will provide culminating activities with toolkits containing resources for formative and summative assessments, planning and pacing guides, teacher-made and commercial instructional tools, and use of data tips.”

- **Data Dashboard**—A data dashboard will be created to provide teachers with student achievement and growth data. The data dashboard will give teachers and school administrators access to educational statistics (data from TVAAS and the statewide longitudinal data system) for each student and will serve as an early warning system that will alert teachers and administrators if a student is not progressing sufficiently on academic assessments and is at risk to score below proficient on future measures of academic performance such as the ACT.
- **Sites-M Program**—The size of the Sites-M program will be doubled through FTTT from five universities serving 25 elementary schools and 25 middle schools to ten universities serving 50 elementary schools and 50 middle schools. Sites-M partners Tennessee colleges and universities with elementary and middle schools to help teachers improve mathematics instruction. Each college and university partners with five elementary schools and five middle schools.
- **STEM Centers**—STEM Centers will be created at East Tennessee State University, Tennessee Technological University, Middle Tennessee State University, and the University of Memphis. These centers:
 - will increase the effectiveness of current math and science teachers through use of targeted professional development, action research projects with teachers, and introduction of new curricular approaches and program models. They will also recruit and prepare new teachers in STEM fields .
 - . . The Tennessee STEM Innovation Network will link together all STEM efforts in the state to accelerate shared learning experiences and encourage formal and

informal professional development to increase teacher effectiveness in STEM fields.⁶⁰

It is important to note that while these programs were included in the original RTTT application, many of them have subsequently changed and will continue to change as the TDOE continues to implement FTTT.

How will Teacher Professional Development through First to the Top be developed?

The new FTTT teacher evaluation guidelines developed by the Teacher Evaluation Advisory Committee “will be used to guide the choice and manner of professional development that will best assist in improving effectiveness.”⁶¹ TPD will be targeted to meet the individual needs of teachers. TVAAS data will also be a factor in guiding professional development. The majority of professional development, with the exception of specific RTTT programs described in this report, will continue to be delivered by LEAs and influenced by the new teacher evaluations.

Who will implement specific FTTT teacher professional development programs?

Tennessee and LEAs will partner with the following to create and provide TPD:

- higher education institutions in Tennessee (specifically in the development and provision of training for teachers at Focus Schools),
- **Battelle for Kids** will provide value-added, pedagogy, PLCs, and teaching best practices professional development, and
- **SAS** (value-added TPD)—SAS will provide training on the use of TVAAS data: “The activities for teachers, instructional coaches and principals will emphasize differentiated instruction, appropriate use of academic interventions and setting effectiveness expectations for personal professional performance.”

Additionally, LEAs will have the option to contract with vendors to supply professional development. A list of approved vendors is on the FTTT website (<http://www.tn.gov/firsttothetop/>).

How will FTTT teacher professional development be evaluated?

Teacher evaluations will be a key tool used to determine the effectiveness of TPD. For example, if teachers show progress (as evidenced by their evaluations) in areas for which they received professional development, then that training would be deemed effective because it improved teachers' effectiveness.

TPD will also be strongly linked to student achievement as evidenced by student performance measures (e.g., TVAAS and TCAP). "Tennessee will use its data system to measure and publicly report on the efficacy of professional development activities, mapping participants' improvement back to the source of their training and only funding or recommending those activities and programs that demonstrate results."⁶² In other words, if student achievement scores improve after a teacher attends professional development, then the improvement might be linked to the effectiveness of that training session.

Conclusion

- High quality professional development is an essential component of Tennessee's plan to improve teacher effectiveness and increase student achievement.
- Tennessee's 2010 RTTT application and SCORE's 2009 report have identified weaknesses with professional development in Tennessee's school districts.
- FTTT promises to have significant effects on teacher professional development.
- Subsequent legislative briefs in this series will examine:
 - o the implementation of teacher professional development at the local level,
 - o the degree to which it aligns with best practices, and
 - o the changes teacher professional development will incur as a result of the 2010 First to the Top Act.

High quality TPD is an essential component of Tennessee's plan to improve teacher effectiveness and increase student achievement. Improving professional development can be difficult, in part because the meaning of the term "professional development" can vary extensively. Teachers require professional development at different times in their careers and for different subjects. Professional development is delivered in varying formats and for many purposes.

Creating a complete list of the specific characteristics of quality professional development may not be possible, but measures of student academic growth may help determine whether professional development is effective. Effectiveness data can be used to create a framework of best practices, which in turn can guide improvements in the quality of professional development.

The quality of TPD is determined, for the most part, at the local level and sufficient data does not yet exist to demonstrate whether or not local level TPD aligns with best practices; however, there are a few reports and data sets that provide some evidence of the quality of TPD in Tennessee. Tennessee's 2010 RTTT application and SCORE's 2009 report have identified weaknesses with professional development in Tennessee's school districts, but without data showing exactly where those problems are occurring, it will be difficult to create specific solutions. First to the Top promises to have significant effects on teacher professional development in Tennessee, both through additional programs and the expansion of programs that have proven to be effective.

Subsequent legislative briefs in this series will examine the implementation of teacher professional development at the local level, the degree to which it aligns with best practices, and the changes it will incur following passage of the 2010 First to the Top Act.

Endnotes

- ¹ “No Child Left Behind Act of 2001,” Public Law 107-110, Jan. 8, 2002, §§ 9101, <http://www2.ed.gov/policy> (accessed Dec. 14, 2010).
- ² U.S. Department of Education, *Race to the Top Application for Initial Funding CDFR Number: 84.395A [Tennessee]*, pp. 22, <http://www.tn.gov/education> (accessed Nov. 24, 2010).
- ³ “No Child Left Behind Act of 2001,” Public Law 107-110, Jan. 8, 2002, §§ 9101, <http://www2.ed.gov/policy> (accessed Dec. 14, 2010).
- ⁴ *Ibid.*
- ⁵ *Tennessee Code Annotated*, sections 49-6-3004(b)(1) and 49-1-613(a)(1).
- ⁶ *Tennessee Code Annotated*, sec. 49-6-3004.
- ⁷ *Tennessee Code Annotated*, sec. 49-3-321.
- ⁸ *Tennessee Code Annotated*, sections 49-1-201; 49-1-214; 49-1-215; 49-1-220; 49-1-223; 49-6-3004; 49-5-414; 49-6-3402; 49-6-4213; 49-10-301; 49-10-402.
- ⁹ *Tennessee Code Annotated*, sec. 49-5-5203
- ¹⁰ *Tennessee Code Annotated*, sec. 49-5-5204
- ¹¹ *Tennessee Code Annotated*, sec. 49-5-711.
- ¹² *Tennessee Code Annotated*, sections 49-5-501 and 49-5-511.
- ¹³ *Tennessee Code Annotated*, sec. 49-1-613.
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- 37 *Tennessee Code Annotated*, sec. 49-6-3402.
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Title II — Preparing, Training, and Recruiting High Quality Teachers and Principals

SEC. 2101 | SEC. 2102 | SEC. 2103

PART A — TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

SEC. 2101. PURPOSE.

The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to —

- (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and
- (2) hold local educational agencies and schools accountable for improvements in student academic achievement.

SEC. 2121. ALLOCATIONS TO LOCAL EDUCATIONAL AGENCIES.

(a) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES-

(1) IN GENERAL- The Secretary may make a grant to a State under subpart 1 only if the State educational agency agrees to distribute the funds described in this subsection as subgrants to local educational agencies under this subpart.

(2) HOLD HARMLESS-

- (A) IN GENERAL- From the funds reserved by a State under section 2113(a)(1), the State educational agency shall allocate to each local educational agency in the State an amount equal to the total amount that such agency received for fiscal year 2001 under —
 - (i) section 2203(1)(B) of this Act (as in effect on the day before the date of enactment of the No Child Left Behind Act of 2001); and
 - (ii) section 306 of the Department of Education Appropriations Act, 2001 (as enacted into law by section 1(a)(1) of Public Law 106-554).

(B) NONPARTICIPATING AGENCIES- In the case of a local educational agency that did not receive any funds for fiscal year 2001 under one or both of the provisions referred to in clauses (i) and (ii) of subparagraph (A), the amount allocated to the agency under such subparagraph shall be the total amount that the agency would have received for fiscal year 2001 if the agency had elected to participate in all of the programs for which the agency was eligible under each of the provisions referred to in those clauses.

(C) RATABLE REDUCTION- If the funds described in subparagraph (A) are insufficient to pay the full amounts that all local educational agencies in the State are eligible to receive under subparagraph (A) for any fiscal year, the State educational agency shall ratably reduce such amounts for the fiscal year.

(3) ALLOCATION OF ADDITIONAL FUNDS- For any fiscal year for which the funds reserved by a State under section 2113(a)(1) exceed the total amount required to make allocations under paragraph (2), the State educational agency shall allocate to each of the eligible local educational agencies in the State the sum of —

- (A) an amount that bears the same relationship to 20 percent of the excess amount as the number of individuals age 5 through 17 in the geographic area served by the agency, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in the geographic areas served by all the local educational agencies in the State, as so determined; and
- (B) an amount that bears the same relationship to 80 percent of the excess amount as the number of individuals age 5 through 17 from families with incomes below the poverty line in the geographic area served by the agency, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in the

geographic areas served by all the local educational agencies in the State, as so determined.

SEC. 2122. LOCAL APPLICATIONS AND NEEDS ASSESSMENT.

(a) IN GENERAL- To be eligible to receive a subgrant under this subpart, a local educational agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.

(b) CONTENTS- Each application submitted under this section shall be based on the needs assessment required in subsection (c) and shall include the following:

(1)(A) A description of the activities to be carried out by the local educational agency under this subpart and how these activities will be aligned with —

(i) challenging State academic content standards and student academic achievement standards, and State assessments; and

(ii) the curricula and programs tied to the standards described in clause (i).

(B) A description of how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement.

(2) A description of how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students.

(3) An assurance that the local educational agency will target funds to schools within the jurisdiction of the local educational agency that —

(A) have the lowest proportion of highly qualified teachers;

(B) have the largest average class size; or

(C) are identified for school improvement under section 1116(b).

(4) A description of how the local educational agency will coordinate professional development activities authorized under this subpart with professional development activities provided through other Federal, State, and local programs.

(5) A description of the professional development activities that will be made available to teachers and principals under this subpart and how the local educational agency will ensure that the professional development (which may include teacher mentoring) needs of teachers and principals will be met using funds under this subpart.

(6) A description of how the local educational agency will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy.

(7) A description of how the local educational agency, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of activities to be carried out under this subpart and in the preparation of the application.

(8) A description of the results of the needs assessment described in subsection (c).

(9) A description of how the local educational agency will provide training to enable teachers to —

(A) teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;

(B) improve student behavior in the classroom and identify early and appropriate interventions to help students described in subparagraph (A) learn;

(C) involve parents in their child's education; and

(D) understand and use data and assessments to improve classroom practice and student learning.

(10) A description of how the local educational agency will use funds under this subpart to meet the requirements of section 1119.

(11) An assurance that the local educational agency will comply with section 9501 (regarding participation by private school children and teachers).

(c) NEEDS ASSESSMENT-

(1) IN GENERAL- To be eligible to receive a subgrant under this subpart, a local educational agency shall conduct an assessment of local needs for professional development and hiring, as identified by the local educational agency and school staff.

(2) REQUIREMENTS- Such needs assessment shall be conducted with the involvement of teachers, including teachers participating in programs under part A of title I, and shall take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging State and local student academic achievement standards.

SEC. 2123. LOCAL USE OF FUNDS.

(a) IN GENERAL- A local educational agency that receives a subgrant under section 2121 shall use the funds made available through the subgrant to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity:

(1) Developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only —

(A) if the local educational agency is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and

(B) in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals.

(2) Developing and implementing initiatives to assist in recruiting highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields, including —

(A) providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach —

(i) in academic subjects in which there exists a shortage of highly qualified teachers within a school or within the local educational agency; and

(ii) in schools in which there exists a shortage of highly qualified teachers;

(B) recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades; and

(C) establishing programs that —

(i) train and hire regular and special education teachers (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and nondisabled children);

(ii) train and hire highly qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;

(iii) recruit qualified professionals from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants; and

(iv) provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession.

(3) Providing professional development activities—

- (A) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning—
 - (i) one or more of the core academic subjects that the teachers teach; and
 - (ii) effective instructional strategies, methods, and skills, and use of challenging State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement; and
- (B) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices and that—
 - (i) involve collaborative groups of teachers and administrators;
 - (ii) provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
 - (iii) provide training in methods of—
 - (I) improving student behavior in the classroom; and
 - (II) identifying early and appropriate interventions to help students described in clause (ii) learn;
 - (iv) provide training to enable teachers and principals to involve parents in their child’s education, especially parents of limited English proficient and immigrant children; and
 - (v) provide training on how to understand and use data and assessments to improve classroom practice and student learning.
- (4) Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide—
 - (A) teacher mentoring from exemplary teachers, principals, or superintendents;
 - (B) induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively;
 - (C) incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or
 - (D) incentives, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.
- (5) Carrying out programs and activities that are designed to improve the quality of the teacher force, such as—
 - (A) innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy, are consistent with the requirements of section 9101, and are coordinated with activities carried out under part D;
 - (B) development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning;
 - (C) tenure reform;
 - (D) merit pay programs; and
 - (E) testing of elementary school and secondary school teachers in the academic subjects that the teachers teach.
- (6) Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented

aspiring or current principals and superintendents become outstanding managers and educational leaders.

(7) Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

(8) Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.

(10) Carrying out programs and activities related to exemplary teachers.

(b) SUPPLEMENT, NOT SUPPLANT- Funds received under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.

Title IX — General Provisions

[SEC. 901](#) | [SEC. 9101](#) | [SEC. 9102](#) | [SEC. 9103](#)

SEC. 901. GENERAL PROVISIONS.

Title IX (20 U.S.C. 7801 et seq.) is amended to read as follows:

TITLE IX — GENERAL PROVISIONS

PART A — DEFINITIONS

SEC. 9101. DEFINITIONS.

(34) PROFESSIONAL DEVELOPMENT- The term professional development' —

(A) includes activities that —

- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (ii) are an integral part of broad schoolwide and districtwide educational improvement plans;
- (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (iv) improve classroom management skills;
- (v)(I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and (II) are not 1-day or short-term workshops or conferences;
- (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (vii) advance teacher understanding of effective instructional strategies that are —
 - (I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and
 - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (viii) are aligned with and directly related to —
 - (I) State academic content standards, student academic achievement standards, and assessments; and
 - (II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);

(ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;

(x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xiii) provide instruction in methods of teaching children with special needs;

(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and

(xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

(i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

(ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

(iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

Appendix B: Teacher Professional Development Best Practices as Evidenced by Research

Development

1. The school/district encourages and provides opportunities for teachers to collaborate and influence decisions regarding teacher professional development (TPD) curriculum/topics and other school policies, procedures and programs.
2. TPD is grounded in established research.
3. TPD is based on federal, state, and/or district education and TPD standards. Concomitantly, TPD is “aligned” with measures of student achievement in addition to school/district/state/federal goals and initiatives.
4. TPD plans are developed for each teacher individually and are guided by teacher evaluations and student achievement/learning data.
5. TPD is developed in accordance with the current programs and operating conditions at the school/ district level.
6. The school/district develops a system of inducements to encourage teachers to enroll in and undertake TPD sessions/activities.

Implementation

1. The school/district “[p]rovides extended, in-depth learning opportunities for teachers.”¹ This includes providing “active learning” and “collective participation” among teachers and school administrators.
2. TPD is provided over a period of time and is sustained over time.
3. The school/district provides “on-sight” TPD that is incorporated in the teacher’s job function.
4. The school/district offers sufficient opportunities for teachers to attend TPD sessions which address their specific needs. The school/district provides transportation, time, and/or compensation for teachers to attend TPD.
5. The school/district gives teachers the tools necessary to implement effective TPD practices in their classroom (time, tools/materials, and access to the PLC).
6. The school/district recognizes and rewards teachers who complete TPD training and effectively incorporate it in the classroom.
7. The school/district develops and sustains teacher Professional Learning Communities (PLCs).
 - a. The school/district promotes PLCs (defined by collaboration among educators, where student learning is the focal point and improved student achievement outcomes the goal).
 - b. The school/district provides educators with the information and facility necessary to collaborate effectively in PLCs.
 - c. The school/district provides external TPD activities that integrate the PLC in the school with education partners in the community/state/nation (families, business leaders, school district officials, policymakers, researchers, etc.)² and trains educators to collaborate with said education partners.

Content/Curriculum

1. TPD concentrates on content knowledge and imparts content pedagogy to teachers.
2. TPD imparts pedagogical best practices, “grounded” in research on recognized instructional practices and learning methodologies. This includes instructional strategies tailored to meet the needs of a diverse group of learners. Student learning is a focal point of TPD.
3. TPD trains and encourages teachers to set standards-based high expectations for all students.
4. TPD promotes teacher leadership and the expansion of the role of the teacher (a practice/policy which schools/districts will effectively implement).
5. TPD is coherent in that it is aligned with teachers’ goals, is similar to the practices and structure with which teachers are familiar, and builds upon teachers’ prior knowledge.
6. TPD trains educators to use established research to guide their pedagogy, practice, and resolutions.

Evaluation/Follow-up

1. The school/district checks in with teachers to ensure that they have mastered and are effectively using the knowledge/ skills/strategies (which they learned in TPD) in the classroom.
2. The school/district provides teachers with any help or assistance they may need in order to master the TPD knowledge/ skills/strategies and use them effectively in the classroom. (The main idea is “support”).
3. TPD is evaluated repeatedly: the school/district measures teaching practices and links them to student achievement outcomes as evidenced through data.

4. The school/district encourages and prepares educators to identify what professional development they require, determine whether they have successfully implemented the professional development in their classrooms, and evaluate the data to ascertain if those practices have had a positive impact on student learning and achievement.

Main Sources:

1. American Federation of Teachers
2. National Staff Development Council – Learning Forward
3. National Governors Association
4. American Institutes for Research
5. National Education Association
6. The Urban Institute
7. Consortium for Policy Research in Education (CPRE) -University of Pennsylvania
8. Council for Chief State School Officers (CCSSO)
9. Institute for Education Sciences (IES) – U.S. Department of Education
10. International Academy of Education – International Bureau of Education
11. National Institute for Science Education – University of Wisconsin, Madison
12. Educational Testing Service
13. Researchers at Vanderbilt University, University of Wisconsin- Madison, Stanford University, and University of California – Berkeley.

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- ¹ Michael Garet, Beatrice Birman, Andrew Porter, Laura Desimone, Rebecca Herman, and Kwang Yoon, *Designing Effective Professional Development: Lessons from the Eisenhower Program*, U.S. Department of Education, October 1999, <http://www2.ed.gov/inits/teachers/eisenhower/designlessons.pdf> (Accessed November 29, 2010); Michael Puma and Jacqueline Raphael, *Evaluating Standards-Based Professional Development for Teachers: A Handbook for Practitioners*, The Urban Institute, 2001, <http://www.urban.org/UploadedPDF/410432.pdf> (Accessed November 23, 2010).
*References that contain a link to a website through the Vanderbilt Library are password protected.
 - ² Judith Little, *Professional Community and Professional Development in the Learning-Centered School*, National Education Association, December 2006 [Working paper], http://www.nea.org/assets/docs/mf_pdreport.pdf (Accessed November 23, 2010); American Federation of Teachers, *Principals for Professional Development*, 2002, <http://www.aft.org/pdfs/teachers/principlesprodev0502.pdf> (Accessed November 29, 2010).

Title 49 - Education

Chapter 1- State Administration

Part 2 – Department of Education

49-1-201. Powers and duties of the commissioner.

(f)(1) The commissioner of education, in collaboration with the state-level school safety team established under 49-6-802, shall develop guidelines and training for all public school administrators and human resource personnel regarding the prevention of workplace violence. Such guidelines and training shall include outlines and related materials for use in the delivery of in-service training activities for teachers and other school personnel, and to further include materials and training or recognizing and responding to employee alcohol and substance abuse.

49-1-214. Safe schools Advisory guidelines.

(b) The department of education may prepare and distribute to LEAs guidelines for incorporating into local staff development and in-service training the materials and speakers necessary to help educators reduce gang and individual violence, to assist in drug and alcohol abuse prevention and to provide educators with the tools for nonintrusive identification of potentially violent individuals in and around schools. The department may, upon request, assist LEAs in developing comprehensive violence, drug and alcohol abuse prevention in-service training programs. Department guidelines shall encourage the sharing of resources, the development of joint or collaborative programs and the coordination of efforts with local health departments, county and city law enforcement agencies and other public agencies providing health, drug, alcohol, gang violence prevention and other related services.

(c) The department may assist LEAs in qualifying for the receipt of federal and state funds that may support local efforts to provide the in-service training programs in this section. The department shall encourage LEAs to provide written materials to assist teachers and parents working to develop a safe and secure learning environment in system schools. Within available resources, the department may provide technical assistance directly to LEAs seeking to expand teacher and student safety programs.

49-1-215. Training for teachers relating to attention deficit disorder and hyperactivity.

As part of the county institutes or educational meetings provided for in 49-1-201(c)(4), the commissioner shall provide for multisensory interactive training for teachers to develop awareness and knowledge of students with attention deficit disorder (ADD) and hyperactivity, and how to identify and best deal with and instruct such students.

49-1-220. Sexual violence awareness and prevention curriculum.

(c) The department of education is urged to develop and implement the curriculum no later than July 1, 2007. In developing and implementing the curriculum, the department and the state board are authorized to draw upon the expertise and resources of organizations such as the Victims of Crime State Coordinating Council and the Tennessee Coalition Against Domestic and Sexual Violence for assistance in the development of the curriculum, in the provision of training and resources for teachers and for service as a delivery system of the curriculum, as appropriate; provided, that the assistance is furnished at no added cost to the state.

49-1-223. Asthma Development of comprehensive state plan Report.

The department of health, in consultation with the department of education and the bureau of TennCare, shall develop a comprehensive state plan to reduce the burden of asthma on school children in this state. The comprehensive plan shall, at a minimum:

(3) Encourage in-service training for teachers, and encourage athletic coaches and athletes to participate in the American Lung Association's asthma treatment training;

Part 3 – State Board of Education

49-1-302. Powers and duties of the board Confidentiality of records Standards, policies, recommendations and actions subject to appropriations Guidelines and criteria for evaluation of certificated employees Duty-free lunch and planning periods Confidentiality and integrity of statewide tests Ungraded and unstructured classes Limits on local costs of special education Recruitment, employment and retention of African-American teachers Uniform clothing Railroad crossing safety Standards of care for before and after school programs Creation of child care advisory council Guidelines and criteria for foreign language instruction. (RTTT)

(a) It is the duty of the board, and it has the power to:

(5)(A) Adopt policies governing:

(iv) Retraining and professional development;

Part 6 – Performance Goals and Assessment

49-1-613. Annual school improvement plans.

(a) Effective with school year 2007-2008, each school and LEA shall include in their annual school improvement plans specific goals for improvement, including, but not limited to, school performance on value added assessment and other benchmarks for student proficiency, graduation rates, ACT scores where applicable and student attendance. School improvement plans shall also identify areas of strengths and weakness, as well as strategies to improve areas of weakness, how additional funds provided through the basic education program (BEP) as the result of changes made in the BEP formula for school year 2007-2008 will be used to address these areas and how the LEA will measure the improvements supported by these funds. The strategies may include, but are not limited to:

(1) Developing school or content-based professional development;

49-1-614. Achievement school districts. (RTTT)

(h) Any individuals, governmental entities or nonprofit entities contracting with the commissioner to manage the operation of any school under this section shall provide timely information to the LEA and director of schools regarding its operation of such schools, including, but not limited to, matters relating to employment of personnel at the school as provided for in subsection (d). The LEA may continue to support the educational improvement of the school under the direction and guidance of the commissioner and in accordance with any contracts entered into in accordance with this section. In addition, any individuals, governmental entities or nonprofit entities contracting with the commissioner may voluntarily work with the LEA in providing to the schools professional development or technical assistance, instructional and administrative support and facilitating any other support that may be beneficial to academic progress of the school.

49-1-615. Establishment of the teacher professional development fund. (RTTT)

The teacher professional development fund is established, into which only federal monies shall be deposited, for the purposes of improved teaching, pedagogical skills and classroom instruction.

Chapter 2 – Local Administration

Part 2 – Boards of Education

49-2-210. School-based decision making.

(a) Any local board of education may initiate a program of school based decision making and may designate areas including, but not limited to, management, curriculum, classroom management, professional development and budget to be decided at the school by school personnel, including classroom teachers.

Chapter 3 – Finances

Part 3 – Tennessee Education Finance Act of 1977

49-3-321. Inservice training.

Appropriations of state funds for inservice training for the SEA shall be used for the purpose of providing for:

- (1) An inservice training program for school personnel; and
- (2) The upgrading of the professional personnel of the SEA and LEA.

Chapter 5 – Personnel

Part 4 – Employment and Assignment of Personnel

49-5-414. Emergency first-aid personnel Employee volunteers Training Survey.

Every public elementary and secondary school in this state is encouraged to have in its employ, or as a volunteer, at least one (1), preferably more, persons who are currently certified by the American Red Cross or another qualified certifying agency approved by the department of education, as qualified to administer emergency first aid and cardiopulmonary resuscitation (CPR). The local board of education is authorized to allocate up to six and one half (6.5) hours a year of in-service days established pursuant to 49-6-3004 to conduct training programs for teachers and other personnel who have expressed an interest in becoming qualified to administer emergency first aid and CPR.

Part 5 - Teachers' Tenure

49-5-501. Part definitions.

(7) Insubordination¹ may consist of:

- (B) Failure to participate in an in-service training program as set up by the local board of education and approved by the state board of education;

Part 7 – State Leave Plan

49-5-711. Personal and professional leave Accumulation and use.

(c)(1) Personal leave is intended to be used for personal reasons. Subject to the following conditions, it can be taken at the discretion of a teacher, who shall not be required to give reasons for the use of any personal leave. The approval of the director of schools or the director's designee shall be required under the following conditions:

¹ According to TCA 49-5-511, teachers may be dismissed for insubordination.

(D) If personal leave is requested for days scheduled for professional development or in-service training, according to a school calendar adopted by the local board of education prior to the commencement of the school year;

Part 52 – Career Ladder for Teachers

49-5-5204. Criteria for teachers' evaluations.

(a) The minimum criteria for the evaluation of apprentice teachers, teachers applying for a professional license or career level I certificate and career level I teachers by the LEAs shall be approved by the state board of education. The criteria shall include, but not be limited to:

(4) Examination of professional development activities undertaken by the applicant;

Chapter 6 – Elementary and Secondary Education

Part 10 – Curriculum Generally

49-6-1007. Character education.

(d)(2) Based upon the findings of the annual report required by subdivision (d)(1), the department of education shall institute a program to recognize those schools that have developed model instructional methods and administrative policies for the delivery of character education and provide professional development opportunities for the dissemination of these best practices to LEAs statewide. The department will utilize existing resources in the implementation of this subdivision (d)(2).

49-6-1022. School health program School health coordinator and specialist in physical education.

(b) To assist with the implementation and support of coordinated school health programs, there are created in the department of education the positions of school health coordinator and specialist in physical education. The school health coordinator shall coordinate and oversee the implementation of coordinated school health programs in LEAs, provide continuing support for coordinated school health programs and perform other duties that may be assigned by the commissioner. The specialist in physical education shall serve as a resource and support person for any LEA with regard to implementation of physical education programs, provide information to LEAs relating to physical education and relating to professional development for physical education instructors and perform other duties that may be assigned by the commissioner.

Part 30 - Attendance

49-6-3004. School term. [Amended effective January 15, 2011. See the Compiler's Notes.]

(a) Each public school system shall maintain a term of no less than two hundred (200) days, divided as follows:

(3) Five (5) days for in-service education;

(b) Vacation days shall be in accordance with policies recommended by the local director of schools and adopted by the local board of education.

(1) In-service days shall be used according to a plan recommended by the local director of schools in accordance with provisions of this section and other applicable statutes and adopted by the local board of education, a copy of which plan shall be filed with the commissioner of education on or before June 1 of the preceding school year and approved by the commissioner. The commissioner shall require that in-service

training include the teaching of the components of the Juvenile Offender Act, compiled in title 55, chapter 10, part 7, to all teachers and principals in grades seven through twelve (7-12). The commissioner shall require that in-service training include at least two (2) hours of suicide prevention education for all teachers and principals each school year. This education may be accomplished through self-review of suitable suicide prevention materials. The commissioner shall also encourage the use of two (2) of the in-service training days to provide training to teachers, principals and other school personnel, and, to the extent possible, school board members, on issues of prevention and intervention strategies for students in the area of behavioral/emotional disorders. The training shall place an emphasis on understanding the warning signs of early-onset mental illness in children and adolescents and may be conducted by school counseling personnel, such as psychologists, social workers, guidance counselors or health faculty, by mental health clinicians or by approved personnel from mental health advocacy organizations using curricula approved by the departments of education and mental health.

(2) The needs of apprentice teachers shall be given priority in the planning of in-service activities. Apprentice teachers shall be assisted by supervising teachers in the development of competencies required by the local board of education.

(d) The state board of education shall develop a policy governing professional development activities during in-service education within the guidelines adopted by the general assembly.

(e)(1) A local board of education or private or church-related school that exceeds the full six and one half (6) hours instructional time required by law by one half () hour daily for the full academic year shall be credited with the additional instructional time. The excess instructional time shall be accumulated in amounts up to, but not exceeding, thirteen (13) instructional days each year, and applied toward meeting instructional time requirements missed due to dangerous or extreme weather conditions. Upon approval by the commissioner, the excess instructional time may be used in case of natural disaster, serious outbreaks of illness affecting or endangering students or staff or dangerous structural or environmental conditions rendering a school unsafe for use. This excess accumulated instructional time may be used for early student dismissal for faculty professional development under rules promulgated by the board of education. Such time may be used in whole day (six and one half (6) hour) increments and may be used for faculty professional development, M-team meetings, S-team meetings, parent-teacher conferences or other similar meetings. The board shall consult with the commissioner in developing the rules. All proposals for use of excess time for professional development shall be approved by the commissioner. Additionally, the commissioner is authorized to approve directly proportional variations from the one-half-hour extension of the school day and the corresponding accumulation of thirteen (13) days of adjustments to the instructional time requirements.

(2) Any unused accumulated days for excess instructional time shall not carry over to a school year other than the year in which the time was accumulated.

Part 34 – Suspension of Students

49-6-3402. Alternative schools for suspended or expelled students Mandated attendance.

(h)(1) LEAs establishing alternative schools or contracting for the operation of alternative schools shall develop and implement formal transition plans for the integration of students from regular schools to alternative schools and from alternative schools to regular schools. The plans shall be targeted to improve communication between regular and alternative school staff, provide professional development opportunities shared by regular school staff and alternative school staff, align curricula between regular schools and alternative schools, develop quality intake procedures for students returning to regular school and provide student follow-up upon return to regular school.

Part 42 – School Security Act of 1981

49-6-4213. Testing of students for drugs Referral information and assistance for students testing positive. [Amended effective January 15, 2011. See the Compiler's Notes.]

(h) In any school where LEA or school policy allows tests provided for by this section, in-service training of principals and teachers will be conducted in signs and symptoms of student drug use and abuse and in the school policy for handling of these students. The department of mental health shall cause qualified trainers to be available to the schools to conduct this training.

Chapter 10 – Special Education

Part 3 – Special Education Services Planning

49-10-301. State plan.

(a) The commissioner of education, as head of the department of education and acting through its division of special education, shall make and keep current a plan for the implementation of the policy set forth in 49-10-101.

(b) The plan shall include:

(7) A program for the preparation, recruitment and in-service training of personnel in special education and allied fields, including participation, as appropriate, by institutions of higher learning, state and local agencies and any other public and private entities having relevant expertise;

Part 4 – Special Education Materials and Training Unit

49-10-401. Creation.

There shall be in the division of special education a special education materials and training unit, called the unit in this part, for the purpose of assisting in the education of persons with disabilities.

49-10-402. General powers.

In addition to any functions in which it may engage pursuant to other provisions of parts 1-3, this part and parts 5 and 6 of this chapter or other laws, the unit may:

(5) Provide in-service training for teachers of persons with disabilities and other persons requiring special skills or understanding in connection with the education of persons with disabilities;

49-10-403. Unit to make equipment available.

(f) Except as may be provided pursuant to 49-10-404(a)-(d), the unit shall provide equipment, materials, supplies, devices and in-service training only to schools and school systems, institutions, organizations and persons in this state.

49-10-404. Contracts for provision or acquisition of equipment or services.

(d)(1) Consideration provided by any contract made with the department pursuant to subsections (a)-(c) and this subsection (d) shall be at least sufficient to cover the cost of any equipment, materials, supplies or devices furnished and an equitable share of the operating costs in connection with any in-service training given to persons from other states.

49-10-406. In-service training programs.

(a) The in-service training programs of the unit shall be available to any teacher of persons with disabilities in the regular employ of any school system, institution, organization or program that could be an eligible applicant for equipment, materials, supplies or devices pursuant to 49-10-403.

(b) The locations, times, duration and specific educational or experience prerequisites for particular training programs or courses shall be determined by the unit.

Part 5 – Special Education Resources Centers

49-10-501. General provisions.

(b) To the extent of its capabilities, a special education resources center may establish and operate or cooperate with others in establishing and operating programs of in-service training similar to those authorized for the unit by 49-10-406.



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