

TEACh Prep:

Investing in Tomorrow's Great Teachers for Boston, Dallas and San Francisco



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TNTP respectfully submits this proposal for consideration of the Supporting Effective Educator Development (SEED) program in response to **Absolute Priority 1** (Supporting Practices and Strategies for which there is Moderate Evidence of Effectiveness) and **Absolute Priority 2** (Teacher Recruitment, Selection, and Preparation). This proposal will also address **Competitive Preference Priorities 1, 2, 3(b) and 4(a)**.

TNTP, in partnership with Boston Public Schools (BPS), the Dallas Independent School District (DISD), and San Francisco Unified School District (SFUSD), will launch cutting-edge teacher preparation programs aimed at increasing the number of diverse and highly effective teachers for students in high-need schools. With support from SEED, TNTP will scale our Teacher Effectiveness and Certification (TEACH) initiative, a proven model for attracting and training teachers, with the goal of establishing customized, *district*-operated TEACH programs that the districts will sustain over time. Specifically, TNTP will (1) create a new and sustainable alternative certification program focused on producing effective teachers for the highest priority subjects, (2) support the district to implement systems and policies that attract and retain the best teachers, and (3) assist the district in gradually assuming responsibility to manage TEACH and improve the quality of new teachers over time. At the conclusion of this grant, each district will operate a rigorous alternative certification program that will meet the needs of its most challenged schools by supplying the best new teachers and retaining its best teachers.

Significance

A.1. National Significance.

TNTP is a national non-profit organization whose mission is to end educational inequality by providing excellent teachers to the students who need them most and by advancing policies and

practices that ensure effective teaching in every classroom throughout the nation. Our rigorous Teaching Fellows and TNTP Academy programs,¹ which establish this project’s eligibility under Absolute Priority 1, prepare people to teach shortage subjects in challenging school environments. In 17 years, we have consistently demonstrated the ability to help districts increase their supply of great teachers, having recruited or trained over 50,000 individuals with strong potential to excel in the toughest teaching assignments in dozens of public districts and charter networks.

Teachers matter. We organize ourselves behind the work we do because of the overwhelming evidence that shows excellent teachers can put even the most disadvantaged students on track for success. Research shows that highly effective teachers have a lifelong impact on students, boosting college attendance and future earnings.² But the students most often on the losing side of the achievement gap – students from poor communities, students of color, those with disabilities and English learners – are the ones least likely to get access to excellent teachers.³

For the past five years, we have raised the bar in our already demanding certification program by ensuring TNTP Fellows earn their license through their ability to demonstrate effective classroom teaching performance, something we have been able to assess using multiple measures such as classroom observations, student and principal surveys and student achievement outcomes. We call this performance screen the Assessment of Classroom Effectiveness (ACE).

¹ In a 2014 study that received a What Works Clearinghouse (WWC) rating of “meets WWC group design standards without reservations,” TNTP teaching Fellows in secondary math were found to be as effective as comparison teachers and more effective than certain groups. Novice TNTP trained teachers (with three years or less experience) were significantly more effective than other novice teachers, increasing student achievement in math by 0.13 standard deviations. These differences accounted for roughly 4.5 months of learning. Fellows were also significantly more effective than their peers from less selective alternate route programs by 0.13 standard deviations. In addition, an ongoing, annual study by the Louisiana Board of Regents corroborates these findings. Controlling for student past performance and school environment, the model shows TNTP Fellows had the highest concentration of “highly effective” teachers in math and social studies of 14 alternative programs statewide, and the second highest concentration in science.

² Chetty (2011).

³ Palardy (2015).

Even with the higher standard of ACE, we have maintained a strong track record for attracting diverse, qualified, dedicated new cohorts of teaching professionals to the field year after year. In TNTP’s 2010 TEACH project, supported by an Investing in Innovation (i3) Validation grant, we have successfully scaled ACE. In the last four years, together with seven school systems in Baltimore, Charlotte, Chicago, Fort Worth, Nashville, New Orleans and Washington, DC, TNTP has developed enough new teachers who have gone through this rigorous, performance-based preparation program to teach over 450,000 students from high-need schools.

Despite successes like these across the country, we have learned that adding motivated and well-trained new people to the teaching workforce falls short of addressing other key aspects that contribute to the teacher shortage. In fact, what is often cited as a net shortage of teachers nationally is actually a distribution problem. There is a surplus of teachers vying for some positions while there is a critical scarcity in schools that serve a concentration of at-risk students, particularly in roles that demand content specializations such as special education, bilingual education, science or mathematics. High rates of teacher turnover in those schools exacerbates this problem.

For example, in 2014 in SFUSD, a combination of teacher retirements, high attrition, lack of new teacher applicants and competition from surrounding districts forced the district to start the year with vacancies for the first time in several years and to hire teachers on emergency permits.⁴ Moreover, longitudinal data shows that about one in ten teachers leaves the district annually. However, teacher turnover is three times as high in schools the district identifies as serving predominately low-income students.⁵

⁴ Tucker (2014)

⁵ Kalogrides & Loeb (2015).

The situation is different in Dallas, though just as dire. Prior to the 2014-15 school year, DISD made enormous strides by the first day of school, hiring for all but 16 teaching vacancies. This statistic belies the fact that all too frequently, many school leaders in low income schools had just one candidate to consider for each vacancy, particularly in priority subjects like math or teaching English for Speakers of Other Languages (ESOL).⁶ Many of these indiscriminate hires did not even last the school year; DISD reports that 454 teachers had resigned during 2014-15 school year (to date), more than half of them in their own first year of teaching.

In Boston, the district experiences similar challenges caused by a teacher pipeline that is not aligned with its needs. Like the others, BPS has strained to fill vacancies in priority subjects like math, science, special education and bilingual education—these constituted about half of the 158 vacancies still unfilled at the start of the 2014-15 school year. BPS struggles to meet its commitment to maintain a racially, culturally and linguistically diverse workforce that reflects the communities it serves. A disproportionate percentage of African American (39 percent) and Hispanic (35 percent) educators are at or near retirement age as compared to white teachers (31 percent).⁷ According to BPS, the pool of teaching candidates available to principals, particularly in high need schools, does not match their need in terms of priority subjects, quality or diversity.

This insight is echoed in the research literature, where increasingly, researchers are advocating for a shift from training *more* new teachers to identifying and preparing the *right* teachers for traditionally hard to staff roles.⁸ As districts face more rigorous academic standards, teaching talent needs—in terms of quality and quantity—only become more acute. For nearly two decades, districts, states, universities and non-profit organizations like ours have worked doggedly and creatively to bring in a supply of teachers qualified and inspired to close

⁶ Hobbs (2014).

⁷ Source: Boston Public Schools Office of Human Capital.

⁸ Ingersoll (2011, 2010).

achievement gaps through alternative routes. However, our district partners tell us that even the combination of traditional and alternative pipelines does not meet the unique needs of their schools. Reliance on outside pipelines is a short-term solution that focuses on supply without addressing the root causes of demand. For great teachers to choose to stay in the roles where they are most needed—TNTP believes we must transform the school district environment to prioritize and support excellent instruction. This project will address this challenge by enabling public school districts to run a high-quality, instructionally-focused teacher development program that is based on a proven model, yet completely aligned to local needs.

Part of a Larger Strategy. Teacher shortage realities require that today’s district central offices utilize a talent strategy that carefully aligns teacher supply with local demand, particularly the demand of their hardest to staff positions. Done right, this will allow districts to adequately, efficiently and sustainably recruit, cultivate, and retain teachers to meet the needs of their schools.

Policies, systems and professional development for teachers must align so that the way they are trained as they enter the profession can be the bridge to excellence within a few years’ time and the foundation for a long and rewarding career. In our work, we have seen that the few forward-thinking human capital departments that prioritize not only teacher pipeline, but also teacher quality and teacher recognition or support, have more leverage to improve teaching. For example, the District of Columbia Public Schools’ (DCPS) teacher evaluation system (IMPACT) links higher classroom performance to better compensation for teachers. IMPACT rewards appear to have positioned the district to be more successful retaining teachers with a track record of raising student achievement, and the shift of retention and attrition patterns since IMPACT’s

2009 launch has significantly changed the distribution of DCPS teacher performance.⁹ Recent studies across multiple district and charter contexts reveal that when central offices use a rigorous and valid evaluation system to inform professional development opportunities, teachers report higher levels of satisfaction with the variety and utility of these opportunities.¹⁰

TNTP will support BPS, DISD, and SFUSD to take the TEACH model one step further by placing the district in control of the content (i.e., grade and subject standards) and preparation new teachers receive to ensure they are set up to be as successful as possible in their first year as a teacher. Recent research suggests that new teachers whose training includes opportunities to practice, observe other teachers, and receive feedback on their own teaching (key methods in the TEACH model) are far less likely to leave the classroom after their first year on the job. Thus, by adopting the TEACH model, each district is aligning with these research-based best practices for retaining new teachers. Further, by developing the districts' ability to accurately assess teaching using the locally-designed evaluation criteria, TNTP will put our partners in position to provide tailored support to new teachers, identify teacher-leaders and make strategic hiring decisions.

Yes, a thriving teacher talent strategy is one that effectively recruits new teachers who are good, but to get the most from this effort, districts must also be equipped to help teachers get better and retain those who are the best. By embedding a replicable model for effective new teacher recruitment and development in the nerve center of district talent management, this project will expand and improve upon strategies capable of increasing the number of highly effective teachers working in schools with high concentrations of high-need students while providing critical lessons for preparation program providers across the nation.

⁹ Dee & Wyckoff (2014).

¹⁰ Hamilton et al., (2014).

A.2. Contribution to the Field.

The project we propose goes wide and deep. By integrating the TEACH model into three major urban school districts' broader human capital strategies, we will show this program is replicable, customizable and able to anchor a district's talent strategy with sustained benefits to teacher quality and retention of the strongest new teachers. As noted in our project goals (Section B.1, pg. 11) TNTP plans to publish a guide for practitioners, in line with our history of creating public, open source tools (e.g., Fast Start,¹¹ Teacher Talent Toolbox¹²), which will support replication. We believe training enhancements such as our use of Common Core lesson modeling (p. 13) and online learning systems (p. 14) will be of special interest to our district and university partners throughout the country and will contribute practical advances to the field.

As an organization that works with states and districts to effectively address some of their most challenging human capital challenges, TNTP has refined our systems for measuring and tracking progress on goals. Our experience managing multi-year, multi-site projects (pp. 3, 20, 39) has underscored the importance of meticulous systems for monitoring goals in order to maximize grant resources. As demonstrated in our project's Management Plan we have the capacity to manage this large-scale project while diligently collecting and analyzing data that will indicate whether project goals are on track, enabling us to make corrections as needed to ensure the positive impact we project in each partner district. Further, due to the large number of teachers and students involved, this project is fertile ground for a rigorous research study.

TNTP is deeply committed to better understanding the strategies and costs associated with improving performance of new teachers, distributing talent evenly across the district, and

¹¹ Available for download at <http://tntp.org/publications/view/teacher-training-and-classroom-practice/fast-start-training-better-teachers-faster-with-focus-practice-and-feedback>.

¹² Entire resource is available at <http://tntp.org/teacher-talent-toolbox>.

improving retention of top performing new teachers. To that end, we have selected a highly regarded research organization, RAND Corporation, to conduct an independent study of this project's outcomes. In their evaluation, RAND will focus on implementation of the program across three diverse district contexts, overall effect on retention and attrition patterns pre- and post-intervention, and calculating the overall return on investment for the district in aligning recruitment and retention strategies. RAND has outlined a dissemination plan in which study findings will be shared among researchers and practitioners through conference presentations, research journal submissions, and publishing final reports to their website. (See Section D.)

A.3. Magnitude of Outcomes.

The proposed project will enable TNTP to implement the teacher prep program with three districts that employ over 37,000 teachers, leaders and other staff to educate approximately 275,000 students, about 90 percent of whom attend schools with high concentrations of poverty. This unique project will build upon a proven model to elicit meaningful educational outcomes that will bring at least 1,000 teachers and benefit over 85,000 students who attend high-need schools in our project sites. At the same time, TNTP and our partners stand to demonstrate something critical to the field: districts can operate this proven teacher preparation model with fidelity to its essential components. By doing so while also re-organizing and bolstering central office teams to support a cohesive talent strategy, districts will set teacher quality on an upward trajectory that they have committed to continue after the project.

Competitive Preference Priority 1: Strong Evidence

Strong Evidence of impact on student achievement. TNTP has demonstrated in rigorous research studies across multiple sites that our teacher training model produces teachers who are just as effective as other teachers, if not more so. In a 2014 study that received a What Works

Clearinghouse (WWC) rating of “meets WWC group design standards without reservations,”¹³ a large sample (n = 66) of TNTP Teaching Fellows in secondary math were found to be as effective as comparison teachers and more effective than certain groups.¹⁴ In addition, novice TNTP trained teachers (with three years or less experience) were significantly more effective than other novice teachers, increasing student achievement in math by 0.13 standard deviations. These differences accounted for roughly 4.5 months of learning. Fellows were also significantly more effective than their peers from less selective alternate route programs by 0.13 standard deviations. In addition, an ongoing, annual study by the Louisiana Board of Regents¹⁵ corroborates these findings. The study examines the effect of teacher preparation program graduates on student achievement in grades 4 as measured by value-add. Controlling for student past performance and school environment, the model shows how much teachers certified by each program contribute to student learning. Our large sample of teacher trainees (n = 371) had the highest concentration of “highly effective” teachers in math and social studies of 14 alternative programs statewide, and the second highest concentration in science.

Evidence of impact on retention of top performers. In addition to the documented effects that TNTP’s teacher training model has had on student achievement, new research suggests key components of the model prepare teachers who are far less likely to leave teaching after their first year on the job.¹⁶ The district-based TEACH program, designed with these core elements of TNTP’s training approach, is therefore likely to contribute to improved student outcomes and also increased retention of those new teachers who meet the program’s rigorous bar for quality.

¹³ U.S. Department of Education (2014).

¹⁴ Clark et al (2013).

¹⁵ Noell (2013).

¹⁶ Ingersoll (2014).

Research also suggests that these factors are associated with teacher quality: having academic skills and subject-specific training, participating in high-quality induction and professional development, and, to be most effective, having more than a few years of experience.¹⁷ Our theory of action relies on these very dynamics. By transforming the way districts recruit, develop and recognize teachers in their ranks, we anticipate not only that we can increase the number of effective teachers that come into the districts, but that a higher number of effective teachers will stay—and continue to improve.

It is important to note that this project is built upon ambitious goals to improve teacher performance and student achievement in every site. At the same time, as TNTP works shoulder-to-shoulder with our partners to do what we do best—customize research-backed solutions and support our partners’ execution of them—we will strive to unlock answers to major questions that teacher preparation institutions long to know:

- To what extent can a district-owned teacher preparation program be implemented across diverse partner districts with fidelity?
- To what extent does a district-owned preparation program, when integrated with local policies, improve the recruitment, development and retention of effective teachers, leading to a more equitable distribution of highly effective teachers?
- To what extent does the TEACH preparation program deliver a superior return on investment (ROI) on teacher recruitment expenditures in each district?

Project Design

B.1. Project Design, Goals, Objectives and Outcomes

¹⁷ Goldring, Taie, & Riddles (2014)

Through “TEACH Prep,” the in-district version of TNTP’s TEACH model, three districts will bring in at least 1,000 effective and/or highly effective new teachers to work in predominately high-need schools, directly serving an estimated 85,000 district students by the end of the grant. But this project, as shown by our planned outcomes (Table B.1) and our logic model (Appendix D), is designed to have considerable impact well beyond the grant period. By grant’s end, each district will show a positive trajectory in overall teacher quality that is poised to continue.

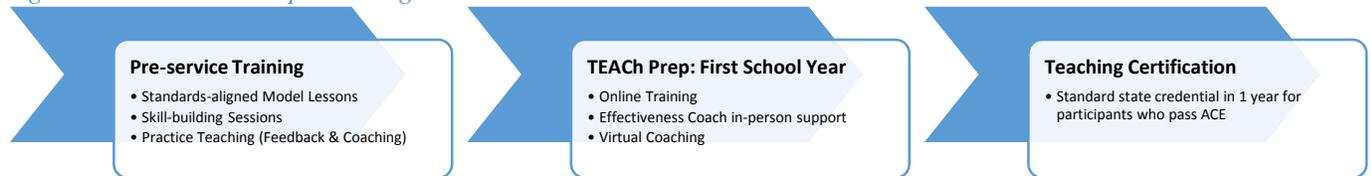
Table B.1 – Project Objectives, Measures and Goals

Goal 1: TRAIN NEW TEACHERS Create a new, 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 the life of the grant.	
Objectives	Measures
Design thorough recruitment and selection strategy and operations around district priorities.	<ul style="list-style-type: none"> ● # of applications per vacancy received ● % applications received from people of color ● # of teachers who begin teaching... <ul style="list-style-type: none"> ○ in high-need schools ○ in STEM teaching positions ○ in other district-defined priority teaching positions (e.g., bilingual, special education) ○ who are people of color
Develop new teachers through TNTP’s year-long training model, TEACH Prep, customized around local curriculum and instructional priorities.	<ul style="list-style-type: none"> ● # of teachers that successfully complete Pre-service Training ● # of teachers that complete TEACH Prep school year training
Certify teachers who meet a rigorous performance bar that includes an assessment of effective teaching	# of teachers that pass ACE and earn certification
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).	
Goal 2: SUPPORT TEACHER QUALITY Implement systems and policies to attract and retain more highly effective teachers	
Objectives	Measures
Implement strategies and promote policies that have been demonstrated to attract and retain a high quality, diverse talent pool.	<ul style="list-style-type: none"> ● District vacancy reports (including first day of school vacancies and school-year vacancies) ● District evaluation ratings (using multiple measures such as principal and student surveys, observation ratings and student learning measures) for all first-year teachers (TEACH Prep and other pipelines)

	<ul style="list-style-type: none"> • Teacher survey responses • Responses from exit surveys completed by teachers
Revise policies and practices that ensure new teachers meet high standards for effectiveness and talent is distributed equitably across the district	<ul style="list-style-type: none"> • # of effective and/or highly effective TEACH Prep teachers that begin teaching... <ul style="list-style-type: none"> ○ for a second year ○ for a third year • # of effective and/or highly effective teachers that teach in high-need schools, year over year
Revise central staff roles to align with needs supporting teacher pipeline, teacher recognition/support and teacher quality and build these offices' capacity to run high quality systems.	<ul style="list-style-type: none"> • Principal survey responses • Inter-rater reliability on classroom observations conducted by district staff and principals • Teacher survey responses
<p>Outcomes 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.</p>	
<p>Goal 3: IMPROVE AND SUSTAIN 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.</p>	
Objectives	Measures
Evaluate the program during the grant to provide feedback for ongoing improvement, define essential elements for the sake of replication and sustainability.	<ul style="list-style-type: none"> • Year over year performance ratings for all first year teachers (not just TEACH Prep teachers) • Districts' Human Resources historical spending records • Grant period spending (federal and non-federal funds) District sustainability plans • All TEACH Prep program implementation data including: teacher recruitment, teacher performance, student growth and other outcome measures, program budgets, teacher and principal survey responses, teacher retention and attrition information • Comparative program evaluation data (showing program quality continues to improve as TNTP releases implementation to districts)
Build district capacity to sustain TEACH Prep with systems for continuous improvement into perpetuity.	
Execute an independent study of the project that helps to (a) codify critical program components for successful replication and (b) measure its effects on teacher effectiveness and retention.	
Disseminate findings from the project evaluation and independent study to reach a broad audience of researchers and practitioners.	<ul style="list-style-type: none"> • TNTP publications (e.g., blog posts, white papers, policy guides) • RAND publications (e.g., articles in scholarly journals, conference presentations)
<p>Outcomes Each district will adopt TEACH Prep's core initiatives and will be able to sustain them in a way that is, 1) cost-effective, with new district expenses being offset by tuition revenue, 2) influential, with program best practices shared across the district so they can positively impact all new teachers and, 3) high quality, with students benefiting from more effective and/or highly effective teachers than prior to the project.</p> <p>The project will publish lessons and findings that have value for practitioners, researchers and policymakers.</p>	

Several aspects of the project design, described in the follow pages, can best be understood through the structures that participants will engage in as part of the TEACH Prep training experience, shown in Figure B.2.

Figure B.2 - TEACH Prep Training Continuum



B.2. Rigorous Academic Standards. Great teaching is complex, and this is particularly true when teachers aim for their students to master challenging goals. California and Massachusetts have begun assessing students against the Common Core State Standards (CCSS). Though Texas has not adopted CCSS, its Texas Essential Knowledge and Skills (TEKS) are aimed at readying students for college and careers. Higher standards demand that teachers have a solid foundation of not only content knowledge, but core instructional skills. TNTP believes this training can be most effective when focused on the standards and curriculum new teachers will actually teach. Taking advantage of the in-house nature of this model, TNTP and our partners will ensure TEACH Prep gives alternative route teachers hands-on practice with the precise academic content for which they will be responsible. We will begin this process in **Pre-service Training** and continue through TNTP and district-designed coursework, making use of an innovative online training platform. (These structures are described further in Section B.3, pg. 16.)

The six-week Pre-service Training will occur during the district’s summer school session and allows novice teachers time to hone their teaching skills in an authentic practice teaching setting. Pre-service Training is the first point teachers learn to craft lesson plans aligned to their teaching standards. In the Pre-service Training programs for **BPS TEACH Prep** and **SFUSD TEACH**

Prep, we will provide exemplary CCSS-aligned lesson plans, assessment items, and other aligned resources that show teachers what the rigorous CCSS-planning looks like. We give pre-designed lesson plans that reflect CCSS’s rigor for those content areas, and thereafter have teachers design their own lesson plans, using exemplars as templates. Pre-service Training staff (pg. 20) review these lesson plans for content knowledge and CCSS-alignment.

This focus is especially critical for teachers coming into a system where even veteran teachers have little experience with CCSS and the instructional shifts they require. Since 2012, TNTP has been supporting districts and schools in the transition to the new standards by ensuring that instructional leaders share a common vision of what CCSS-aligned instruction should be and design systems and structures to support strong implementation at all levels. We have supported leaders in Boston, Charlotte, and several Florida districts to align professional development and other teacher supports with CCSS.

In Dallas, instructors will use parallel strategies for new teachers enrolled in DISD’s own version of TEACH Prep, **Compass 2.0**.¹⁸ TNTP has extensive experience preparing novice Texas teachers to design instruction around the state’s TEKS standards. From 2005 to 2011, TNTP’s Texas Teaching Fellows program trained and certified nearly 1,200 teachers who attended subject-specific content seminars focused on the design and delivery of TEKS. More recently, TNTP has been a design partner with DISD as they have made modifications to the district’s alternative certification program, Compass, which was focused exclusively on improving how new teachers engage with TEKS.

¹⁸ DISD will re-design the district’s existing alternative certification program, Compass, to align with the defining elements of TEACH. This new program, Compass 2.0, will be parallel, in terms of design and implementation, with the programs in BPS and SFUSD, including a district-specific performance bar that participating teachers must pass in order to earn certification.

During their first school year, TEACH Prep participants will continue the focus on rigorous academic standards via **online coursework**. TNTP has a strong track record of leading valuable training activities by leveraging the skillful delivery of adjunct instructors—typically highly effective teachers in the same district. In recent years, TNTP has employed online training for Fellows and non-Fellows in six sites. This delivery system of the TEACH training content, which has the dual focus of developing teachers’ subject area knowledge as well as their classroom methods, combines the convenience of online learning with the depth from current, effective classroom teachers’ expertise.

With the support of the grant funds, we will design new, subject-specific courses, informed by TNTP’s own best practices and customized for the needs of each district. Courses will be facilitated by local teacher leaders or district instructional coaches. By linking certification coursework with the actual experience of classroom teaching, the district-run program will provide participants with meaningful training opportunities. We know that the most useful professional development clearly shows educators how to get better and then allows them to practice with feedback, and well-designed, interactive courses can support this principle. For example, secondary math course content may focus on how to teach difficult standards to students who need common remediation. The course content includes research-based strategies as well as video clips featuring these techniques in action and guidance for appropriate execution. Course facilitation is highly interactive, with participants posting questions and responding to checks for understanding, all moderated by the course facilitator, a teacher selected for his or her deep experience teaching in the same field. In this example, the facilitator will assign participants to modify and upload upcoming lesson plans of their own incorporating some of the strategies taught and modeled in class. She will then provide feedback on participants’ plans before they implement them.

The scalability of online training significantly mitigates the typical challenge of finding enough sufficient subject area experts to lead in-person professional development sessions. In the face of this challenge, many districts and prep programs resort to more general professional development or light-touch mentoring programs that don't do enough to set up teachers to give rigorous instruction to their students. TNTP will assist the district in identifying talented experts and training them to prepare others to deliver the rigorous academic content they know well. Instead of multiple instructors at each site, TNTP will invest in the design of online courses for each subject¹⁹ in each district. Each course has the ability to reach dozens of TEACH Prep participants with facilitation by one or more teacher-leaders in the district. Participants' training in teaching to rigorous academic standards will continue through classroom coaching, both in-person and virtual, that compliments the TEACH Prep coursework (pg. 19).

B.3 Professional development

Consistently during Pre-service Training and the professional development provided to teachers during the school year, the TEACH Prep approach is performance-based, practice and feedback-rich, and data-driven. Whether building an alternative route program from scratch (as in Boston and San Francisco) or modifying an existing one to ensure new teachers are preparing to pass ACE (as in Dallas), each TEACH Prep program will be defined by what we believe to be guiding principles for any high-quality professional development designed for teachers: *Sequential skills development.* Rather than overwhelm brand new teachers with training that is a mile wide but an inch deep, TEACH Prep prioritizes mastery of foundational skills before shifting to more advanced ones, such as differentiating instruction.

¹⁹ By the end of the grant, each district will have coursework enabling certifications in 3 – 8 priority subject areas.

Intensive practice. We train teachers like athletes, giving them multiple opportunities to practice, reflect, and improve so that essential instructional techniques become second nature.

Observations and rich feedback. To improve performance, we provide teachers with coaching (both in-person and virtual) for ample, useful feedback that helps them get better, faster. Coaches are trained to observe teaching, identify strengths and development areas, and provide clear, actionable feedback.

High standards. We are transparent about the high bar we set and hold for every teacher we train, ensuring that only those who meet that bar have the privilege to teach students.

While day-to-day training and coaching will be tailored to each district's curricula and teaching competency rubric, sequential skills development, intensive practice, observation and rich feedback and high standards will remain at the heart of each district-specific program as project teachers experience the following TEACH Prep training features (described below): **Fast Start Skills, Teach Like a Champion Techniques, ACE and Effectiveness Coaching.**

Fast Start Skills. In our work, we have seen that new teachers possessing a strong grasp of certain instructional skills have the best chance to master advanced skills more quickly, achieve dramatic increases in their long-term effectiveness, and ultimately produce meaningful academic gains for all students. Further, beginning teachers who fail to master these core skills rarely become effective practitioners later.²⁰

During the **Practice Teaching** component of Pre-service Training, coaches will observe teachers early and often, assess them and provide real-time feedback. The Pre-service Training stakes are high: at the end, only teachers demonstrating adequate proficiency of the Fast Start Skills will be recommended for school-year teaching positions. We believe – and our partner

²⁰ TNTP (2014)

districts agree – it is far better for candidates to realize that teaching is not their calling during Pre-service Training than when they are a full-time teacher of record.

Teach Like a Champion Techniques. To help teachers in its recruitment programs around the country master these foundational skills, TNTP incorporates techniques from *Teach Like a Champion* by Doug Lemov²¹ that are proven to help teachers raise achievement, especially in high-need schools. These strategies are different from the Fast Start Skills in that they provide new teachers with a variety of techniques to use in different contexts in service to things like communicating academic material clearly or maximizing instructional time. For example, TNTP Fellows learn and practice *What to Do*, which entails breaking down instructions into clear, positively-framed actions for students, a technique that supports novice teachers’ ability to set high behavioral expectations for students.

TNTP Fellows study, observe, and analyze exemplary models of these techniques, rehearse them with peers and practice them with students during Pre-service Training. We have watched these techniques significantly help our novice teachers grow quickly. In 2012, data from 506 of our novice teachers indicates that their proficiency of *Teach Like a Champion* Techniques are strongly correlated with positive principal ratings of them. TNTP will work with our TEACH Prep partner districts to determine if and how to incorporate these or similar techniques into training for TEACH Prep participants.

ACE. As described previously (pg. 2), TNTP has established ACE as our standard to ensure novice teachers have the potential to become great teachers before recommending them for certification. Through ACE, we strive to create the fullest possible picture of each teacher’s performance using multiple measures, including, when possible, student growth.

²⁰ Lemov (2010)

In this project we will draw from our experience to help our partner districts design or refine a performance assessment that is parallel with TNTP’s ACE and fully aligned with the district’s teacher observation rubric and other available measures. We will also work with the district to ensure that key components of ACE, such as observation ratings, are normed across observers to accurately capture teachers’ performance. TEACH Prep will introduce ACE at the start of the program so that teachers will understand the individual stake they have in passing the assessment. Along the way, the program’s feedback structures, such as coaching debriefs, will not only reinforce each district’s expectations, but will help teachers gauge their own progress in developing a strong practice and passing ACE.

Effectiveness Coaching. During Practice Teaching and once in their own classroom, program participants will be provided with intensive coaching support, which includes real-time modeling and feedback. We see coaches as the most critical line of support as new teachers work to develop the skills they learn in training. Our coaches use a variety of active strategies to provide feedback during observations so teachers can immediately improve their practice. Coaches are trained to begin with the least invasive approach, but may step up their role if needed. For example, coaches may use cards and hand signals to cue a teacher to pose more questions. Many teachers will respond quickly to this type of signal and adjust their approach accordingly. If not, the coach may briefly sidebar with the teacher or even step in to model a strategy with the students. Active coaching accelerates new teachers’ development by allowing them to see and experience what works with their own students with immediacy.

TNTP will also enable each project site to deliver virtual effectiveness coaching to TEACH Prep participants. Just as an online platform has supported cost-effective, high quality training, TNTP has found similar technology can allow us to reach more teachers with meaningful feedback on their own classroom practice. In TNTP’s pilots, teachers reported strong satisfaction

with virtual coaching support and their skills progressed at the same rate as their counterparts who received only in-person coaching. TNTP also found a high degree of inter-rater reliability between in-person and video coaching, and so we believe it is an appropriate tool for benchmark observations aligned with ACE.

Fast Start Skills, *Teach Like a Champion* Techniques, ACE, and Effectiveness Coaching—all of these program features help define the TEACH Prep approach as well as the focus of our capacity-building work. As TNTP has worked to codify, evaluate and scale TEACH with the support of an i3 grant, we have trained and supported hundreds of teachers and district staff members to help execute these key program elements. To be clear, each site-based program will take advantage of both in-person and virtual coaching in order to ensure every TEACH Prep participant receives frequent, targeted and authentic support.

Developing Teacher Leaders, Too. Many of the structures described as part of our professional development approach rely on experienced content experts to select, train, coach and assess TEACH Prep participants. Over many years, TNTP has developed best practices for recruiting, selecting and training skilled and passionate seasonal staff members from among our partner districts' most talented teachers to serve in these critical roles. In many engagements, these individuals fulfilled part-time—but intensive—duties on top of their demanding district jobs in service to developing great new teachers for their own district. Despite the addition to their workload, many high-performing seasonal staffers returned year after year to work as Selectors or Pre-service Training instructors. Most often, these returners reported that they valued the training and professional development they received from TNTP while in these positions. These anecdotes align with our findings from a study²² spanning four large districts and surveying over

²² TNTP (2012).

90,000 teachers. TNTP found that effective teachers thrive with high expectations and recognition for their classroom skills.

TNTP will teach districts to cultivate their teacher leaders who can help shape cohorts of new teachers reflecting their commitment and expertise, providing them with meaningful growth opportunities that don't require them to leave their school or shift away from teaching. Districts will design seasonal roles that leverage teachers' familiarity with local needs, and TNTP will build each district's capacity to challenge and support them through opportunities such as these:

Table B.3 -- Seasonal Roles Created by TEACH Prep

Recruitment Support	Instructional Support
<ul style="list-style-type: none"> • Recruitment Events Panelist • Application Pre-screener • Selector • Ambassador 	<ul style="list-style-type: none"> • Pre-service Training Instructor • Online Coursework Facilitator • Part-time Effectiveness Coach

B.4 Shortage fields. Among the challenges shared by the large, urban districts where this project will take place is a competitive teacher talent market, especially with affluent suburban districts right next door. To tap the most qualified candidates with the backgrounds needed to teach hard-to-staff vacancies (e.g., bilingual or special education) it is critical that partners maximize each recruitment dollar spent to ensure principals can select from a strong, diverse pool of teacher applicants reflective of its subject area vacancies.

TNTP's success recruiting more than 50,000 teachers nationwide for high-poverty schools and high priority subjects begins with a collaborative recruitment goal-setting process with our partners in district staffing teams. Then, we meticulously track and analyze our efforts so that processes can continuously improve. Our tracking shows that in 2014, TNTP strategies yielded interest from over 44,000 people and attracted nearly 10,000 applications in order to staff 986 high-need teaching positions. The large applicant pool allowed us to be highly selective, even in subject areas for which candidates are most scarce. In 2014, over 45 percent of TNTP's new

teachers that successfully completed Pre-service Training were people of color. The average GPA was 3.25 and 28 percent of them had previously earned an advanced degree.

We will customize a recruiting process at every site based on research of the talent market. In recent years, we have improved our social media reach and learned to carefully monitor our internet postings to get a greater return on investment. We know from experience that high-impact marketing in Boston may not work in Dallas, so the actual campaign strategies, as well as the priority subject areas, will vary. But the goal of building a large, diverse candidate pool through exhaustive, systematic outreach, is one we know we can train districts to achieve.

In addition to running teacher recruitment programs for 17 years, TNTP has provided strategic recruitment services to many school districts across the country, helping them to shift the way they build their staffing pipelines, embedding the best practices from our recruitment and selection model into their central office. For example, working with Memphis, or what is now Shelby County Schools,²³ between 2009 and 2013, TNTP has transformed the recruitment outcomes for the district to ensure that schools hired much earlier, were able to choose candidates from a more robust pool, and that teachers were hired through mutual consent²⁴, which TNTP’s research has shown leads to higher rates of teacher satisfaction and retention.²⁵

Within this project, we plan to employ a similar level of cohesion between top notch recruitment and smart staffing that led to successes achieved and sustained in Shelby County. With our help, our partners will develop capacity to strengthen their own teacher pipeline, which can eliminate shortages in critical subjects with strategies such as:

²³ Tennessee’s Memphis City Schools and Shelby County Schools merged in 2013.

²⁴ “Mutual consent” refers to an open hiring process free of forced placements for teachers.

²⁵ TNTP (2008).

- A school-level declaration of intent process, embedded within existing structures, to improve each district’s ability to forecast school-level vacancies;
- Access to school-based recruitment tools for principals, including trainings to support school leaders to market their schools to prospective candidates; and
- An approach for continuous improvement and outcome monitoring based on candidate performance data.

Competitive Preference Priority 3 - STEM.

The demand for math and science teachers creates one of the biggest recruitment challenges in virtually every state, with high-poverty schools bearing the brunt. Nationwide, 40.5 percent of math classes in high-poverty secondary schools are taught by out-of-field teachers (Education Trust, 2008). TNTP has a strong track record of preparing STEM teachers in tough markets through a variety of best practices. We start by cultivating a large candidate pool by tapping groups traditionally underrepresented in STEM. This allows us to be highly selective and advance only the most promising candidates to our programs. A case in point comes from TNTP’s New York City Teaching Fellows (NYCTF), one of TNTP’s longest running programs. In 1997 when NYCTF launched, math teachers in the city were in critically short supply. TNTP solved this by implementing an engaging campaign that captured the attention of career-changers and recent college graduates with math credentials. NYCTF staff established relationships with math department heads at colleges, volunteer organizations and professional associations. Today, about 20 percent of all current math teachers in the district are NYCTF alumni.

Recruiting for STEM. All eight of TNTP’s active teacher recruitment programs devote a large amount of resources to recruiting and cultivating STEM candidates. Per most state requirements, candidates who could teach math or science must hold degrees in the field, degrees that make

them attractive to many organizations and well-paid professions. So that we can be as selective as we are in other subject areas, we must generate ten times as many applications as our target number of STEM teachers. Given the demand for these individuals, TNTP has had to use more and varied strategies to get potential STEM teachers to apply—strategies we will build into our partners’ pipeline designs.

A Variety of Strategies. To cast a wide net, our staff members will train district recruiters to combine regional, grass-roots strategies with “virtual” recruitment efforts, leveraging social media and other online venues. For example, targeted postings must be posted under multiple industries (not only education) to capture the attention of tech-savvy jobseekers with the requisite backgrounds to teach STEM. Tools like Google Analytics have helped TNTP identify the keywords that STEM candidates are using in their job searches, and in turn, this helps craft more eye-catching, targeted web messages. TNTP has seen that a higher percentage of our STEM teachers have come from college campuses, so we will encourage our district counterparts to hire part-time campus ambassadors who can execute in-person outreach efforts with student organizations and STEM academic departments.

Once these highly-coveted candidates are in the pipeline, TNTP stays focused on their questions and interest in order to retain as many applicants as possible; likewise, we will coach district recruitment teams to implement creative cultivation strategies. For example, our site team in Indianapolis holds an annual “diversity panel” for prospective candidates featuring program alumni such as seventh-year math teacher Sheila Akinleye. A former engineer and field researcher who made a career change to teaching from a desire to give back to the high-need school district from which she graduated, Ms. Akinleye has been highly effective. In her first year, 95 percent of her students achieved a pass rate on the Algebra 1 ISTEP+ End of Course assessment. TNTP proudly connects brand new and prospective teachers to professional role

models like Sheila Akinleye in an effort to spark their sense of possibility and keep them engaged in a future as a teacher. Similarly, we will help each district to identify its STEM teacher leaders that can inspire candidates to follow a call to teach in this critical area.

B.5 Serving disadvantaged individuals. At the core of this project is the belief that by increasing the overall concentration of effective teachers, each district will be better able to meet the needs of its disadvantaged students, for whom this access is most critical. It is well documented that a disproportionate number of low-income students in public schools are taught by teachers who are less effective.²⁶ We believe that by working centrally in each district to bring more new teachers in to the system, training them in the TEACH Prep model and screening them for effectiveness before they become certified, we can ensure that each district has access to effective new teachers for its hardest to staff roles.

Each district's TEACH Prep recruitment messaging will target individuals who fundamentally believe all students can learn. Serving high-need students is an explicit goal of the program that TNTP and district staff will discuss openly with prospective teachers. We believe that by recruiting qualified individuals with this mindset and preparing them well, districts can break the pattern of staffing schools with a large number of at-risk students by chance alone. Reflecting this commitment, we will focus on the outcome that each district will have access to the teacher pipeline it needs to staff its school equitably—including high-need schools and hard-to-staff subjects.

Finally, through our planned work with each district partner to strategically shift resources toward developing and recognizing strong teachers from among their experienced ranks, we aim to set a course for better retention rates of effective teachers. For example, TNTP's own large-

²⁶ Chetty et al (2014); Goldhaber et al (2014); Sass et al (2012).

scale research²⁷ has shown that strong teachers often consider leaving the district due to lack of opportunities for advancement and lack of recognition. TNTP will work with districts to promote policies and practices that acknowledge and reward great teachers consistently. By design, TEACH Prep will offer many unique opportunities for teacher leadership that our district partners desire as a means of recognizing and developing their top talent. If both populations of teachers—TEACH Prep rookies and district veterans – experience even a modest gain in terms of improved retention, high-need students stand to benefit the most.

Competitive Preference Priority 4 – Supporting high-need students.

Better academic outcomes for high-need students is at the heart of our approach. We will grow the teacher talent pool in several ways—building a better pipeline, developing teacher quality and retaining top performers. No matter the means, the measuring stick for quality remains the same: demonstrated ability in getting students to learn. With a greater number of proven performers in their workforce, districts can equitably bring effective teachers to every school – including those with the most high-need students.

All teachers certified through TEACH Prep will be assessed for effectiveness using a performance screen with multiple measures including student learning outcomes. In cases where robust student growth data are not available (e.g., for very young students or those in un-tested subjects) we will help districts to design a version of ACE using measures proven to correlate with student learning.²⁸ With the performance assessment as the culminating expectation for all new TEACH Prep teachers, we are confident those that pass have what it takes to improve academic outcomes for all students. Approximately 247,000 students in the project sites attend schools with higher percentages of poverty where teacher turnover and shortages also tend to be

²⁷ TNTP (2012).

²⁸ Kane, McCaffrey, Miller, & Staiger (2013)

most problematic. We know the students in these schools have the most to gain from consistent access to strong teaching.

Table B.4 – High-Need Students Enrolled in Project Sites

	BPS	DISD	SFUSD
% of students eligible for Free/Reduced Meals (FRM)	81%	89%	61%
% of schools with over 50% FRM	92%	99%	62%
% of English language learners	30%	41%	28%
% of students with disabilities	20%	8%	11%

Competitive Preference Priority 2: Cost Effectiveness.

In this project, TNTP will use grant funds to create tailor-made technology solutions to make complex processes more efficient at each district. Not only will these systems aid data-driven decision-making, which is inherently cost-effective, but they are a sustainable resource which will require only modest costs to revise and maintain in the long term. TEACH Prep generates a modest amount of revenue through participant tuition, and we expect that the ongoing maintenance and costs to scale the program will be largely offset by this income.

Teacher tracking system. The ability to collect, track and use data meaningfully is a critical part of any continuous improvement model. From prescreening thousands of applications to analyzing the feedback collected during Fellows’ classroom observation to identifying development areas and subsequent plans for support, TNTP understands the value in making data-based decisions every step of the way to avoid wasting resources on ineffective strategies. An essential tool used to manage and analyze all of this information is TNTP’s online database, TeacherTrack2© (TT2), which allows us to analyze different stages of a teacher’s experience, from application through ACE.

Currently, each of our district partners has an online tracking system in place that was designed for some aspects of recruitment and staffing. None of their systems were created to manage the larger development needs this project will encompass, such as tracking new teachers’

performance over time. TNTP will use grant funds to build or revise a user-friendly, efficient system similar to TT2 in each district that will aid the key processes described in this proposal, from recruitment and professional development to performance tracking and continuous improvement. Each proprietary system will, for example, allow a staffing specialist to produce a real-time report showing the number of active applicants with the qualifications to teach high school science. TNTP's team will train district staffers to respond accordingly to these analytics by increasing, decreasing or changing marketing strategies.

In addition to saving valuable time, the real savings that will come from this system is from the ability to use data to drive actions. Through the course of this project, we will train district staff to use historical data from TT2 (or a similar system) as we have, constantly refining recruitment and training processes to build off of what has been successful.

Virtual content. As described earlier in this section (pg. 13), we will create online courses with each district partner that fit into the in-house teacher certification program they will launch in the model of TEACH Prep Academy. Online learning is uniquely cost-effective, especially when one considers how it supports scale and sustainability. Once coursework is created, it can be used with any number of learners with an internet connection. In addition, once the coursework is created, it will continue to exist and be available to learners, without the need to heavily staff or continuously pay for a significant amount of the work. Districts will need to invest to make periodic revisions, as would be expected with any training curriculum, but this cost will not overwhelm a typical district budget for professional development.

Likewise, the greatest costs to developing a platform for virtual coaching are frontloaded. By using the SEED award to design systems that fit districts infrastructure to support delivery of coaching support, this project can enable a sustainable means to developing any teacher through this powerful resource. The most powerful element—the coaching of talent – will ultimately be

cultivated by these districts who are deeply interested in developing meaningful career pathways for teacher leaders.

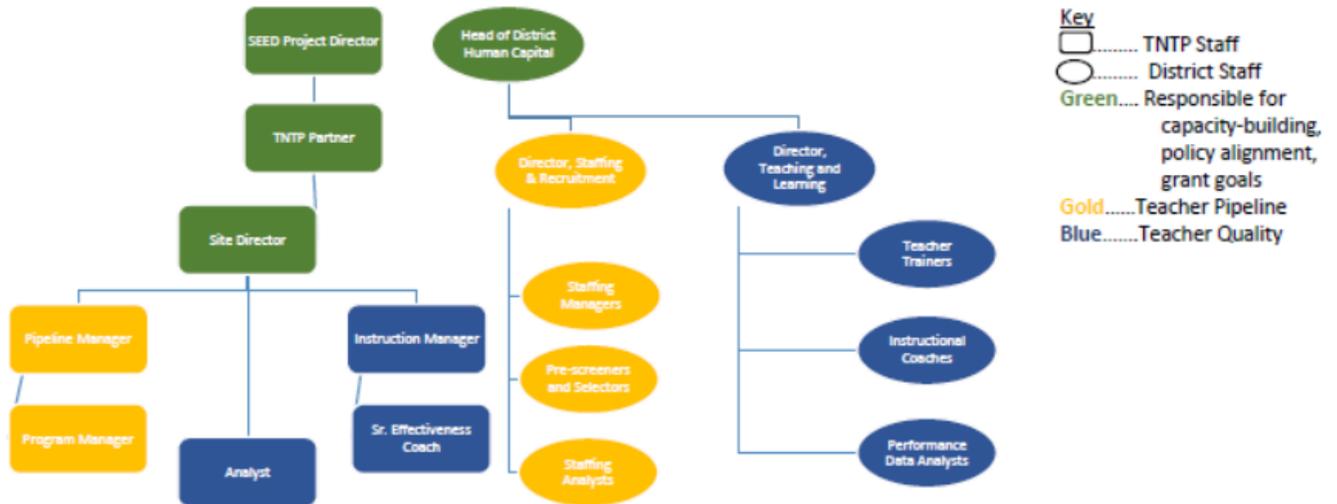
Management Plan

C.1 Project Director and Key Personnel. TNTP and its partners have put together a strong team²⁹ whose qualifications will position the project to achieve significant results. TNTP will be responsible for the project design, meeting project goals and grant management. However, each district has identified staff members and teams that will be agents in this work, described in this section, whose influence and responsibility for project outcomes will increase over the grant period. (See resumes for all key personnel, organized by employer, in Appendix A.)

Project Director. The project will be overseen by a member of TNTP’s leadership team, **Lesley Guggenheim**, Vice President, Strategy and Recruitment. Ms. Guggenheim oversees TNTP’s efforts to shape teacher training policy, recruit and select top-notch teachers and develop internal expertise around teacher effectiveness. Prior to her role as VP, she served as a senior member of TNTPs Talent Management department, managing a multi-year initiative with the New York City Department of Education to design a new evaluation and development system with principals and teachers. Over the course of three years, our team in NYC piloted the implementation of the new evaluation system while simultaneously building the district capacity to scale and implement the system across all schools once it left the pilot phase. Ms. Guggenheim also spent several years directing TNTPs NYC Teaching Fellows contract, the largest alternative certification program in the country (pg. 23).

²⁹ TNTP efficiently staffs major projects in different parts of the country through use of a national support team. Individuals who specialize in key functions, such as technology support and development, finance and communications, will support the work at the discretion of each site’s Partner, helping to stretch local capacity.

Figure C.1 – Site-based TEACh Prep Team



Site-based Project Teams. At each district, a site-based team made up of TNTP and district personnel will collaborate to meet the project milestones described in Table C.5 (page 33).

Table C.2 -- Site-based Roles for the Project

TNTP Staff Member	Relevant Experience and Key Responsibilities for Project
Sheryl Linsky Adam, Partner – San Francisco <ul style="list-style-type: none"> • 50% FTE • Reports to Project Director • Based in San Francisco 	<ul style="list-style-type: none"> • Has led TNTP’s central Teaching Fellows pipeline team since 2012, overseeing recruitment of 28 regional cohorts (over 3,000 new teachers) employing new strategies and technologies to increase efficiency while reducing cost • Manages the San Francisco-based Site Director • Oversees project budget • Will ensure SFUSD has the systems in place to sustain a high-quality, cost-neutral program that helps to address SFUSD’s consistent pipeline challenges
Kelvey Oeser, Partner – Dallas <ul style="list-style-type: none"> • 33% FTE • Reports to Project Director • Based in Austin 	<ul style="list-style-type: none"> • Building off her previous experience as VP of Staff Training Design for Teach For America, Kelvey has helped improve TNTP’s capacity-building training initiatives since 2013, for example, leading a project in Florida in which we train district PD staff to provide new and veteran teachers with Fast Start coaching • Manages the Dallas-based Project Director • Oversees the site-based budget • Will work with DISD leadership to ensure district’s Compass program is revised to align with TNTP’s training model and improves the quality of new teachers throughout the district
Ian Scott, Partner – Boston <ul style="list-style-type: none"> • 50% FTE • Reports to Project Director • Based in Boston 	<ul style="list-style-type: none"> • Has overseen TNTP’s Teaching Fellows programs in Indiana and Georgia, involving partnerships with ten districts, requiring the need to modify program components to align with state and local policies, and managing operating budgets of approximately \$1 million annually • Launched a successful partnership with Indianapolis-based Marian University, which now uses ACE when recommending alt-route teachers for certifications. • Manages Boston-based Project Director

	<ul style="list-style-type: none"> Oversees the project budget Will support Boston to achieve its goal of increasing the diversity of its teacher workforce
Site Director³⁰ <ul style="list-style-type: none"> 100% FTE Reports to site's Partner Based at each site 	<ul style="list-style-type: none"> Jessica Box, currently Project Director of TNTP's Common Core Quality Review in three states, managing communications, training and operations for engagements with six school districts, has similar qualifications as those for this role (See resume, Appendix A.) Responsible for capacity-building aspect of project at their site, including: <ul style="list-style-type: none"> Ensure appropriate district staff are integrated in initiatives from day one Staff training is relevant and high quality Quality assurance over district-run initiatives Will manage the Instruction and Pipeline Manager
Instruction Manager <ul style="list-style-type: none"> 100% FTE Reports to site's Partner Based at site 	<ul style="list-style-type: none"> Meghan Church, current Director of TNTP's Baltimore City Teaching Residency, has similar qualifications as those required in this role, having overseen training, coaching and ACE implementation for an estimated 400 new teachers (See resume in Appendix A.) Responsible for Pre-service Training, professional development, coaching work and ACE observations at the site Works directly with district Director overseeing same functions Will manage Senior Effectiveness Coach and co-manage district coaches and teacher trainers in Year 1
Pipeline Manager <ul style="list-style-type: none"> 33% FTE Reports to site's Partner Based at site 	<ul style="list-style-type: none"> Shauna Hart, who currently manages recruitment for TNTP's largest pipeline program, NYCTF, has similar qualifications as those for this role (See resume, Appendix A.) Responsible for systems of new teacher marketing, recruitment, selection, staffing and support of principals' hiring process at all three sites Works directly with district Director overseeing same functions Manages each sites' Assistant Pipeline Manager
Sr. Effectiveness Mgr. <ul style="list-style-type: none"> 100% FTE Reports to Instruction Manager Based at site 	<ul style="list-style-type: none"> Elizabeth Blanco, who currently coaches 30 Bridgeport, CT teachers in a cluster of the state's turnaround schools, has similar qualifications as those for this role (See resume, Appendix A.) Trains district coaches and teacher trainers in TNTP's approaches, especially: norming observation standards among district staff Directly support caseload of teachers through coaching at the site in Year 1
Assistant Pipeline Manager <ul style="list-style-type: none"> 100% FTE Reports to Pipeline Manager Based at site 	<ul style="list-style-type: none"> Tabitha Hamon, current Program Manager for the TNTP's NYCTF program, has similar qualifications as those required in this role, supporting marketing and staffing initiatives in close collaboration with the NYCDOE (See resume, Appendix A.) Responsible for operations of new teacher marketing, recruitment, selection, staffing and support of principals' hiring process at the site Trains recruiting and staffing specialists in TNTP's approaches, especially: implementation of new marketing strategies, use of Teacher Tracking software, norming on new teacher selection
Analyst <ul style="list-style-type: none"> 33% FTE on this project Reports to Project Directors Based remotely 	<ul style="list-style-type: none"> Gina DelCorazon, current Analyst for TNTP's Strategy and Operations team, has similar qualifications as those required in this role (See resume, Appendix A.) Drawing on the ability to conduct statistical analysis of data from different sources, will put information systems in place to support key program functions, e.g., ACE Will work with district counterparts to ensure systems can be used with fidelity to inform ongoing implementation

In addition to other TNTP staff members named in this section, this project will sustain the full support of TNTP's 15-member senior leadership team with over 250 years of collective

³⁰ For site roles other than Partners who have been assigned, TNTP will hire or assign staff in time for project launch, choosing from internal and external candidates whose qualifications match the staff profiled in Table C.2.

experience in education and organizational management. They review all district-facing content, have weekly touch points with our program implementers, and relentlessly track progress toward our promised outcomes. In particular, the following members of TNTP’s Executive Team have contributed to the design of this proposal and will be resources to the Project Director during the project: **Layla Avila**, EVP of Partnerships & Research; **Karolyn Belcher**, EVP of New Teacher Effectiveness; **Lara Oerter**, Chief Financial Officer and EVP of Technology; **Ariela Rozman**, Chief Executive Officer; and **Dan Weisberg**, TNTP’s General Counsel and EVP of Performance Management. (Resumes included in Appendix A.)

District Leadership. Recognizing that the project spans two domains of teaching quality and staffing, each district has named two directors to lead up the project from within. These individuals will work with TNTP counterparts to support their teams to implement new systems. Ultimately, oversight of the project initiatives will be integrated into their job duties.

Table C.3 – District Project Leaders

Boston	
<p>Shakera Walker - Director, Teacher Development Responsibilities include:</p> <ul style="list-style-type: none"> • Oversight of all professional learning programs and initiatives for teachers and paraprofessionals • Managing the district’s teacher leader program 	<p>Amanda Preston – Senior Recruitment Manager Responsibilities include:</p> <ul style="list-style-type: none"> • Oversight of recruitment systems and policies for all teacher positions in the district
Dallas	
<p>Meredyth Hudson - Executive Director, Teacher Quality and Special Systems Responsibilities include:</p> <ul style="list-style-type: none"> • Oversight of Compass Alternative Certification Teacher Academy, which will be redesigned during this project • Oversight of the Teacher Excellence Initiative, DISD’s new teacher evaluation system 	<p>Jordan Carlton - Talent Leader –Talent Acquisition Responsibilities include:</p> <ul style="list-style-type: none"> • Teacher recruitment and selection • Manages the district’s 9-member Talent Acquisition team
San Francisco	
<p>Chris Canelake, Ed.D.- Executive Director, Professional Learning & Leadership Responsibilities include:</p> <ul style="list-style-type: none"> • Leads Office of Professional Learning and Leadership • Redesigning principal and teacher support/appraisal systems • Professional learning for educators 	<p>Angie Sagastume - Executive Director, Certificated Recruitment & Staffing Responsibilities include:</p> <ul style="list-style-type: none"> • Ensuring that all school sites have a classroom teacher on the first day of every school year • Manages eight specialists who support over 115 schools to fill over 400 vacancies per year

External Evaluation. To complement and bolster the program evaluation activities led by TNTP and the districts, we have contracted the RAND Corporation, a reputable research firm equipped to evaluate the TEACH Prep program as a whole. RAND researchers have considerable experience designing and conducting rigorous impact evaluations. In particular, RAND has high rates of success in recruiting, enrolling, and maintaining randomized control trial (RCT) samples, such as they have planned for their study of this project. The RAND research team will consist of the key personnel listed in Table C.4.

Table C.4– RAND Personnel

RAND Investigation Team
<p>Laura Hamilton, PhD – Senior Behavioral Scientist and Associate Director, RAND Education Research areas:</p> <ul style="list-style-type: none"> Educational assessment, accountability, the measurement and evaluation of instruction and school leadership, the use of data for instructional decision making, and evaluation of technology-based curriculum reforms <p>Credentials include:</p> <ul style="list-style-type: none"> Former Chair, What Works Clearinghouse panel on data-driven decision making Editor of the scholarly research journal <i>Educational Evaluation and Policy Analysis</i>
<p>Julia Kaufman, PhD – Associate Policy Researcher, RAND Research areas:</p> <ul style="list-style-type: none"> Measurement of teacher instruction; how policies and programs can best support high-quality teaching and student learning <p>Credentials include:</p> <ul style="list-style-type: none"> Previous experience researching factors contributing to high quality teaching and the extent to which survey measures can accurately capture teachers’ instruction
<p>Louis T. Mariano, PhD – Expert Advisor, Senior Statistician and Head of Statistics Group, RAND Research areas:</p> <ul style="list-style-type: none"> Evaluation of implementation and efficacy of school reform efforts; the measurement of teacher and school effectiveness; experimental and quasi-experimental design methodology; and statistical applications to mental measurement, including Item Response Theory
<p>Benjamin Master, PhD – Associate Policy Researcher, RAND Credentials include:</p> <ul style="list-style-type: none"> Methodological expertise in longitudinal data analysis, quasi-experimental techniques to support causal inference, value-added modeling, survey methods and analyses, and experimental research design

C.2 Project Milestones

TNTP’s plan to achieve the proposal goals is illustrated by the following project milestones.

Table C.5 – Project Milestones

Goal 1: TRAIN NEW TEACHERS Create a new, sustainable pipeline through a rigorous, district-run, alternative route to certification program			
Objectives	Staff Roles and Responsibilities	Milestones	Timelines
A) Design thorough recruitment and	<ul style="list-style-type: none"> District provides vacancy projections 	Conduct recruitment campaigns	Launches Nov. 2015, then annually, Oct-April

selection strategy built around district priorities.	<ul style="list-style-type: none"> TNTP Partners set goals with Districts; ensures a consistent high bar for selection, and that recruitment targets are met District recruits teacher-leaders for recruitment support roles; TNTP provides training and norming to Selection staff Pipeline Manager, Asst. Pipeline Manager and District Staffing and Recruitment Director run recruitment campaigns, teacher selection Site Director and Pipeline Manager support new teacher hiring process through principal and central office trainings 	Screen and select cohort	Launches Dec. 2016, then annually; Dec-May
		Early hiring targets and first day of school staffing targets met	Targets set Dec. 2015. Assess annually each quarter
B) Develop new teachers through TNTP's year-long training model, TEACH Prep, customized around local curriculum and instructional priorities.	<ul style="list-style-type: none"> District staff nominate and select teacher leaders for Pre-Service Training roles Instruction Manager and Sr. Effectiveness Coach conduct staff training in advance of Pre-service Training Instruction Manager and district PD staff run Pre-service Training District coaches orient all teachers new to the district with overview of the performance assessment, coaching support, other district expectations 	Pre-service Training complete	Launches June 2016, then annually, Jun-Aug
		100% of new teachers assessed for Fast Start skills before they begin teaching in the school year	Annually - August
		New teachers prepared to start before the first day of school	Annually - August
C) Certify teachers who meet a rigorous performance bar that includes an assessment of effective teaching	<ul style="list-style-type: none"> TNTP Site Director and District Dir., Teaching & Learning customize District's performance assessment and align observation rubric as needed Sr. Effectiveness Coach norms with District coaches and observers on observation rubric in advance of conducting regular observations and coaching sessions of all new teachers throughout the school year District recruits teacher leaders for online course facilitation; TNTP trains these new instructors prior to the school year New teachers complete online coursework through online platform Project Director supports district in conducting performance assessment, coursework, and coaching for all program teachers 	Staff trained to implement performance assessment	May – Aug 2016; ongoing refresher training annually in spring
		Program enrollees complete online coursework	Sept 2016 – May 2017, then annually for subsequent cohorts
		Performance-based certification decisions made	July 2017, then annually for subsequent cohorts

Goal 2: SUPPORT TEACHER QUALITY
Implement systems and policies to attract and retain more highly effective teachers

Objectives	Staff Roles and Responsibilities	Milestones	Timelines
A) Implement strategies and promote policies and that have been demonstrated to attract and retain a high quality, diverse talent pool.	<ul style="list-style-type: none"> TNTP Site Director, Pipeline Manager, and Analyst work with District staff to study historical pipeline data, including hiring timelines and trends, recruitment sources, teacher supply and demand, and retention data TNTP develops a website, program brand, and marketing campaign to attract high-quality, high-potential applicants 	District is able to accurately predict vacancies by subject area, grade level, and school type	Launches Oct. 2015, then annually each fall
		Marketing campaign attracts high-potential applicants who	Launches Oct. 2015. Campaign should be

	<ul style="list-style-type: none"> TNTP Site Director will work with district counterparts to develop opportunities for high-performing teachers to expand their reach within the district through TEACH Prep (e.g. Pre-service Training summer staff; virtual instructional coaches; content seminar developers/facilitators) 	are committed to teaching and staying in the district	modified each summer
B) Revise policies and practices to ensure new teachers meet high standards for effectiveness and talent is distributed equitably across the district.	<ul style="list-style-type: none"> TNTP will build capacity of district central staff and school leaders to accurately evaluate and meaningfully support ALL new teachers to the district. TNTP will make recommendations for ways each district can scale aspects of TEACH Prep 	District staff who fill program related roles understand the expectations and have the skills needed to complete the work with fidelity	Ongoing as needed
		All first year teachers receive training and support that help them improve	Ongoing as needed
		All first year teachers are accurately evaluated and held accountable for student performance	Ongoing
C) Revise central staff roles to align with needs supporting teacher pipeline, teacher recognition/support and teacher quality and build these offices' capacity to run high quality systems.	<ul style="list-style-type: none"> With each District's Chief HR Officer, TNTP Partner will convene a cross-departmental steering committee, establishing decision-making channels and objectives aimed at project's long-term oversight. TNTP Site Director and Instruction Manager will work with district counterparts to develop a vision for excellent instruction for all first year teachers TNTP, in collaboration with each district, will design a performance assessment aligned to that vision and each district's evaluation system TNTP will review hiring and staffing trends across the district and make recommendations for ways to more equitably distribute existing and new talent across all schools TNTP Partner and Site Director will develop job descriptions, expectations, and selection materials for all new/revised roles created by TEACH Prep TNTP will train central staff, formally and/or informally, throughout the course of the engagement to ensure a smooth transition of all program components 	Central office steering committee launched, meeting series begins	November 2015, then quarterly throughout project
		First year teachers understand the expectations they will be held accountable to	Complete by summer 2016; revised annually as needed
		Only teachers who pass a rigorous performance-based assessment receive certification	Summer 2017 and each subsequent summer
		High-need schools have the talent they need to improve student outcomes	Ongoing
		Central staff report that the training and support they received from TNTP allowed them to complete their role in a high quality way	Summer 2016; annually each subsequent summer

Goal 3: IMPROVE AND SUSTAIN
Monitor and evaluate to ensure outcomes are achieved

Objectives	Staff Roles and Responsibilities	Milestones	Timelines
		Site goals calibrated	November 2015

<p>A) Evaluate the program during the grant to provide feedback for ongoing improvement, define essential elements for the sake of replication and sustainability.</p>	<ul style="list-style-type: none"> • Project Director and TNTP Partners work with District leaders to determine and share district performance targets with project stakeholders (i.e., project staff, USED, RAND) • Progress monitoring meeting schedule set with various working groups: <ul style="list-style-type: none"> ○ Instruction, Pipeline Managers meet district counterparts at least 2x month ○ Site-based teams (incl. district) meet quarterly ○ RAND provides TNTP with annual briefing on evaluation ○ Project Director leads annual project step-back ○ Annual Performance Report and check-in meetings with USED 	<p>Quarterly progress against project goals assessed</p>	<p>Ongoing starting in Jan 2016 and quarterly</p>
<p>B) Build district capacity to sustain TEACH Prep with systems for continuous improvement into perpetuity.</p>	<ul style="list-style-type: none"> • TNTP and each district will develop a timeline for ownership transition for each aspect of the work and identify staff needed to implement well • Establish plan for capacity building in each workstream. For example: <ul style="list-style-type: none"> ○ Year 1: collaborate on design; TNTP leads implementation with district “shadowing” ○ Year 2: collaborate on refining design, TNTP co-leads some implementation with district taking over some aspects entirely ○ Year 3: district leads implementation with TNTP support, mainly conducting? quality assurance 	<p>Quarterly progress against project goals assessed</p>	<p>Ongoing starting in Jan 2016 and quarterly</p>
	<ul style="list-style-type: none"> • Analyst will support TNTP Partners and District directors to complete comparative project budgets to analyze the effect of new expenses, savings and return on investments. 	<p>Biannual assessment of progress toward cost-effectiveness goal.</p>	<p>Twice annually starting in Jan 2016</p>
	<ul style="list-style-type: none"> • District leadership with support from TNTP Partners, will use program evaluation data and quarterly assessments to iterate on a long-term sustainability plan for implementation in year four (post-grant). 	<p>Sustainability plan is drafted and approved by key district clients by end of engagement</p>	<p>January 2018</p>
<p>C) Execute an independent study of the project that helps to (a) codify critical program components for successful replication and (b) measure its effects on teacher</p>	<ul style="list-style-type: none"> • Site Directors and TNTP analyst work with districts to secure and analyze historical data on teacher retention to understand projected retention • RAND team assesses and analyzes effective teacher attrition and retention trends over the course of the grant • RAND team assesses fidelity to implementation over the course of the grant, including after TEACH Prep implementation has phased into Districts 	<p>Measure projected retention and actual retention</p> <p>Annual interim report to TNTP (from RAND)</p> <p>Final report to TNTP based on independent study</p>	<p>Annually- November, and post-grant</p>

effectiveness and retention.			
E) Disseminate findings from the project evaluation and independent study to reach a broad audience of researchers and practitioners.	<ul style="list-style-type: none"> • RAND team will share findings from this study with academic audiences (via website, conferences and scholarly journals) • Project Director and other staff will share lessons from this project via the TNTP blog • TNTP will produce at least one formal publication based on findings 	<p>Three to four TNTP publications of preliminary findings and/or lessons from implementation (published in print for widespread, free download or on TNTP’s blog).</p> <p>Three to four RAND publications with academic audiences.</p>	1-2 times annually and post-grant

C.3 Project Resources. TNTP is confident that the management plan we have designed provides sufficient resources to carry out this project and meet its goals. We highlight three major conditions for this project’s success: district commitment; a plan for continuous improvement; and a dedicated team to support effective management of the SEED grant.

District commitment. District commitment is essential to achieving the value proposition of this project. Each district has the need for new solutions to teacher shortages, and TNTP invited their partnership in this project because they have articulated and demonstrated the will to approach the problem holistically. In their letters of support, each district’s superintendent has pledged his support to integrate TNTP’s program model as part of a comprehensive strategy to address teacher shortages from several directions (see Appendix C). District directors (Table C.3) responsible for co-leading the project and helping to build their teams’ capacity have had input into the project’s management plan and are eager to start this work.

Continuous Improvement. Fundamentally, TNTP believes that if its work is not meeting its goals, then the work must change. TNTP has a strong track record of prioritizing continuous improvement. We systematize this priority in every project we undertake by setting measurable goals with clearly delineated objectives and time-bound benchmarks at the outset. Then, we dedicate capacity to the monitoring process. Knowing that in the face of day-to-day challenges,

this monitoring process can seem less urgent to project staff, TNTP maintains full-time analyst support to pay attention to goals. Goals analysts keeps program evaluation on the surface by facilitating quarterly meetings with project staff and relevant senior leadership. Project staff are expected to bring program data to these calls and in collaboration, the team will decide whether goals are on track or if course correction is needed.

Reports on every site's performance against its goals are reviewed regularly by members of TNTP senior management (pg. 32) and where goals are off track, program managers must present an intervention plan designed to improve. This process works well to ensure that project staff are consistently gathering and reflecting on the data needed to take timely action and keep even challenging objectives on track. For example, for over a decade, TNTP Teaching Fellows programs had relied on early application data to assess performance against recruitment targets. If these early benchmarks are not met in a particular site or for a particular subject area, TNTP intensifies or modifies certain strategies based on data and context. This data-driven approach explains why TNTP has been consistently successful recruiting for some of the most hard-to-staff positions and schools in the country.

TNTP has devised a parallel approach to track leading indicators expected to predict the success measures for each district's own teacher pipeline. Likewise, TNTP's Instruction Manager and Senior Effectiveness Manager will demonstrate how to translate meaningful classroom coaching interactions into teaching performance data that can help district staff to know what its biggest impact training needs are – and meet them. Processes like these will be more iterative at first, though over time, we anticipate district staff—who know their context, schools and teachers the best—will continue to use these data systems but will need to make fewer course corrections in their day to day work.

This process for continuous improvement complements our plan for an independent study of this project and ensures that we make real-time corrections based on data while our increasing knowledge base of what districts can do to increase teacher quality will help the districts and us to operate with increasing efficiency.

SEED Grant Management Team. Ms. Guggenheim will be supported by a core group of national staff members who will manage aspects of this grant according to their respective roles. Together, the members of this team have managed over 49 million dollars in federal funds on behalf of the organization. **Liesl Groberg**, TNTP’s Director of Federal Partnerships & Accountability, is currently the Project Director for TNTP’s 2010 i3 Validation grant and has managed four other federal grants on behalf of TNTP. As an aspect of this, Ms. Groberg has led the efforts to monitor progress in 19 TNTP program sites with initiatives supported by these grants. TNTP Analyst **Cassandra Coddington, PhD**, is TNTP’s liaison with external evaluators. On behalf of the project team, Dr. Coddington ensures that TNTP’s external evaluators have the data and support they need to carry out a rigorous study of the research questions outlined. (See section E.) She currently serves in a similar capacity for TNTP’s 2010 i3 Validation grant (with American Institute for Research (AIR)), 2013 School Leadership Program grant (with researchers at RAND Corporation) and a privately funded external evaluation (launched in 2013) in partnership with Cory Koedel at the University of Missouri. Senior Finance Associate **Allison Osborne** will manage the budget for this project. In her role on TNTP’s finance team, she is responsible for drafting and managing budgets for over 20 projects, totaling an estimated 20 million dollars from public and private sources annually. Additionally, she oversees the spending and conducts the financial reporting for our five-year i3 Validation grant.

Sustainability.

Three elements contribute to this project’s sustainability: (1) alignment with a comprehensive strategy for teacher talent management; (2) building the capacity of people and resources; and (3) our commitment to researching this approach and disseminating findings.

D.1. Building Capacity.

As illustrated throughout this proposal, TNTP has had strong results creating pipeline and preparation programs on behalf of our district partners that share many of the challenges and demographic characteristics of the partners named in this proposal. Though enormously proud of our Fellows Programs, and especially of those highly effective teachers who came into the profession via those programs and remain as teachers in high-need schools years later, this proposal is decidedly different. By combining our effective model for teacher recruitment and preparation with our deep experience working with districts to improve human capital systems, we believe we can set a course for lasting change in Boston, Dallas and San Francisco. In short, we mean to 1) close the revolving door in high-need schools that too many teachers go through—too often exiting almost as quickly as they arrive and 2) improve the quality of new teachers to unlock student potential.

We will work behind the scenes with district leadership at each site to ensure that recruitment and new teacher development efforts fit into a larger vision for teacher talent management. In some cases, districts have made critical steps in this direction, but they have inadvertently allowed outdated systems and policies to remain that undermine this vision. For example, in Boston, though district leaders understand the importance of retaining top performing teachers, outdated tracking systems and limited accountability for principals has contributed to an environment in which principals feel they can do little to retain their top teachers. TNTP will make recommendations that ensure each district has adequate capacity to support not just the

teacher pipeline, but teacher quality and teacher recognition as well. By supporting districts to attend to these aspects of teacher talent, they will do a better job of retaining top teachers.

We will be building each district's personnel capacity to do this work throughout the grant period. Efforts will include recruiting and hiring qualified district talent, strategic planning and goal setting, new staff induction and ongoing training, transferring knowledge and tools developed over the course of initial implementation, and the development of accountability measures to ensure ongoing quality of implementation. Besides transferring knowledge and skills, we will establish tools and resources during this project that will stay in place after the grant sunsets. Technology tools designed especially for the districts use will be their property to use and modify in perpetuity after the grant.

D.2 Lessons for the field.

TNTP has previously executed capacity-building initiatives such as the restructuring of the Human Resources department in Denver Public Schools, assisting the merger of the Memphis City and Shelby County Schools, and managing the initial implementation of teacher evaluation systems in the Houston Independent School District and New York City Department of Education. What is unique about this project is our focus on fidelity in three districts, each with its own personnel structure, demonstrating the replicable nature of this approach. We are confident we can help each district to strengthen its human capital operations in service to an overall strategy designed to create a setting in which teachers' careers can not only take root, but thrive. By doing this work at scale and tackling the variability we will surely encounter across these three districts, we expect to elicit findings that are useful for many other urban districts facing similar, all-too-common challenges.

D.3 Disseminating findings.

TNTP has extensive experience evaluating its programs and disseminating knowledge to advance policy and practice. Internal and external evaluation activities are described in detail in Sections C and E of this proposal. In the past, results of TNTP research have shaped the federal Race to the Top competition, which adopted many of TNTP’s recommendations from *The Widget Effect* (2009); subsequently, a majority of states across the country have moved to adopt next generation teacher evaluations that incorporate multiple measures of performance. *The Irreplaceables* (2012) has received widespread media coverage, including editorials in seven of the top ten newspapers in the country by distribution, and has jumpstarted a national conversation about the real teacher retention crisis—that is, when schools lose top teachers while retaining ineffective ones.

We have also created and promoted a number of publications of special value to practitioners such as *Leap Year* (2013), which describes our approach to coaching teachers and *TNTP Core Teaching Rubric* (2014), a tool for conducting Common Core-aligned classroom observations. These and other guides and white papers can be downloaded for free at tntp.org. For this project, as shown on our project goals, TNTP and our partners at RAND have committed to publishing findings from this project to contribute to the knowledge base supporting teacher talent management practices and in particular, district-level strategies that can improve effective teacher retention in service to teacher quality overall.

Project Evaluation

As shown in our project’s management plan, TNTP has devised a system of goals, objectives and milestones that will ensure we remain focused throughout this comprehensive project. A variety of measures will be collected by TNTP and its district partners over the course of this grant to ensure we can be accountable to steady progress toward these ambitious goals.

Complimenting an internally-led effort to monitor implementation, we have worked with our partners at RAND to rigorously evaluate TEACH Prep and answer several critical research questions detailed in this section.

E.1. Methods of evaluation.

Experienced Partner in Diverse Contexts. TNTP is a national organization that currently works in more than 25 cities, including 10 of the nation’s 15 largest. We have experience partnering with a range of clients, from school districts to state education agencies and charter networks. We are familiar with the challenges of gathering and evaluating our work across a diverse portfolio of services and school system contexts. In addition, we have experience managing and reporting on multi-site, large-scale data collection and evaluation processes from multiple, federally funded grant projects, including our previously mentioned 2010 i3 validation project. Based on these experiences, we have developed and implemented an integrated system for coordinating and reporting across diverse sites to build a cohesive data set of evaluation metrics. For this project, we will draw on lessons learned to coordinate with our partner districts to obtain the necessary data to evaluate progress toward our goals and outcomes.

Independent evaluation of fidelity, return on investment, and program impact.

In partnership with RAND (see Section C, page 32), we will conduct a rigorous evaluation of the TEACH program’s contribution to school and district outcomes. Components of this evaluation include a school-level, randomized control trial (RCT) to evaluate the TEACH program’s effects, as well as supplemental analyses of both the TEACH program’s implementation fidelity and its comparative return on investment (ROI). The evaluation study will answer the following research questions that will help us make the work truly sustainable by offering deeper knowledge to the field about what is essential:

Table E.1 – Research Questions

	Question	TEACH Project Goals
RQ1	How is the TEACH preparation program being implemented across partner districts, and to what extent does that implementation correspond to intended key implementation performance measures and activities?	Fidelity
RQ2	To what extent is the TEACH preparation program effective at recruiting a sufficient pool of effective teachers into each district, in comparison to the same outcomes for “control” schools that are served by traditional teacher preparation programs in each district?	Project Goal 1: Train new teachers.
RQ3	To what extent does the TEACH preparation program produce more effective novice teachers, compared to novice teachers in control schools where TEACH is not in place?	Goal 2: Support Teacher Quality
RQ4	To what extent does the TEACH preparation program encourage differential retention of more effective novice teachers, in comparison to retention patterns from control schools in each district?	Goal 2: Support Teacher Quality
RQ5	To what extent does district adoption of the TEACH prep program and policies increase the proportion of effective teachers in high needs schools and subjects, in comparison to prior to the project launch?	Goal 2: Support Teacher Quality
RQ6	To what extent does the TEACH preparation program deliver a superior return on investment (ROI) on teacher recruitment expenditures relative to traditional teacher recruitment pipelines in each district, particularly with respect to the efficient recruitment of effective teachers?	Goal 3: Improve and Sustain

To address RQ 1, RAND will utilize both primary data collection around implementation activities, as well as program outcomes collected by TNTP. RAND will evaluate completion of the implementation performance measures and will explore the experiences of new teachers and other district staff impacted by the project. RAND’s implementation evaluation will also assess the extent to which districts have fully adopted and are ready to manage the teacher preparation program independently by the end of the grant period.

To address RQ’s 2-5, TNTP will partner with RAND and the participating districts to implement a school-level randomized control trial (RCT) design that can produce evidence that will meet WWC’s Evidence Standards without reservations. In particular, TNTP will collaborate with participating districts to identify schools that are eligible for and interested in participating in the TEACH program across the three districts. From this sample, RAND will randomly

identify half of the schools to take part in the TEACH program beginning in SY 2016-17, while the other schools will remain untreated, to serve as a control group. Given that multiple school districts will participate in the study, RAND will utilize a stratified randomization design in which, effectively, separate lotteries will be conducted to determine the treatment status of schools within districts. RAND will further stratify according to other key observable school characteristics that may relate to outcomes (e.g. high schools versus non-high schools). Stratification absorbs differences across these observable characteristics, improving the precision of our inferences about treatment effectiveness.

As part of this RCT, RAND will consider a range of outcomes associated with RQ's 2-5, as detailed in Table E.2 (pg. 46). All outcomes will be assessed subsequent to the first year of TEACH program implementation in SY 2016-17, as well as subsequent to SY 2017-18 in cases where outcome data is available prior to the conclusion of the grant. Collectively, analysis of these outcomes will identify the TEACH program's effects on schools' ability to recruit more (and more effective) new teachers, and to retain effective new teachers at higher rates. The analysis will also identify the TEACH program's effects at increasing the degree to which effective new teachers are assigned to high-needs areas in treated versus control schools.

Finally, to address RQ 6, RAND will gather rich qualitative and quantitative data from each district in order to quantify the relative costs and returns on traditional teacher pipeline activities in comparison to the TNTP pipeline. RAND will develop an activity-based costing (ABC) framework (Kaplan & Cooper, 1997) that identifies the main activities that are part of teacher pipelines (e.g., recruitment, selection, and on-the-job support). RAND will then gather both explicit expenditure data on activities for both the traditional and TNTP pipelines in each district, as well as qualitative data on in-kind and opportunity costs. RAND will use this cost data

alongside outcomes to estimate the return on investment (ROI) for these main activities. For example, RAND will assess the costs of recruitment and selection through TEACH versus other pipelines and then consider ROI by comparing costs of recruitment and selection alongside outcomes that include the number of applicants, job acceptance rates, and hiring and retention rates overall and of effective teachers in particular.

E.2. Quality of performance measures

This section describes the *use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data*. We first detail, in Table E.2 the intended implementation and evaluation measures that will be utilized in the evaluation. This is followed by a discussion of how the measures will be collected. Evaluation measures will be used to assess the effects of the TEACH program (RQ 2-5), while implementation measures will serve both to evaluate implementation fidelity (RQ 1) and to inform our understanding of the mechanisms underlying any observed effects of the TEACH program. We conclude this section with a discussion of the measures that will be employed as part of the ROI cost study (RQ 6).

Table E.2 – Implementation and Evaluation Measures

	Implementation Measures	Evaluation Measures
<i>Hiring Metrics (RQ 1,2)</i>	<ul style="list-style-type: none"> • A diverse set of recruitment activities are in place. • Hiring/selection criteria and processes are in place and are clear and transparent to staff. • Districts allocate sufficient personnel and resources to recruitment activities and processes. • School leaders report receiving high-quality central office support and are bought into recruitment processes. 	<ul style="list-style-type: none"> • Applicants per job opening • Distribution of job applicant characteristics • Job offer acceptance rates • Job opening fill rates • Distribution of new-hire characteristics
<i>Teacher Effectiveness (RQ 1,3)</i>	<ul style="list-style-type: none"> • District staff responsible for Pre-service Training and coaching are in place and prepared for their roles 	<ul style="list-style-type: none"> • New teachers’ self-reported induction and hiring experiences

	<ul style="list-style-type: none"> • Pre-service Training is focused on essential teaching skills. • Pre-service Training provides considerable opportunities for practice. • In-service coaching provides regular, specific feedback on changes to instructional practice. • Evaluation systems provide feedback to teachers and differentiate according to performance. 	<ul style="list-style-type: none"> • New teachers’ value-added and observational ratings • New teachers’ comprehensive evaluation ratings
<i>Retention and Differential Retention (RQ 1,4)</i>	<ul style="list-style-type: none"> • Certification/tenure systems are in place that differentiate between teachers according to standards for effectiveness. • District processes and policies are designed to recognize and reward effective teachers. 	<ul style="list-style-type: none"> • New teachers’ overall retention rates • Retention rates for more and less effective new teachers
<i>Equitable Distribution (RQ 1,5)</i>	<ul style="list-style-type: none"> • Hiring and placement processes are in place to match effective teachers to high-needs areas. • Processes are in place to incentivize retention of effective teachers in high-needs areas. 	<ul style="list-style-type: none"> • Distribution – including placement, retention, and re-assignment of more effective new teachers to high-needs areas.

Data Collection Activities. RAND will coordinate with TNTP to gather data on implementation performance measures through the following methods: 1) Collection of documentation from districts about their teacher preparation programs, including pipeline and preparation program policies, activities and costs *prior to* TNTP’s work with districts and *during* TNTP’s work with districts; 2) Five-day site visits to each participating district once/year that will include interviews with district-level staff who do work related to teacher pipelines, interviews with teacher coaches, and focus groups with principals and novice teachers; 3) Observations of TNTP pre-service programming in each district once a year; 4) Incorporation of questions into yearly district surveys to all new teachers; and 5) Yearly surveys to all principals.

In addition to utilizing teacher and principal survey data regarding new teachers’ hiring and induction experiences, RAND will also coordinate with TNTP and participating districts to

gather a variety of other quantitative data linked to both treatment and control schools for use in the evaluation. These data include 1) data on job applicant and new-hire characteristics (including initial screening data); 2) student-level data including student demographics, achievement outcomes, and teacher-student links, to enable the estimation of teacher value added performance measures; 3) teacher-level data including observation and other evaluation measures, teacher characteristics, retention in the district, and job assignments in high-need areas (both initially and over time).

Return on Investment (ROI) Study Performance Measures. The RAND study of return on investment (ROI) on TEACH expenditures, relative to traditional teacher preparation program expenditures, will involve collecting information on the costs of TEACH activities, which will be gathered as part of the RAND implementation study. Cost information will be gathered both through documentation and qualitative interview methods designed to help RAND understand the monetary costs that may not have been reported through district documentation on budgets and expenditures, as well as in-kind and opportunity costs associated with TEACH activities. This work requires that RAND identify preparation program activities for which there could be a potential cost. In Table E.3, we list the anticipated cost activities as related to TNTP’s intended program outcomes. These cost activities will be refined through preliminary data collection across all participating districts and will serve as a framework for gathering appropriate cost-related data from districts and analyzing cost data to determine ROI. By breaking up costs by activity, RAND will be able to calculate ROI for various activities, as well as provide other districts with concrete information about costs for specific components of teacher preparation programs in any reports. This data will serve to quantify the relative cost-efficiency of different pipelines, while also providing an estimate of the initial “up-front” costs that a district considering such reforms would need to invest.

Table E.3. Anticipated Cost Activities as Related to Teacher Pipeline Components

Pipeline Components	Anticipated Cost Activities
Hiring Systems	<ul style="list-style-type: none"> Starting up system for TNTP recruitment, hiring and selection, including development of new tools, technology and training Recruiting teacher candidates Screening and selecting teacher candidates, including support and training for those doing screening and selection
Teacher Induction and Support	<ul style="list-style-type: none"> Starting up pre-service program, including support and training for those who will be delivering pre-service program Delivery of pre-service program Hiring and training coaches Providing in-service coaching
New Teacher Performance Management	<ul style="list-style-type: none"> Revising certification and tenure policies for new hires Differentiating between new teachers after their first year
District Support	<ul style="list-style-type: none"> Revising central office roles to align with TEACH needs Overseeing, supporting and improving TEACH components

E.3 Performance Feedback

This section provides information about *the extent to which the evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.*

The evaluation of TEACH implementation in San Francisco, Boston, and Dallas will include the collection and analysis of robust program implementation and impact data throughout the grant period. TNTP and partner districts will review this performance feedback data as it becomes available, including annual reports from external evaluators at RAND and internal TNTP program status reports, and make iterative mid-course improvements as needed. TNTP will work closely with partner districts to set goals and make improvements to the recruitment, selection and preparation model. Training and support components of the program will be revised annually and tailored specifically to each district’s needs. In Year 1, TNTP will work closely with the district to identify, collect, and analyze the appropriate data, while simultaneously training district staff who will assume more responsibility in Year 2 and full responsibility in Year 3 for sustaining rigorous program evaluation.

In addition, over the course of the evaluation, RAND will assess and provide feedback on progress regarding performance measures and outcomes through three mechanisms: 1) Monthly calls with TNTP and district staff to provide updates on evaluation progress and findings to date; 2) Yearly formal briefings to TNTP and each participating district to provide information about the evaluation, district progress on performance measures, and RAND feedback regarding that progress; and 3) an interim report in the Fall of 2017 and a final report in Fall of 2018 that will distill findings and lessons learned regarding implementation and effects of the TEACH program.

E.4 Effectiveness Evidence – WWC standards

Given the implementation of a randomized control trial (RCT) at the school level, RAND anticipates that the methods of the evaluation will produce evidence about the project’s effectiveness that will meet WWC Evidence Standards without reservations. In particular, when addressing RQ’s 2-5, RAND will compare the outcomes of schools randomly assigned to participation in the TNTP pipeline program to control schools in the same district that were eligible but were not selected to participate in the pipeline program. While the TEACH program may also have district-wide effects on teacher performance management practices, the primary program “treatment” of providing schools with a new pipeline for teacher recruitment and induction will be rigorously assessed via the RCT. The attrition rates of schools present in the study sample, primarily due to any school closures, is expected to be very low. However, RAND will also collect baseline outcome data on new teacher hiring, retention, and quality as of SY 2015-16 and SY 2014-15 in order to be able to evaluate baseline significance between treated and control schools along these key dimensions, if high attrition rates do occur.

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