



SEED Proposal Abstract

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Project Title: TEACH Prep: Investing in Tomorrow's Great Teachers for Boston, Dallas and San Francisco

TNTP, in partnership with Boston Public Schools (BPS), Dallas Independent School District (DISD) and San Francisco Unified School District (SFUSD), will develop an innovative approach to addressing SEED's Absolute Priority 1 (Supporting Practices and Strategies for which there is Moderate Evidence of Effectiveness) and Absolute Priority 2 (Teacher Recruitment, Selection, and Preparation).

Project Goals:

- (1) Create a sustainable pipeline through a rigorous, district-run, alternative route to certification program, producing 1,000 effective and/or highly effective new teachers in priority subjects over three years;
- (2) Implement systems and policies to attract and retain more highly effective teachers;
- (3) Monitor, evaluate, and improve upon TEACH Prep to ensure partner districts are set-up to run high-quality and cost-effective programs able to produce several thousand effective and/or highly effective teachers over the lifetime of these programs.

Key Outcomes:

Each district will have a sufficient supply of diverse, effective and/or highly effective teachers to support strategic and equitable staffing across their schools – in the aggregate and within targeted sub-areas (like STEM).

Students in partner districts will have more access to effective and/or highly effective teachers than they did prior to the project as districts will have a larger pool of potential talent to select from and will retain effective teachers at a higher rate than ineffective teachers.

Each district will adopt TEACH Prep's core initiatives and will be able to sustain them in a way that is, 1) cost-effective, 2) influential and, 3) high quality, with students benefiting from more effective and/or highly effective teachers than prior to the project.

Contributions for Research, Policy and Practice:

TNTP will contract the RAND Corporation to study this project and disseminate findings. RAND researchers will examine overall fidelity of implementation and utilize a rigorous, randomized control trial design in an effort to answer three research questions:

- To what extent can a district-owned teacher preparation program be implemented across diverse partner districts with fidelity?
- To what extent does a district preparation program improve retention of effective teachers in high-needs schools?
- To what extent does a district preparation program spur a more equitable distribution of high quality teachers of high needs schools, subjects, or students?