



# Teaching Excellence and Achievement Program (TEA) Request for Host University Proposals

## Program & Proposal Information

### PROGRAM OVERVIEW

IREX (The International Research and Exchanges Board) invites proposals from U.S. universities to host the **Teaching Excellence and Achievement Program (TEA)**, a six-week professional development program for secondary school teachers sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State. From February to mid-March 2013, TEA will provide approximately 105 international teachers with unique opportunities to develop expertise in their subject areas, enhance their teaching skills, and increase their knowledge of the United States. The TEA program consists of a customized academic program that focuses on lesson planning skills, assessment techniques, teaching strategies for the home environment, and instructional technology. Additionally, participants will take part in a host university-organized field experience at a U.S. secondary school as well as engage in civic and cultural activities.

The TEA program has a wonderful history of bringing passionate educators from around the world to share their best practices with American educators and to hone the skills of their craft in the United States. As ambassadors of their country, these international educators will share their considerable education experience and country's culture with the Americans they meet and carry their U.S. experience back to their classrooms, friends, and families. Since IREX began implementation of the program in 2006, more than 600 teachers have participated in the TEA program. For information on past TEA program cohorts, please visit:

<http://www.irex.org/resource/teaching-excellence-and-achievement-tea-program-participants>

We anticipate awarding five separate sub-agreements of no greater than \$184,000 each to universities to host approximately twenty to twenty-two (20-22) Fellows for a non-credit, non-degree, six-week intensive professional development program. The program should center around a customized education course that focuses on best practice general and subject-specific pedagogical methods and techniques, differentiated instructional technology training and the development or revision of 2-3 lesson plans. In addition to the academic component, Participants should take part in field experiences at local secondary schools organized by the host university. Trips to U.S. cultural sites, civic activities, and academic support should also be provided for participants throughout the program.

Following completion of their U.S. professional development, participants have the opportunity to apply for alumni grants from IREX to conduct educational and community activities that build on their exchange experience and provide continued cross-cultural and educational collaborations.

We kindly ask that you submit your proposal to IREX no later than **Friday, August 31, 2012 by 5 PM Eastern Time**. Proposals can be emailed to Lisa Weilminster ([lweilminster@irex.org](mailto:lweilminster@irex.org)). Late submissions will not be considered. We anticipate announcing awards in **early October 2012**. If awarded a sub-grant from IREX, applicants will be subject to OMB Circular A-133, A-110, and the applicable cost principles, which for educational institutions is A-21. Please contact Lisa Weilminster ([lweilminster@irex.org](mailto:lweilminster@irex.org)) or 202-628-8188 x183 with any questions.

## **PARTICIPANT INFORMATION:**

TEA Participants will:

- Be secondary-level, full-time teachers with five or more years of classroom experience in English as a Foreign Language (EFL), Social Studies, Math, and /or Science.
- Be citizens and residents of Argentina, Armenia, Azerbaijan, Bangladesh, Bolivia, Bulgaria, Cambodia, Chile, Colombia, Costa Rica, Cote d'Ivoire, Dominican Republic, Ecuador, Egypt, El Salvador, Estonia, Georgia, Ghana, Guatemala, Haiti, Honduras, India, Jordan, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Mali, Morocco, Nepal, Nicaragua, Oman, Panama, Peru, Poland, Romania, South Africa, Tajikistan, Thailand, Turkmenistan, Ukraine, Uzbekistan or Venezuela. **(Subject to change)**
- Have English-language proficiency in written and spoken English, documented by a minimum score of 450 on the institutional TOEFL test (or equivalent English language proficiency exam) or confirmed by the U.S. Embassy. **(Subject to change)**

## **U.S. PROGRAM DATES (SUBJECT TO CHANGE):**

The anticipated TEA program dates are January 29<sup>th</sup> to March 21<sup>st</sup>, 2013. These program dates include a three-day Welcome Program workshop and a three-day End of Program workshop hosted by IREX in Washington D.C. Program directors from host universities should plan to attend the Welcome and End of Program workshops. Expenses related to attending these events will be covered by IREX.

- January 29 – March 21, 2013: TEA *Welcome Program* hosted by IREX in Washington D.C. for TEA Fellows and U.S. host university representatives
- February 1, 2013: A group of approximately 20-22 TEA teachers arrive at host university for the professional development program
- February 1 – March 18, 2013: Professional development program at the host university
- March 18, 2013: TEA teachers depart from the host university for the End of Program Workshop
- March 18 – 21, 2013: *End of Program Workshop* in Washington, D.C.

**TEA PROGRAM MINIMUMS AND BEST PRACTICES.** IREX is providing the updated program minimum standards as well as best practices to guide your proposal development. Please find these in Attachment I of this request for proposal document.

**PROPOSAL NARRATIVE.** The proposal narrative, not to exceed ten (10) single-spaced pages and feature the following components:

### **Academic Program**

The TEA program centers around an intensive non-credit, non-degree academic program designed for in-service secondary school teachers with a minimum of five years classroom experience. As stated in the TEA program minimum standards and best practices guide the academic program should incorporate the following components:

- A. Provision of an academic component comprising of approximately 100 total instructional hours. Universities should offer a balance of the three areas below as appropriate to the goals of the program and based on program lessons learned:**

- a. General cross-disciplinary education topics focused on student-centered learning, student assessment, lesson planning, action research, and teacher leadership.
- b. Subject area specific methodologies and trends. Although universities will likely host no more than three disciplines, please include all four discipline areas in your proposed design.
- c. Instructional Technology workshops targeted for basic and advanced skill levels that teach computer literacy skills as well as provide practice with technology tools for classroom instruction and planning.

**Support and guidance to the Fellows to develop or revise two-three full lesson plans**, with accompanying teaching materials, methodologies and assessment techniques, that are relevant to the Fellows' home curricula as well as incorporate new learning and skills from the TEA program. These lessons would be turned into IREX upon completion of the program (acceptable formats include Word, Excel, PowerPoint, or PDF).

### **Supplemental English Course**

In addition to the academic program, **an approximately 12 hour Supplemental English Language Course** for Fellows with TOEFL scores below 450 (subject to change) should be provided with the goal of enhancing participants' English-language skills and preparing them for communicating with U.S. professors, teachers, and college and secondary school students during their academic program. The course should ideally meet weekly over the duration of the program and provide training in written and oral communication skills as well as listening comprehension.

### **Field Experience**

The field experience component of TEA should provide participants with both a classroom and holistic school experience, allowing them to interact with other faculty, administrators, and school leaders. The field experience should be a minimum of 40 hours and engage the TEA Fellow as fully as possible in the classroom and school.

Fellows are placed in one-to-one pairings with an accomplished American teacher who has at least five years of experience in the same or a closely related teaching discipline.

Prior to the field experience, the University should provide a group orientation for U.S. partner teachers that includes an overview of the TEA program, discussion of field experience expectations, and a review of the IREX-provided planning and reflection guidebooks for the field experience. An IREX staff member will attend the orientation.

### **Civic and Cultural Activities**

Exposure to American culture and society through a wide range of cultural and civic activities is an important facet of the TEA program experience.

Arrangements should be made for Fellows to participate in American cultural activities such as performances and sporting events, visits to American homes (through partnering Fellows with friendship

families and providing opportunities for overnight/ weekend stays), short trips to nearby cities, and other relevant activities.

At a minimum, TEA Fellows should have the opportunity to:

- Attend at least one school board or local Parent Teacher Association (PTA) meeting.
- Participate in at least two (2) university organized cultural activities including sporting events, weekend trips, museum visits, etc.
- Have a block of four (4) consecutive days, inclusive of a weekend, within the program calendar set aside as non-program, free days. These days can be used for Fellow personal travel or extra personal work days. The dates of this free block are at the discretion of the university.

### **Logistics and Monitoring**

The TEA program is a dynamic and intense program. We encourage you to give considerable thought to your design and workload for university staff and faculty. Noting the minimum standards in Attachment I, please describe your University vision for the management and monitoring of the program, including communication about program with Fellows and your staff and faculty, Fellow cross-cultural and conflict resolution support, housing, transportation and meals, and access to technology and university facilities.

### **PROPOSAL ATTACHMENTS**

1. **PROGRAM SCHEDULE.** Please provide a day-by-day draft schedule of Academic Program, Field Experience, and Civic/Cultural activities (including the four-day non-program block) for the entire program.
2. **BUDGET.** IREX anticipates awarding an amount to approximately \$184,000 to each of the five Universities to host 20-22 Fellows.

Sub-awards will cover all University fees, program-related labor, program materials including participants' course materials and textbooks, and Fellow housing, meals and transportation.<sup>1</sup> The budget should also include the provision of rental or loaned laptops to each Fellow for the duration of the program. New laptops, however, should not be purchased.

IREX will require the program director from each university to attend the three-day Welcome Program and End of Program Workshop in Washington, DC. *Expenses related to attending these events will be covered by IREX.*

Cost-share by the host university is highly encouraged. Cost-share can include, but is not limited to, university fees, tuition, transportation, and personnel costs.

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<sup>1</sup> Please note that the following costs will be covered directly by IREX: participants' international travel and domestic travel to and from Washington, D.C. and the host university for a Welcome Program and an End-of-Program Workshop; participant maintenance allowance to cover incidentals; and accident and sickness insurance. IREX will also provide J-1 visa designation for program participants.

Detailed information on government hotel and per diem rates, including maximum rates per region, for participant housing and per diem as well as program travel can be found on the GSA website at <http://www.gsa.gov/portal/category/21287>.

See Attachment III for a summary budget template. For the budget, please outline how each line item is calculated with a comprehensive detailed budget and budget narrative demonstrating how costs were derived. For each staff person, please include level of effort/percentage of time dedicated to the program. If indirect costs are included in the budget, please attach a current Negotiated Indirect Cost Rate Agreement (NICRA) from a cognizant agency.

Please include a summary budget, detailed budget, and budget narrative (four single-spaced pages maximum).

3. **RESUMES.** Please include resumes or CVs of no more than two pages of key program staff and faculty including but not limited to the program director/coordinator, program/graduate assistant(s), education course instructor(s), technology workshop instructor(s), and the supplemental English instructor.
4. **SUPPORT LETTERS.** Please provide support letters from all local middle or high schools that are interested in serving as field experience hosts for program participants.
5. **NICRA AND A-133 AUDIT LINKS.** Please provide a link to the university's most recent NICRA rates and A-133 audit.

## PROPOSAL CRITERIA

Following the proposal deadline, an independent selection committee will convene to review university proposals and select host Universities for the TEA Program 2012 based on the following criteria (not in order of importance):

- Overall demonstrated capacity of college/university to administer programs of this nature;
- Strength and relevance of academic program;
- Strength and relevance of the technology training;
- Experience and qualification of key personnel (faculty, program manager, etc.);
- Strength and diversity of proposed field sites;
- Planned integration of TEA Fellows with university community;
- Appropriateness of proposed housing, meals, and transportation;
- Suggested plan for civic and cultural site visits;
- Proposed management team and -planning; and
- Cost-effectiveness of proposed budget.

## ATTACHMENTS

- **Attachment 1:** TEA Minimum Standards and Best Practices
- **Attachment 2:** TEA Summary Budget Template

**ATTACHMENT I**

**Teaching Excellence and Achievement Program (TEA) 2012**

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<b>Program Component</b>	<b>Minimum Standards</b>	<b>Best Practice Recommendations</b>
<b>Academic Seminar</b>	<p>Below are required minimum standards for each University TEA program component.</p> <ul style="list-style-type: none"> <li>• Provision of an academic component comprising of approximately 100 total instructional hours. The academic content should consist of the following:               <ul style="list-style-type: none"> <li>- General cross-discipline education topics focused on student-centered learning, student assessment, lesson planning, action research, and teacher leadership.</li> <li>- Subject area specific breakout sessions covering discipline specific methodologies and trends</li> <li>- Instructional Technology workshops targeted for basic and advanced skill levels that teach general computer literacy skills as well as provide practice with technology tools for classroom instruction and planning.</li> </ul> </li> <li>• Provision of all required materials/readings/books, etc. for workshops.</li> <li>• Guidance for Fellows in the development or revision of</li> </ul>	<p>Below is a list of <i>optional</i> best practices developed by IREX’s University partners over the duration of the TEA program. These are not required elements of program design but have been strategies employed in successful program implementation. We continue to build this list of successful program innovations by welcoming suggestions from current University partners like you.</p> <ul style="list-style-type: none"> <li>• Program design highlights natural linkages between academic sessions, field experience, and cultural/civic activities to maximize learning and retention of new concepts.</li> <li>• Successful programs have included roughly three weeks total of academic instruction, two weeks of field experience, and week for program orientation and non-programmed free days.</li> <li>• Daily instruction of no more than six hours allows Fellows to balance academics and personal adjustment and needs during the program.</li> <li>• Sufficient reflection time is allocated for Fellows to process new learning and experiences during their program. Program design incorporates structured reflection facilitated by an education expert to synthesize the disparate program elements through activities such as journal writing, small group work, or group sharing.</li> <li>• Established university faculty teach the majority of the workshop sessions. Experienced outside practitioners are utilized as guest speakers in the general and subject-specific workshops where appropriate.</li> </ul>

	<p>2-3 lesson plans that incorporate new learning and skills from the TEA program. Lesson plans should be based on their home curricula.</p>	<ul style="list-style-type: none"> <li>• Workshops are sequential, emphasize practical applications, and provide opportunities for Fellows to practice new skills.</li> <li>• Syllabi for academic workshops include expectations, learning objectives, dates, times, and reading assignments. Syllabi are designed in advance, shared among all instructors, and provided to Fellows at orientation.</li> <li>• Microteaching is used as an exercise to guide the Fellows in practicing and demonstrating new skills and methods as well as sharing constructive, meaningful feedback</li> <li>• Academic sessions are linked to the technology course and utilize the technology skills being taught to the Fellows; use of group wikis or other tech platforms to provide regular means of technology exposure and practice as well as support group collaboration around academic and communication tasks related to these platforms.</li> <li>• Fellows are encouraged during free time to observe university education courses, at the invitation of a professor.</li> <li>• Technology workshop(s) are differentiated based on Fellows' skill levels as determined by faculty and through Fellows' self-assessments. Differentiated groups are fluid based on specific course content for each session.</li> <li>• Graduate assistants provide support to participants during the technology class and extra lab tutorial hours if needed</li> <li>• Technology topics covered are based not only on skills assessment but needs assessment; technology instruction provides guidance in the use of technology to enhance learning rather than fitting learning to the use of technology.</li> <li>• Reflection techniques incorporated into technology course (i.e. reflective personal blogging through a password-protected site that Fellows can access upon returning home)</li> </ul>
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		<ul style="list-style-type: none"> <li>• Fellows have access to university online technology tutorials; program assistants provide remedial tech tutorials where necessary.</li> <li>• Fellows create e-Portfolios as a way to capture and share their U.S experience upon returning to the home schools.</li> <li>• Fellows are introduced to a named academic advisor from within the college/department of education or other relevant college or department (such as math, the sciences, English, history, etc.) with whom they can consult about their academic studies or research interests.</li> </ul>
<b>Supplemental English Class</b> (if part of your university agreement)	<ul style="list-style-type: none"> <li>• Provision of an approximately 12 hour supplemental English class covering listening comprehension, reading, writing, and speaking training for select Fellows with TOEFL scores of 450 and below.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• ESL content and skill development is designed to support the academic program and successful completion of program deliverables</li> <li>• Volunteer tutors or conversation partners are utilized.</li> </ul>
<b>Field Experience</b>	<ul style="list-style-type: none"> <li>• Provision of a 40-hour peer field experience at a local secondary school. Fellows should be paired one-to-one with an accomplished American teacher who has at least five years experience in the same or a closely related teaching discipline.</li> <li>• Provision of a group orientation for U.S. partner teachers that includes an overview of the TEA program, discussion of field experience expectations, and a review of the IREX-provide field experience guidebooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Universities use a field experience coordinator to plan, assign, and facilitate field experience with local schools. Field sites and partner teachers are secured at least six week prior to the start of the program.</li> <li>• Field site schools are located less than 60 minutes from housing/campus and of course shorter commuting distances are preferred wherever possible.</li> <li>• Individual field experiences are monitored via site visits at least twice per program at the beginning and two-thirds of the way through.</li> <li>• Field experience host schools designate a lead partner teacher that provides information and communication between the university and the other teachers in the school.</li> <li>• Program management sets clear expectations about the field experience for U.S. teachers and clearly communicates those to the Fellows and U.S. teachers early on during orientation sessions.</li> </ul>



		<ul style="list-style-type: none"> <li>• Orientation for partner host teachers includes a cross-cultural communications session that offers case studies that help guide U.S. teachers through situations that may arise, such as differences in cultures and communication styles, historical interpretations, and political points of view.</li> <li>• The orientation includes opportunities from previous partner teachers to share their experience and strategies for a successful partnership with new recruits.</li> <li>• Fellows and partner teachers provided with structured opportunity at orientation or another organized time to discuss goals and expectations for the partnership. U.S. teachers share background on current class units and lessons, and teachers collaborate to consider opportunities for engagement of TEA Fellow at school based on joint goals and interests.</li> <li>• Prior to their field experience, participants are assisted in preparing to speak/instruct about their countries by developing presentations/activities that are grounded in their own personal and professional experience and appropriate to the audiences they will encounter.</li> <li>• Universities provide field experience preparation through microteaching opportunities.</li> <li>• To gain a cohesive vision of U.S. education in practice, Fellows spend as many full days and consecutive days at the field site as possible.</li> <li>• Fellows are given the opportunity to shadow a student, a student teacher working with their mentor teacher, or a school administrator for a day.</li> <li>• As an introduction to American schools and to their partner's classroom, Fellows are given a copy of the employee (teacher) and student handbooks; classroom materials such as books, lesson plans,</li> </ul>
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		<p>and syllabi; and state/district standards.</p> <ul style="list-style-type: none"> <li>• Fellows are encouraged to observe other classes and participate in school activities such as sporting events, field trips, assemblies, musical performances, or club meetings.</li> <li>•</li> </ul>
<b>Cultural &amp; Civic Activities</b>	<ul style="list-style-type: none"> <li>• Fellows attend at least one school board or PTA meeting.</li> <li>• Fellows participate in at least two university-organized cultural activities (e.g. a sporting event, weekend trip, museum visit, etc.)</li> <li>• Fellows have four (4) consecutive unprogrammed days, inclusive of a weekend, for personal travel or downtime.</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship Families are introduced during the first week or two of the program and are allowed to organically grow into relationships.</li> <li>• Fellows are introduced to service learning activities within their field sites and given the opportunity to participate. Community service activities are offered as optional activities.</li> <li>• Universities design cultural activities that showcase local culture and/or seasonal U.S holidays (Valentine’s Day, Halloween, etc.).</li> <li>• Universities organize a variety of optional cultural/social activities during the week and weekends. Universities also regularly share (via email, wikis, etc.) information on the broad mix of campus and community activities open to fellows (such as sporting, theater, and art events, and guest speakers).</li> <li>• Universities incorporate an event that allows the Fellows to share their culture with each other and the community.</li> </ul>
<b>Program Management/Logistics</b>	<ul style="list-style-type: none"> <li>• Housing is within an easy walk or public transit ride to campus in a facility dedicated to mature adults (i.e. not undergraduates), with no more than two persons assigned to each room. Housing offers wireless internet access.</li> <li>• Loaner laptops are available for each Fellow to use during the program. In order to ensure equity across programs, laptops and other equipment may not be given to fellows to take to their home country after the program.</li> </ul>	<ul style="list-style-type: none"> <li>• University orientation occurs at the beginning of the program and includes a tour of campus, the surrounding town, transportation system, and food and shopping options. The orientation includes team building and communications sessions facilitated through activities such as Myers-Briggs or True Colors to develop group cohesion. Program management also takes this time to work with Fellows to develop collaboratively generated code of behavior and set expectations for group relations for duration of the program.</li> <li>• Program management prepares and clearly communicates standard response and mediation process to address violations of the</li> </ul>

	<ul style="list-style-type: none"> <li>• Several meal options are offered for Fellows, which may include a combination of cash and meals.</li> <li>• Transportation to and from field sites is provided.</li> </ul>	<p>program code of behavior and expectations in a time sensitive manner.</p> <ul style="list-style-type: none"> <li>• Program management is distinct from academic instruction; program managers and academic instructors do not have overlapping roles.</li> <li>• Program management is supported by program assistants (i.e. university work-study students) for logistical needs and daily Fellows maintenance.</li> <li>• Program management includes a pre-program meeting with all staff, faculty, instructors, assistants to collaborate on program schedule; regular program management meetings are organized to assess program progress, address changes, and discuss Fellow concerns.</li> <li>• A post-program debrief meeting is held directly after participants leave for program management to discuss areas for improvement and celebrate successes</li> <li>• Program management prepares and shares a toolkit of social and cross-cultural university and community resources to support Fellows needs during the program.</li> <li>• Universities implement a clear communications plan to notify Fellows of events, activities, and program changes (e.g. moodle, wiki, blackboard, listserv, etc.).</li> <li>• Designated program logistics/planning meetings are used to discuss program schedules, changes, and concerns with Fellows separately from academic sessions.</li> <li>• Group leaders are elected and rotated or participant committees are established during the program to handle Fellow issues that arise and serve as link between the Fellows and the university program staff. Leaders/committee members are coached in collaborative leadership techniques and meet with program management on a weekly basis to deliver Fellow issues and concerns.</li> </ul>
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		<ul style="list-style-type: none"><li>• Fellows are introduced to Skype (or other VOIP tool) to facilitate free or low-cost phone calls/communication home for the Fellows – the earlier the better!</li><li>• Fellows’ new or campus email addresses are confirmed as early as possible by sending test messages that require Fellows to reply to within 24 hours.</li><li>• Housing assignments/roommates are mixed between countries and are settled before the arrival of the Fellows. A preemptive roommate contract or code of behavior can help mitigate potential roommate conflicts.</li><li>• Program management designate specific times and/or staff to regularly meet with Fellows to check in and provide social and emotional support and well as nurture positive group relationships and confront any possible concerns.</li><li>• Team-building and positive group dynamics are supported and nurtured throughout the program and facilitated by a cross-cultural expert who is outside of the regular TEA program management team.</li><li>• Access is provided to all university facilities including technology (blackboard, etc.), libraries, and gyms.</li><li>• Fellows are provided with a certificate of completion at the end of the program, signed by the program director and stamped with a university seal.</li></ul>
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**ATTACHMENT III  
SUMMARY BUDGET TEMPLATE**

**U.S. University Host Application Summary Budget Template  
TEACHING EXCELLENCE AND ACHIEVEMENT PROGRAM (TEA)**

**A program of the Bureau of Educational & Cultural Affairs (ECA), U.S. Department of State, and  
implemented by IREX**

<b>TEA Professional Development Program Summary</b>			
	<b>Subgrant Request Amount</b>	<b>Applicant Cost-Share Amount</b>	<b>Total</b>
Personnel			
Fringe Benefits			
University/Academic Fees			
Travel/Transportation			
Meals			
Housing			
Supplies/Materials			
Contractual			
Other			
Indirect Charges			
<b>Total Prof. Dev. Prog. Costs</b>			