

**A. Need for the Project and Quality of the Project Design (up to 20 points).**

**(1) The extent to which the proposed project represents an exceptional approach (i.e., addresses a largely unmet need, particularly for high-need students, and is a practice, strategy, or program that has not already been widely adopted).**

*Need for the Project:* A persistent gap in academic achievement separates poor and minority students from White students. By the end of high school, African American and Hispanic students read and do math at virtually the same level as White eighth graders (Haycock, 2001). This gap betrays the promise of a quality education for all. The obstacles that high-need students face are many, but they are not decisive. Put simply, teachers matter enormously. Several studies have shown that the effectiveness of the teacher – not class size, not curriculum, not facilities – is the single most important school-based factor influencing student achievement (Hanushek, Kain, & Rivkin, 1996; Sanders & Horn, 2004; Wright, Horn & Sanders, 1997; Gordon, Kane & Staiger, 2006). Within three years, a student who is lucky enough to have three effective teachers consecutively can score as many as 50 percentile points higher than a comparable peer with three ineffective teachers (Sanders & Rivers, 1996). Those 50 points can be a life-altering change.

Yet research has also shown that schools serving poor and minority students, which struggle with low student achievement and high dropout rates, are far less likely to be staffed with effective teachers. In Tennessee, for example, African American students are nearly twice as likely as White students to be assigned the least effective teachers, and considerably less likely than White students to be assigned the most effective teachers (Sanders & Rivers, 1996).

Despite clear evidence of the importance of effective teachers in addressing the urgent academic needs of high-need students, traditional teacher preparation programs have not organized themselves to maximize their graduates' impact on student academic growth. In a national survey, 62 percent of education school alumni said their training failed to prepare them

to cope with classroom reality (Levine, 2006). Additionally, the vast majority of preparation programs do not use demonstrated instructional effectiveness, as measured by student academic growth, to make certification decisions, despite evidence that past performance is the best predictor of a teacher's future impact on student achievement (Gordon, Kane, & Staiger, 2006).

Additionally, there is a dramatic mismatch between supply and demand. Teachers prepared by traditional programs are overwhelmingly trained in subject areas with a teacher surplus, such as elementary education. In 2007-08 (most recent data available), math, science and special education were designated as statewide shortage areas in 47 states (Teacher Shortage Areas: Nationwide Listing: 1990-91 through 2010-11). Despite these shortages, the American Association of Colleges for Teacher Education reports that its member institutions award 40 percent of degrees in elementary education, but only 5 percent of degrees in math and science education and 8 percent in special education (Ludwig, et al., 2010).

Fulfilling the promise of public education means providing all students with effective teachers who can help them succeed. To increase the number of effective teachers, urban districts need a strong teacher pipeline that can recruit teachers for shortage subject areas and certify only teachers who have demonstrated effectiveness based on student outcomes.

***Exceptional Approach:*** The New Teacher Project (TNTP) proposes to address this need and Absolute Priority 1 through the **Teacher Effectiveness and Certification (TEACH) Initiative**—a multi-site teacher pipeline initiative that will pair TNTP's highly selective "Teaching Fellows" recruitment programs (TFP) with our performance-based teacher certification programs, known as Practitioner Teacher Programs (PTP). TFPs are high-quality alternate route to certification programs that employ a rigorous selection and training process to recruit teachers for shortage subject areas and high-poverty schools. PTPs are independent, state-licensed certification

programs that are specifically designed to prepare teachers to raise student achievement in high-poverty schools. A 2009 study found that teachers prepared through our PTP in Louisiana outperformed both new *and* experienced teachers in math and reading (Noell et al., 2009).

The TEACH Initiative will create or expand a combined Teaching Fellows Program and Practitioner Teacher Program in six sites nationally. Studies cited in Section B have validated the impact that these programs have on teacher effectiveness, but TNTP is committing itself to an even higher standard: all teachers enrolled in the TEACH Initiative will participate in an “effectiveness screen” that requires them to demonstrate instructional effectiveness above a pre-determined threshold in order to receive certification and remain in the classroom. TEACH Initiative participants will be screened for effectiveness at two points in the program.

1. A pre-service screen will verify that participants display the *potential* to be effective;
2. A screen at the certification point will control for *demonstrated* effectiveness to ensure that only effective teachers earn certification.

Only those teachers who prove that they can produce real gains for students will have the privilege of teaching in our partner LEAs. The graphic below illustrates the basic components of the TEACH Initiative:



To TNTP’s knowledge, no other initiative integrates an effectiveness screen into a comprehensive recruitment and certification program that has a proven impact on student achievement.

**Serving High-Need Students:** TNTP will partner with LEAs that meet at least two of the following TNTP-developed benchmarks for identifying high-need students:

|   | Minimum Benchmark | Chicago Public Schools |             | DC Public Schools | Fort Worth Independent School District |             | Metropolitan Nashville Public Schools |             |
|---|-------------------|------------------------|-------------|-------------------|--|-------------|---------------------------------------|-------------|
| % minority students   | 60%               | 91.2%                  |             | 93%               | 66%                                    |             | 66.9%                                 |             |
| % FRLP students (LEA v. State average)                                      | 50%               | LEA 83.4%              | State 42.9% | 70%               | LEA 72.3%                              | State 56.7% | LEA 75.9%                             | State 57.8% |
| % students <i>not meeting</i> AYP goals in reading (LEA v. State average)   | Higher than state | LEA 38.4%              | State 24.6% | 52.25%            | LEA 16%                                | State 9%    | LEA 13.4%                             | State 9%    |
| % students <i>not meeting</i> AYP goals in math exam (LEA v. State average) | Higher than state | LEA 32.2%              | State 19.6% | 53.95%            | LEA 29%                                | State 18%   | LEA 19%                               | State 11%   |

**Definitions:** FRLP = Students eligible for Free and Reduced Lunch Program; AYP = key measure in determining whether a public school or LEA is making progress toward state-level academic goals, as stipulated by No Child Left Behind. Scores are from state-wide tests used to measure AYP.

**Sources:** [District of Columbia](#): Office of the State Superintendent of Education, Summary AYP Report 2009; FRLP data from [DCPS Facts and Statistics](#); [Nashville](#): Tennessee Department of Education 2009 Report Card for Davidson County Schools; [Chicago](#): Illinois District Report Card 2009; [Fort Worth](#): Academic Excellence Indicator System, 2008-2009.

Teachers will be placed in the LEAs above and two additional LEAs (to be determined) with similar demographics. In addition to the criteria above, TNTP will consider an LEA or group of LEAs where more than 70 percent of schools served by the TEACH Initiative are Title I schools and/or an LEA or group of LEAs that are on the State’s Title I LEA District Improvement list.

**(2) The extent to which the proposed project has a clear set of goals and an explicit strategy**

The table below outlines the goals, objectives, and outcomes for the project. The following narrative details the activities TNTP will undertake to meet these metrics. Section D explains how TNTP will evaluate the progress toward these measures.

|   |   |  |
|---|---|--|
| <b>Goal</b><br>Increase the number of demonstrably effective teachers in partner LEAs | <b>Objective 1:</b> By Year 5 of the grant period, recruit, select and train 2,450 - 3,300 new teachers who have shown the <i>potential</i> to be effective. <sup>1</sup> | <b>Outcome</b><br>By Year 5 of the grant period, an estimated 253,000-337,000 high-need students experience significant achievement gains <sup>2</sup> |
|   | <b>Objective 2:</b> By Year 5 of the grant period, prepare 1,850-2,475 new teachers using a student achievement focused certification curriculum. <sup>3</sup>            |  |
|   | <b>Objective 3:</b> Each year of the 5-year grant period, certify and retain only teachers who have <i>demonstrated</i> effectiveness in the classroom. <sup>4</sup>      |  |

### TEACHER RECRUITMENT, SELECTION, AND TRAINING (Objective 1)

As discussed earlier, teacher preparation programs must do more to maximize the effectiveness of teachers even before they enter the classroom. The TEACH Initiative addresses this need by aligning its recruitment, selection, pre-service training and screening activities to the primary goal of increasing teacher effectiveness. These activities are explained below.

***Recruiting teachers with the potential to be highly effective:*** TNTP is nationally respected for its ability to recruit high-quality teachers for high-poverty schools and shortage subject areas, having recruited, trained or hired more than 37,000 new teachers since 1997. The TEACH Initiative will recruit approximately 2,450-3,300 teachers over five years; TNTP will prepare approximately 1,850-2,475 of these teachers through the certification program outlined in this application. The table below provides an overview of recruitment estimates for the grant period.

|           | Teachers Recruited Per Year |         |         |         |         |         | Teachers prepared | Student Impact (estimate) |
|-----------|-----------------------------|---------|---------|---------|---------|---------|-------------------|---------------------------|
|           | 2011                        | 2012    | 2013    | 2014    | 2015    | Total   |                   |                           |
| Chicago   | 75-100                      | 75-100  | 100-150 | 100-150 | 100-150 | 450-650 | 320-450           | 38,200-53,300             |
| DC        | 100-130                     | 100-130 | 100-130 | 100-130 | 100-130 | 500-650 | 450-585           | 42,200-55,900             |
| Nashville | 75-100                      | 75-100  | 75-100  | 75-100  | 75-100  | 375-500 | 270-360           | 66,000-85,900             |

<sup>1</sup> Counted as teachers who start the first day of school.

<sup>2</sup> Please see Section B for a discussion of projected achievement gains. Impact estimates based on Objective 2 teacher numbers.

<sup>3</sup> Preparation rates are lower than recruitment rates. All sites except Washington, DC will have four cohorts complete certification coursework during the 5-year grant period due to a one-year delay to register the certification program. DC has a registered program and will have 5 cohorts complete coursework. Preparation rate is 90% of recruitment rate.

<sup>4</sup> Counted as teachers who pass the End of Year Effectiveness screen (pg. 12)

|               |         |         |         |         |         |                 |                         |                             |
|---------------|---------|---------|---------|---------|---------|-----------------|-------------------------|-----------------------------|
| Fort Worth    | 75-100  | 75-100  | 75-100  | 75-100  | 75-100  | 375-500         | 270-360                 | 35,700 -47,200              |
| New site 1    | 75-100  | 75-100  | 75-100  | 75-100  | 75-100  | 375-500         | 270-360                 | 35,700-47,200               |
| New site 2    | 75-100  | 75-100  | 75-100  | 75-100  | 75-100  | 375-500         | 270-360                 | 35,700-47,200               |
| <b>Totals</b> | 475-630 | 475-630 | 500-680 | 500-680 | 500-680 | 2,450–<br>3,300 | <b>1,850-<br/>2,475</b> | <b>253,000-<br/>337,000</b> |

TNTP has refined its recruitment strategies for over a decade. Proven techniques include internet and print-based marketing, grassroots outreach and the work of recruiters who cultivate relationships with community leaders, make community and campus presentations and reach out to applicants. Historical data on applicant conversion rates allows TNTP to establish recruitment goals, such as the number of applications needed from individuals eligible to teach math, science and other shortage areas. TNTP will track progress toward these targets through our proprietary TeacherTrack® software, which is capable of generating real-time reports and progress assessments. In 2009, TNTP’s strategies attracted 41,958 applications, allowing TFPs to select candidates that have high potential to be effective in the classroom—the acceptance rate was just 9.65 percent (by comparison, the admission rate of Yale is 9% and Princeton is 10%).

*Selecting teachers with the potential to be highly effective:* After applicants have been recruited, they will go through a rigorous three-stage selection process that ensures that all candidates admitted to the program have the characteristics that TNTP has identified in its most successful teachers. TNTP has refined its selection criteria and model steadily over the past decade in response to analyses of teacher performance and retention; this model is currently in use in 19 programs nationwide.

*Pre-screening:* Each application includes a resume, personal statement, references, academic transcript, and description of accomplishments and activities. Applicants must also meet the state requirements for admission into an alternative certification program. Approximately 38 percent of applicants are screened out prior to the interview. We project that the six TEACH Initiative

sites will receive 8,000-11,400 applications per year and pre-screen in 5,000-7,100 of these applicants.

*Interviewing:* Applicants who have passed the pre-screening process participate in a day-long interview process that includes a sample teaching session, group discussion, completion of a writing sample and one-on-one interview. The TEACH Initiative will interview approximately 2,200-3,100 candidates per year for admission into the program. Candidates are evaluated by trained selectors (typically experienced teachers recruited from the partner LEA) on the following competencies during the interview event: critical thinking skills, evidence of past personal achievement, personal responsibility, commitment to raising student achievement, constant learning, oral and written communication skills, and ability to respond effectively to new environments.

*File Review:* Interviewed applicants undergo a final file review during which selector recommendations are reviewed and validated; approximately 57 percent of applicants who interview are screened out. Successful applicants are offered the chance to enroll in the program; about 475-680 will ultimately be admitted and become Fellows.

***Developing Teachers: Pre-service Training Institute:*** All candidates participate in an intensive, five- to six-week summer pre-service Training Institute. Participants complete approximately 75 hours of coursework sessions and 80 hours of field experience (practice teaching) in a summer school classroom, with approximately 25 hours under formal observation by the lead teacher in the summer school classroom and at least 10 hours in feedback sessions with the lead teacher or the Fellow Advisor, a strong teacher from the partner LEA with experience in the same subject area. The Fellow Advisor instructs Fellows in TNTP's pre-service training curriculum, the *Teaching for Student Achievement (TfSA)* curriculum.

TNTP’s proprietary TfSA curriculum is a research-driven framework of strategies and skills for effective teaching in high-need schools. The TfSA framework was developed by studying the experiences of teachers recruited through our programs and empirical research about effective classroom instruction (Wiggins & Tighe, 2005).

The curriculum focuses on two key domains: 1) Instructional Design & Delivery and 2) Classroom Management & Culture. Using the framework as a guide, participants are grouped by subject area and receive instruction in the competencies listed on pg. 1 of Appendix H from a Fellow Advisor. Assessment of Fellow performance during the summer school field experience is based on these competencies as well as on behaviors that promote student achievement. As the evaluator during the field experience, the Fellow Advisors assess a participant’s ability to apply the TfSA framework and demonstrate his/her knowledge and skills within a school context—these two elements form the basis of the pre-service screen described on pg 11.

***Placing Teachers:*** The TEACH Initiative is designed to serve high-need students and the process by which teachers secure positions reflects this focus. Teachers will interview and find positions in high-need schools before and during the pre-service Training Institute. However, only participants who pass the pre-service screen will be allowed to enter into the classroom (see pg. 11). Partner LEAs have signed a Letter of Intent that includes the number of teachers each district will hire (Appendix D); LEAs or groups of LEAs who will be named later must hire a minimum of 75-100 teachers per year.

## **TEACHER PREPARATION AND CERTIFICATION (Objective 2)**

Once teachers in TEACH Initiative sites have completed pre-service training, they will enter the classroom and commence certification coursework through TNTP’s certification model—known as the Practitioner Teacher Program (PTP). The TEACH Initiative works to increase the

number of effective teachers by 1) preparing teachers through a state-licensed certification model that is relevant to teachers in high-need schools and provides them with the specific tools and skills to ensure that their students succeed and 2) recommending certification only for demonstrably effective teachers. As certification recommendation is tied closely to teacher evaluation, the process for certification decisions is outlined in the **teacher evaluation section on pg. 12**. We outline the content of the certification curriculum below.

The curricular foundation of the TEACH Initiative certification model is *Teaching for Results (TfR)*, a series of professional development seminars that provide instruction on how to teach subject area and grade-level content effectively in high-need schools. Participants attend 16 seminars at 3 hours each, comprising 48 hours of coursework, in addition to full-time teaching in a high need classroom. *TfR* teaches participants how to adjust their instruction to increase the academic achievement of students who are performing below grade level, as well as bolster the academic achievement of students who are currently meeting minimum grade-level expectations. Each course activity helps participants become more effective at understanding and delivering the *content* that students must master, as well as administering and utilizing *assessment* tools and data to inform *instruction* that moves students toward standards mastery. A description of each of these competencies is available on pp. 1-2 of [Appendix H](#). In order to pass the seminar series, participants must meet expectations in all areas: 1) *TfR* course competencies (measured through course assessments and assignments); 2) Professional Values<sup>5</sup>; and 3) attendance (no more than two absences). These are factored into the effectiveness screen outlined on pg. 12.

*Seminar Leaders*: Seminars are grouped by subject area and taught by Seminar Leaders (SLs), educators with a track record of increasing student achievement in high-need schools in a

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<sup>5</sup> Professional Values: sets high expectations, maximizes training experience, demonstrates flexibility, respects others, and models a culture of achievement.

particular subject area. SLs participate in a four-day training prior to beginning their work with teachers and serve as content experts to participants in their first year in the classroom.

### ***Retaining highly effective teachers through ongoing support***

The *TfR* curriculum is specifically designed to prepare participants to teach in a high-need school, but TNTP will also extend teacher supports beyond certification coursework in order to maximize teacher retention. The TEACH Initiative has multi-year support strategies to increase retention, including hiring Training & Resource Managers and Intervention Specialists, creating networking opportunities for Fellows and requiring participation in the district mentoring program. These are described in greater detail on pg. 3 of [Appendix H](#).

Teaching Fellows surpass the estimated national averages for new teacher retention in urban schools. An estimated 82 percent of urban teachers nationally return to start a second year; compared to 87 percent of Teaching Fellows; likewise, 75 percent of Teaching Fellows return to teach a third year, compared to an estimated 69 percent nationally.<sup>6</sup>

### **TEACHER EVALUATION (Objective 3)**

Teachers can have a significant impact on student achievement, but teacher effectiveness varies greatly, even within cohorts of teachers who have been recruited and prepared by the same program (Boyd et al., 2006). Participants completing the TEACH Initiative will therefore be screened twice to minimize this variability: once for potential to be effective during the Training Institute and once for demonstrated effectiveness at the end of the school year (the certification point) using student achievement as the main factor.

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<sup>6</sup> National Commission on Teaching and America's Future (2003). *No Dream Denied: A Pledge to America's Children*. Using adjusted urban teacher retention estimates for high poverty schools reviewed and confirmed by the report's data source, Dr. Ingersoll.

TNTP defines an effective teacher as follows: *In a high-need school, an effective teacher consistently achieves average annual student growth of more than one (1) year and ensures that at least 80 percent of students meet grade-level standards or are on track for on-time high school graduation, or meets other appropriate measures of student academic progress.* TNTP has developed the following evaluation system, comprising a set of screens, based on this definition. Teacher evaluation systems based on student outcomes are still being refined and are very much dependent on realities in each site. TNTP will develop site-specific measurement tools to align with the available data in each district or state, but one requirement remains clear: all teachers at TEACH Initiative sites will be required to demonstrate effectiveness based on student outcomes in order to enter and remain in the classroom. The effectiveness screen described below will be integrated into all TEACH Initiative sites. As rigorous teacher evaluation practices evolve, TNTP will use data from our participants throughout the project to refine these screens.

### ***End-of-Institute Screen***

The pre-service Training Institute will include an “End-of-Institute Screen” (EOI Screen) that will identify those teachers who have the *potential* to be highly effective. The goal of this initial screen will be to differentiate support for teachers who are struggling and to take action in cases where participants are rated poorly and are not demonstrating improvement.

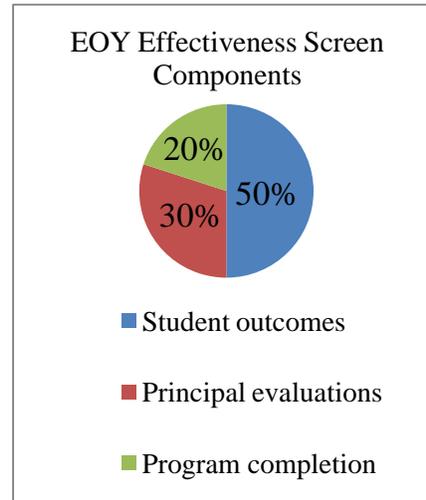
Since student achievement data is not available during the summer for teachers who have not yet served as the classroom teacher of record, the EOI Screen will rate participants on a point scale that considers the following criteria: 1) a participant’s ability to apply the TfSA framework and to demonstrate his/her knowledge and skills in the practice teaching experience; 2) performance in pre-service workshops; and 3) adherence to Professional Values (pg. 9). Participants must also receive a formal recommendation from their Fellow Advisors. The point

scale is explained on pp. 3-4 of Appendix H. Participants who meet the requirements will be retained in the program and enter the classroom; participants who do not meet the requirements will not continue.

***End-of-Year Effectiveness Screen***

The EOI Screen can identify candidates who are clearly not suited for teaching, but research to date has shown that the best predictor of a teacher’s future performance in the

classroom is the teacher’s past performance (Gordon, Kane, & Staiger, 2006). TNTP will therefore integrate an effectiveness screen at the end of participants’ first year teaching; by this time in the program, teachers will have completed one year of teaching and the *Teaching for Results* seminar series. These two components will form the basis of TNTP’s evaluation and certification process, which uses the following formula of weighted components shown in the pie chart: 50% student outcomes, 30% principal evaluations, 20% program completion.



Participants must receive at least seven points on a 10-point scale in order to be eligible for certification and remain in the classroom. Receiving seven points means that the teacher’s performance, as measured by student outcomes, is at least comparable to other new teachers; the teacher’s principal assesses his/her performance to be at the level of other new teachers or better; and the teacher has successfully completed the *Teaching for Results (TfR)* Seminars and all program requirements. Participants can have one of three outcomes, as outlined below:

| Points Achieved | Outcome  |
|-----------------|--|
| 7-10            | Successful completion of program resulting in Standard Certification                           |
| 4-6             | Standard Certification withheld. Development Plan for one year with reassessment after Year 2. |
| 0-3             | Standard Certification withheld. Cannot continue teaching in the district.                     |

Definition of Highly Effective Teacher: Our selection and certification models have a statistically significant impact on teacher effectiveness, as outlined in Section B, and these activities form the core of the TEACH Initiative. The evaluation system described here builds on these successful strategies by ensuring that only those teachers who are effective remain in the classroom. This evaluative approach is new and carries high stakes. To our knowledge, no other national program is currently implementing a similar model. TNTP will therefore introduce the comparison data point for teachers (participants achieving gains comparable to or better than other new teachers across the state or district) at a lower threshold initially and then re-evaluate the performance threshold each year based on statistical analyses, with the ultimate goal of meeting TNTP's definition of a highly effective teacher.

Use of Student Data: TEACH Initiative partner LEAs are required to provide access to teacher-student linked data on appropriate standardized assessments. Since the use of student academic outcomes data as a measure for evaluating teachers is still new for many districts and most offer standardized student assessments in a limited number of class grades and subject areas, TNTP will customize the use of student data to align with the realities in each partner district. Pg. 4 in Appendix H details the planned use of student data.

Teacher and principal involvement in designing evaluation: Before finalizing student outcome measures, TNTP will assemble an i3 advisory group of current master teachers, novice teachers, and principals. This group will provide feedback on both our effectiveness screen formula and proposed end-of-year evaluations for each district. TNTP will use this feedback to make modifications to our measures before implementation during the 2010-11 school year (our pre-award pilot year). TNTP will re-assemble this group at the end of the school year to discuss findings from our work and determine if further modifications need to be made to the formula

and evaluations before implementing in more sites during the 2011-12 school year. In addition to this advisory group, TNTP will work closely with our district partners to ensure that the effectiveness screens align with evaluations that are already taking place in the district.

***Rewarding Teachers:*** TNTP believes that effective teachers should be recognized and rewarded for excellence in the classroom. As a result, TNTP has structured the TEACH Initiative so that being permitted to enter and remain in the classroom and being awarded certification are events that recognize and reward effective teaching. TNTP will also use performance data to reward the most effective teachers with opportunities for additional compensation (approximately \$5,000-\$15,000 a year) through roles such as Program Ambassadors, Lead Selectors, Seminar Leaders and Fellow Advisors to support new teachers. These part-time positions allow highly effective teachers to mentor a new generation of teachers. TNTP will also share effectiveness data with districts to ensure that districts are aware of their highest-performing teachers. We will encourage partner LEAs to reward high performers through any means possible, such as increased recognition, compensation or opportunities for leadership.

### **(3) The extent to which the proposed project is consistent with the research evidence**

The goal of the TEACH Initiative is to increase the number of effective teachers in our partner LEAs. The empirical research cited in Section B documenting the impact of effective teachers on student academic outcomes was conducted in public school settings and with a diverse student population that included socio-economically disadvantaged students in urban settings. This reflects the TEACH Initiative's target population. Specifically, the Teaching Fellows Program studied by Boyd et al (2006) and the Practitioner Teacher Program studied by Noell et al (2009) are the same programs that the TEACH Initiative proposes to expand. As TNTP standardizes its recruitment, selection, training and certification services for all its programs, TEACH Initiative programs will be highly comparable to the programs in New York

City and greater New Orleans included in the studies. These programs also serve a teacher and student population that reflects the target populations of the TEACH Initiative. Research supporting teacher evaluation as a predictor of teacher performance and student achievement was conducted in urban, public school settings, which are the focus of the TEACH Initiative.

**B. Strength of Research, Significance of Effect, and Magnitude of Effect (up to 15 points)**

**1) The extent to which the eligible applicant demonstrates moderate evidence**

*Impact of teacher performance on student achievement.* Numerous studies have shown that teachers matter most to the success of students (Rowan, Correnti, & Miller, 2002; Wright, Horn, & Sanders, 1997). Experimental evidence that teacher quality impacts student achievement comes from Tennessee’s Project STAR—a longitudinal experiment in which students were randomly assigned to teachers, thus eliminating problems related to selection bias (Nye et al., 2004). Specifically, Nye et al. found that teacher quality explains between 12.3 percent and 13.5 percent of the variance in student achievement in math, and between 6.6 percent and 7.4 percent of the variance in student achievement in reading. These results included validity checks to ensure that student switching and attrition did not threaten the random design, and likely generalize to a variety of contexts because of the inclusion of students and schools from diverse socioeconomic backgrounds. A more recent experimental study in Los Angeles Unified Schools had findings similar to Project STAR. The Los Angeles study demonstrated that students with teachers in the 25<sup>th</sup> percentile of performance would perform 0.25 standard deviations lower than students with teachers in the 75<sup>th</sup> percentile<sup>7</sup> (Kane & Staiger, 2008).

*Research supporting Teaching Fellows Programs.* The TEACH Initiative will implement the recruitment, selection and training strategies of TNTP’s Teaching Fellows Programs. Boyd et al.

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<sup>7</sup> These results were similar in both experimental and non-experimental conditions, though non-experimental results may be slightly overstated.

(2008), a study that documented the systemic impact of alternate route programs on schools, found that narrowing of the teacher quality gap between high- and low-poverty schools in New York City could be attributed to state-level policy reform that phased out uncertified teachers and “the New York City policy that established the Teaching Fellows program and, to a lesser extent, employed Teach for America teachers” (p.18). New York City Teaching Fellows was established in 2000; by 2005, “40 percent of all new hires in the highest poverty quartile were Teaching Fellows or TFA corps members” (p. 10). This narrowing is associated with a 0.03 standard deviation increase in student achievement. According to the authors, “the changes in teacher qualifications alone that occurred in New York City’s poorest schools between 2000 and 2005 had a meaningful effect on 4th and 5th grade math achievement” (p.16).

While Kane, Rockoff and Staiger (2006) found that math achievement of students taught by Teaching Fellows was equivalent to achievement of students taught by traditionally certified teachers, Boyd et al. (2006) found that Fellows teaching math at the secondary level appear to outperform their traditionally certified colleagues by year three. The authors state, “Teaching Fellows make significantly greater improvements between their second and third year of teaching than do other [middle school] teachers and appear to outperform both College Recommended and temporary license teachers” (pp.18-19).

***Existing research supporting Practitioner Teacher Programs.*** The TEACH Initiative also expands TNTP’s teacher certification program, the Practitioner Teacher Program (PTP). The effectiveness of PTP teachers is supported by evidence from a large-scale, longitudinal study<sup>8</sup> comparing TNTP’s Louisiana PTP teachers in grades 4-9 with teachers prepared via other routes

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<sup>8</sup> Data from 2004-05 through 2007-08. ≈ 180 TNTP Louisiana PTP teachers included; total number of teachers ≈ 7,000. There are 243,000+ student math scores and over 168,000+ student reading scores. At least 25 teachers per preparation program to accommodate HLM approach.

within that state. Employing a quasi-experimental design,<sup>9</sup> Noell, Gansle, Patt, and Schafer (2009) demonstrated that students taught by TNTP-prepared teachers experienced a 5.7 point increase on the state math assessment and a 4.1 point increase on the reading assessment, some of the highest effects of any program included in the study. In math, being eligible for free or reduced price lunch (FRLP) has a -2.8 point average estimated effect on a student's test performance. With an effect estimate of +5.7 points, a FRLP student with a TNTP PTP math teacher makes up the gap with less impoverished students and advances beyond the state average for a final effect of +2.9 points on the test. The TNTP Louisiana PTP was also the only preparation pathway granted “Level 1” status in math and reading. This designation was reserved for programs whose teachers achieved student growth better than that obtained by certified professionals who had taught two or more years (Noell et al., 2009). Historically, more experienced teachers in Louisiana have been, on average, more effective than new teachers (Noell & Gansle, 2009). These results provide evidence that TNTP’s approach to new teacher certification can lead to significant gains in student achievement.

***Research supporting teacher evaluation systems as levers for improving student performance.***

The empirical research base documents that within educational settings, teachers matter most to the academic success of their students. However, individual teachers vary widely in their impact on students (Nye, Konstantopolous, & Hedges, 2004; Odden, Borman, & Fermanich, 2004). Students who have an effective teacher experience significant learning gains over their peers with ineffective teachers. The learning gains can equal the difference between placement in a remedial course versus an advanced course (Sanders & Rivers, 1996).

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<sup>9</sup> Study used propensity score matching to create comparison groups; teachers from each preparation program were matched to comparison teachers whose class compositions were similar in likelihood (Noell, Porter, Patt & Dahir, 2008).

To minimize this variability in teacher effectiveness within the program, the TEACH Initiative will integrate a rigorous teacher effectiveness screen that includes “deselecting” ineffective teachers. Hanushek (2008) estimates that national student performance could increase by an average 0.28-0.42 standard deviations if programs deselected the bottom five percent of teachers nationwide; eliminating the bottom 6-10 percent of teachers could increase student achievement by 0.5 standard deviations. At the district level, existing research has validated the use of teacher evaluation scores as predictors of student performance. For example, Milanowski (2004) used Bayes residual estimates to demonstrate that a standards-based evaluation of approximately 200 Cincinnati teachers had moderate criterion validity as a predictor of student achievement.<sup>10</sup> Most of the teachers in this study were new to the district, making the results relevant to the TEACH Initiative, which proposes to recruit new teachers. Kimball, White, Milanowski, and Borman (2004) undertook a similar validation study, using performance-based evaluation scores obtained from 332 Washoe County teachers. The study found a 1-unit increase in teacher evaluation scores was associated with a 5.41 point gain in 4<sup>th</sup> grade reading scores, a 12.66 point gain in 5<sup>th</sup> grade reading score, and a 20.08 point gain in 5<sup>th</sup> grade math score. The evaluation scores explained more variance in student achievement than other teacher-related variables, such as education or experience. There is also preliminary research evidence that value-added estimates of teacher effectiveness, which incorporate prior achievement, can be a legitimate source of information in making teacher personnel decisions (Goldhaber & Hansen, 2009).

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<sup>10</sup> Scores obtained from ~ 37,000 students in grades 3-8. Not all teachers evaluated through the system (approximately 600 over two years) could be included because of grade-subject combination data limitations. With larger sample sizes the authors expect that more significant results would emerge. Because Bayes residual estimates were used, the magnitude of the effect was likely smaller than it would have been in an OLS regression context.

## **2) The importance and magnitude of the effect expected to be obtained by project**

Because the recruitment, selection and training processes of teachers prepared through the TEACH Initiative will replicate processes experienced by teachers in the Boyd et al. (2008) and Noell et al. (2009) studies, we believe that the positive effect of our teachers demonstrated in these studies (see above) will be matched in magnitude and scope by teachers in new TEACH Initiative sites. Student achievement tests differ across districts, making it difficult to quantify the amount of growth to be expected, but there is evidence that both reading and math scores are expected to increase when TEACH Initiative teachers are in the classroom.

The results of large scale studies of teacher effectiveness also point to the importance and magnitude of effects we can expect to obtain through the TEACH Initiative. Nye et al. (2004) demonstrated that between 6 percent and 14 percent of variance in student achievement is attributable to teachers. In their experimental study, teacher effects were found to be much higher in schools serving students of low socioeconomic status, which are the primary focus of the TEACH Initiative. TNTP conservatively estimates that teachers trained through the TEACH Initiative will account for at least as much variance in student achievement as documented by Nye et al.

Additionally, recent studies estimate that increasing teacher quality by one standard deviation would increase math and reading achievement by between 0.10 and 0.17 standard deviations (Hanushek & Rivkin, 2010; Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004) and that increasing performance-based teacher evaluation scores by one unit would increase student scores in some subjects by as much as 20 points (Kimball et al., 2004). Based on Hanushek's modeling (2008), TNTP believes that the effectiveness screen will measurably increase the quality of its teachers. As a result, TNTP expects that the positive effects of TNTP teachers will be equal to or higher

than they were in the Noell et al. (2009) or Boyd et al. (2008) studies, in which the programs did not employ an effectiveness screen.

### **C. Experience of the Eligible Applicant (up to 20 points)**

#### **(1) The past performance of the eligible applicant in implementing complex projects.**

The activities of the TEACH Initiative draw on TNTP’s teacher recruitment and certification experience. Since its inception in 1997, TNTP has recruited or trained approximately 37,000 teachers—mainly through its highly selective Teaching Fellows programs—benefiting an estimated 5.9 million students. TNTP’s capacity to successfully direct extremely large, complex projects is best illustrated through our NYC Teaching Fellows (NYCTF) program, which has attracted over 165,000 applications since 2000 and hired and trained over 9,000 teachers for schools in the five boroughs; today 11 percent of all active NYC teachers are Fellows. In 2009 alone, Fellow hires accounted for over a quarter of all new hires for the city; over one quarter (26%) of all math teachers in NYC are Fellows.

In total, TNTP has operated 40 Teaching Fellows programs in 39 cities and 23 states. The organization is one of the largest suppliers of high-quality math, science and special education teachers in the country. In 2009 alone, TNTP’s Teaching Fellows programs produced a total of 509 math and science teachers, more than are produced annually by any one of the states of Georgia, Maryland, Washington or Wisconsin.<sup>11</sup> TNTP is also a state-approved certification provider in five states and the District of Columbia. Since 2002, TNTP has certified more than 2,100 teachers.

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<sup>11</sup> [“Maryland Teacher Staffing Report: 2008 – 2010.”](#) See Tables 6 and 7; [“Data Trends of Education Personnel in Wisconsin Public Schools.”](#) See Table 1; [“Supply and Demand of Georgia Teachers 2007.”](#) See Table 6; [“Annual Report 2008-2009: Certificates Issued and Certificated Personnel Placement Statistics.”](#)

TNTP is also a recognized expert on teacher evaluation. In 2009, TNTP published *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*. The study reflects survey data from over 16,000 teachers and administrators across 12 districts in four states. It found that although teachers and principals report poor performance in their schools, less than 1 percent of teachers receive unsatisfactory ratings, even in schools where students fail to meet basic academic standards. In response to *The Widget Effect*, Andrew Rotherham commented that TNTP has “generated more learning, data, and capacity on these human capital questions than any other organization in the country—and that includes the national teachers' unions” ([Eduwonk](#), January 2010).

*Experience implementing federally funded programs:* TNTP was awarded a series of federal Transition to Teaching (TTT) grants by the Education Department in 2001, 2004, 2006, and 2007 to implement a growing number of Teaching Fellows Programs in districts across the country. In both 2006 and 2007, TNTP received the largest grant awarded. The three-year 2001 project concluded after recruiting over 2,300 new teachers across seven districts. The 2004 project concluded successfully this year after recruiting, training and placing 360 teachers; the 2006 project (still in progress) has recruited, trained and placed 350 teachers to date; and the 2007 (still in progress) project recruited, trained and placed 376 teachers in the first two years. Across all federally funded TTT sites, TNTP has recruited and trained over 3,000 teachers in a dozen of the nation’s largest and highest need school districts.

**(2) The extent to which an eligible applicant has significantly improved student achievement**

**Note:** Much of Section B addresses this question, as the research base that supports our Teaching Fellows Programs and Practitioner Teacher Programs consists of studies that were conducted on these exact programs. The information below is therefore a summary of findings.

The TEACH Initiative will implement the teacher recruitment, selection and training strategies of TNTP’s Teaching Fellows Programs. In New York City, a 2008 study found that “The hiring of Fellows and [Teach For America] teachers into high poverty schools, instead of temporarily licensed teachers, has been responsible for much of the narrowing of the gap in teacher qualifications between high-poverty and low-poverty schools” (Boyd et al., 2008, p.10). The study found a corresponding improvement in student achievement in high-poverty schools<sup>12</sup>. The authors state, “Between 2000 and 2005 failure rates declined in all poverty groups... but they declined by the most in the highest poverty schools so that the gap between low and high-poverty groups narrowed to 32 points” (p. 11). Over 9,000 Fellows currently teach in NYC.

The TEACH Initiative will also implement the certification model currently employed by TNTP’s Practitioner Teacher Programs nationwide. As previously noted, an ongoing value-add study of Louisiana’s teacher preparation programs gave TNTP’s certification program in Louisiana a Level 1 rating for teacher effectiveness in the core content areas of math and reading, meaning that there “is evidence that new teachers are more effective than experienced teachers, but this is not a statistically significant difference” (Noell, Porter, Patt & Dahir, 2008). In their 2008 report, the authors wrote that TNTP’s program is “producing teachers who in aggregate appear to be making a positive contribution to student achievement from the point of entering the classroom.” An updated report published in 2009 confirmed these findings, once again rating TNTP Level 1 in math and reading. In English language arts and science, the LPTP was rated “Level 2,” meaning that teachers certified by the program have an effect on student achievement that “is more similar to experienced teachers than new teachers” in these areas (Noell, Gansle, Patt, & Schafer, 2009). The LPTP has certified over 1,000 teachers to date.

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<sup>12</sup> Because of the many variables that can affect student achievement, the authors caution that the causal relationship between increased teacher quality and student achievement is not clear.

#### **D. Quality of the Project Evaluation (up to 15 points)**

The independent, external evaluation of TNTP's i3 implementation of the TEACH Initiative will be conducted by Learning Point Associates (LPA). The evaluation will be designed to answer six primary research questions addressing fidelity of program implementation, program impact on teacher knowledge of instruction, program impact on classroom instruction, and program impact on student achievement (**please see Appendix H, pg. 4 for a full list of LPA's six research questions**). The study will build on the methods employed by the Noell et al. studies cited in Sections B and C. We hypothesize that the TEACH Initiative will be implemented with fidelity in high-poverty areas and will lead to an improvement in teacher knowledge of instruction, classroom instruction and student achievement. LPA's evaluation of the TEACH Initiative will adopt a two-pronged approach to investigate these hypotheses.

**Part 1.** The first part of the evaluation will examine implementation of TNTP's TEACH Initiative. The LPA evaluation team will collect three primary categories of data:

- Extant TNTP data tracking and assessments of teachers' participation in the TEACH Initiative program, including attendance logs at training seminars, observation notes from program staff and data on teacher access to web-based professional development materials.
- Quarterly online surveys to assess TEACH participants' perceptions of their access to resources, attitudes toward the program and perceptions of barriers to implementation.
- Annual surveys and interviews with key TNTP program staff as well as school and district personnel about their perception of TNTP's implementation of the TEACH Initiative.

These data will be shared with TNTP program staff throughout the course of the project to provide feedback on quality and progress of implementation. The data will also identify the

factors that both contribute to and pose challenges to program implementation and success in multiple contexts to inform future implementation and development.

**Part 2.** The second part of the evaluation measure the effect of the TEACH Initiative on teacher content knowledge for instruction, classroom instruction and student achievement. LPA will employ a quasi-experimental treatment and nonequivalent comparison group design.

**Teacher Outcomes:** To examine program impact on teacher knowledge and classroom instruction, LPA will select a random sample of TEACH participants in each study site and match them with new teachers from traditional certification programs in the same school. The matching process will select teachers with similar class compositions for student demographics, prior achievement, proportions of special education and limited English proficient students, and other measures. LPA will follow this sample of TEACH and traditionally certified new teachers for three years. With this sample, LPA will conduct surveys of instructional knowledge and classroom observations at the beginning of Year 1 of the study and the spring of Years 1, 2 and 3 of the study.

- Instructional knowledge will be measured using the Content Knowledge of Teaching (CKT) questionnaire developed by the University of Michigan and administered online.
- Classroom observations will be conducted by LPA using the Classroom Assessment Scoring System (CLASS). CLASS has been tested and validated for Grades PK–5. Validation of the instrument for Grades 6–12 is underway. CLASS is a multilevel conceptual and measurement model that can be subjected to empirical tests and evaluation.

LPA anticipates a minimum detectable effect of 0.25 standard deviations or smaller, sufficient to detect educationally meaningful differences in teacher knowledge and practice.

In addition, the researchers will survey this sample of teachers in the fall of Year 1 and the spring of Years 1, 2 and 3 to measure differences in school contexts such as working conditions, leadership and social relationships. Data will inform exploratory analyses about the relationship between implementation and context for testing in other settings, as well as requirements for replication across schools and districts.

***Student Achievement Outcomes:*** To examine TEACH Initiative effects on student achievement compared with other new teachers and experienced teachers. LPA will use the universe of student data connected to teacher data from each study site. Following the design used by Noell et al. (2008), the researchers will use multilevel modeling to conduct a value-added analysis of student test scores in grades 4-8 nested within teachers who are nested within schools. A single year, covariate-adjusted model that includes multiple years of prior test score data as well as demographic variables will be used. Separate analyses will be completed for mathematics and English/language arts.<sup>13</sup> The models will be used to assess differences in student achievement associated with having an experienced teacher or a new teacher from one of three recruitment and certification routes (TEACH Initiative, traditional university-based certification programs, and other alternative certification programs). As in the study by Noell and colleagues, the evaluation will include a parallel analysis using a sample selected with propensity score matching to test the robustness of the findings from the analysis of the entire sample. Analyses will be completed separately for each study site and each year of data for four years.

***Effectiveness of the Screening Component of the TEACH Initiative:*** To examine the effect of the addition of an effectiveness screen to the TNTP TEACH Initiative, LPA will conduct an

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<sup>13</sup> For the purposes of this estimate, the analysis will focus primarily on to the two content areas that are generally available across sites and grades – English Language Arts (ELA) and math. Science and social studies will be included when available.

interrupted time series (ITS) analysis of student achievement scores for those students in first- and second-year TFP-PTP participant classrooms. ITS analysis will allow an examination of changes in the slope or intercept of student achievement that may be attributed to these teachers. The strength of an ITS analysis rests on the number of data time points available prior to the change in intervention that can model an existing pattern in the data. Therefore, these analyses may be limited to a small number of sites where TNTP PTP has been in operation and data are available for multiple prior years.

Students in matched comparison classrooms nested within schools in this analysis will be included to explore whether changes in the TEACH classrooms were also present in other conditions and therefore not attributable to any change in the TEACH intervention.

In addition, TNTP will consider a staged rollout of effectiveness screens in district partner sites in which, for the first two years of the grant, sites that engage in expanding already existing TFP-PTP programs pilot the effectiveness screens while the remaining sites implement PTP program launch, but do not use these screens. The LPA evaluation team will take advantage of this “natural experiment” by using an ITS analysis to compare the teacher effects of TEACH Initiative participants at sites that implement the screens to those at TEACH Initiative sites that have not yet implemented the screens.

**E. Strategy and Capacity to Bring to Scale (up to 10 points).**

**(1) The number of students proposed to be reached by the proposed project**

The TEACH Initiative will reach an estimated 253,000-337,000 students over the five-year grant period across all sites. The rationale for student impact numbers can be found on pp. 5 of Appendix H.

TNTP’s staffing structure has the capacity to bring the TEACH Initiative to scale within the proposed project period and beyond. The success of our model is its bifurcated structure, with

small teams of two to four individuals at the project sites who are supported by a central team that provides expertise to all sites. TNTP’s structure includes the following:

- An eight-member i3 Management Team of high-level TNTP staff to oversee the TEACH Initiative (please see pg. 31 for a description of the i3 Management Team).
- Extant site staff in Chicago, DC and Nashville with experience in recruiting and training teachers for these sites and the ability to handle a cohort expansion.
- Twelve Site Advisors who facilitate site launch and growth by advising on recruitment, selection, hiring, training and resources, communications, effectiveness, certification and operations for each site. In 2009, Site Advisors supported 26 teacher recruitment and certification sites.
- A central team of 53 individuals that includes human capital, finance, communications, development and technology staff to support sites.
- Two dedicated staff members for registering new certification programs. TNTP has registered and launched four certification programs over the last three years.

*Partner Capacity:* The 2009 hiring numbers for each district demonstrate that partner LEAs have the capacity to hire the number of teachers indicated:

| Site  | Teachers hired in 2009 | Project TEACH Initiative hires per year |
|---|------------------------|---|
| Chicago Public Schools  | 929                    | 75-100 (150 FY13-15)                    |
| DC Public Schools   | 900                    | 75-130                                  |
| Metropolitan Nashville Public Schools   | 577                    | 75-100                                  |
| Fort Worth Independent School District  | 601                    | 75-100                                  |
| The criteria for new sites include the ability to support 75-100 TEACH Initiative hires per year. |                        |   |

**(2) The eligible applicant’s capacity to scale the project**

TNTP has the resources to bring the TEACH Initiative to scale both during the grant period and beyond. TNTP has raised over \$27 million since 2009 to support the organization’s focus on

teacher effectiveness. Additionally, TNTP uses a fee-for-service model (Section F1), which supports the organization primarily through revenue from the LEAs to which it provides services on a contractual basis.

TNTP also has the qualified personnel and management capacity to take the project to scale on a regional level. TNTP's staffing structure has allowed the organization to launch 40 teacher recruitment programs in 23 states since 2000. Since 2001, TNTP has experienced annual average headcount growth of 20 percent, with a low of 3 percent growth in 2007 and a high of 35 percent growth in 2009. Also in 2009, TNTP was able to fill nearly 80 percent of open staff positions—with candidates determined to be of high quality by hiring managers—within eight weeks.

#### *Capacity of the External Evaluator*

The quasi-experimental, independent external evaluation will be conducted by Learning Point Associates (LPA). Recent Learning Point Associates evaluations include the following quasi-experimental studies: Rural and Low-Income Schools (RLIS) Program (regression discontinuity), Indiana's Full-Day Kindergarten (regression discontinuity), Wisconsin Reading First (matched sample interrupted time series), Amarillo Smaller Learning Communities (matched sample interrupted time series), and the Texas Ninth-Grade Transition and Intervention Program (propensity score matching). Evaluators will use the organization's comprehensive technology infrastructure for data collection, management, analysis and security; rigorous processes of project management, quality assurance and client satisfaction assessment; and Institutional Review Board.

### **(3) The feasibility of the proposed project to be replicated successfully**

The TEACH Initiative is a combination of two programs, Teaching Fellows Programs and Practitioner Teacher Programs, each of which have been replicated successfully by TNTP in a variety of settings and student populations. The organization has developed and normed

recruitment strategies, selection criteria and rubrics, training curriculum, district hiring strategies, and certification curriculum and processes that are used by all new and existing sites across the country. TNTP accounts for variations in district need and populations by adjusting its recruitment focus for regionally specific high-need subject areas, while maintaining an emphasis on rigorous selection and a high-quality training curriculum at all sites. On 2009 end-of-year surveys conducted by TNTP, 100 percent of districts with teacher recruitment and certification services reported that they were satisfied with the programs.

**(4) The eligible applicant’s estimate of the cost of the proposed project.**

|   | 337,000 students<br>(maximum of<br>proposed project) | 100,000<br>students | 250,000<br>students | 500,000<br>students |
|---|--|---------------------|---------------------|---------------------|
| Cost per student with teacher stipends    | \$157  | \$531               | \$212               | \$106               |
| Cost per student without teacher stipends | \$134  | \$450               | \$180               | \$90                |

**(5) The mechanisms the eligible applicant will use to broadly disseminate information on its project to support further development, expansion, or replication.**

TNTP has developed a robust internal communications system to develop, expand and replicate its programs. The core of this system is the Roadmap, a comprehensive, online guide for launching and operating high-quality programs. TNTP’s central staff maintains the Roadmap and site staff is expected to use the Roadmap to ensure best practices are being implemented. The Roadmap contains almost 230 web pages and over 1,100 documents instructing sites on recruitment, selection, training and support best practices.

Externally, TNTP’s four-person Communications team will engage local media to promote the programs at the site level; highlight the performance of the TEACH Initiative on our website ([www.tntp.org](http://www.tntp.org)); include materials on the TEACH Initiative in the organization’s media packet; and present at education conferences. Since 2009, TNTP has been featured in over 540 newspaper articles, radio reports, television segments and blog entries.

## **F. Sustainability (up to 10 points).**

### **(1) Resources to operate the project beyond the length of the Validation grant.**

TNTP operates all its programs as initiatives of the districts they serve (e.g., Nashville Teaching Fellows), thereby increasing local investment in the program—the same will hold true for TEACH Initiative sites. TNTP has launched a total of 40 alternate route teacher recruitment programs, of which approximately half are still operated by TNTP. In addition, 100 percent of Practitioner Teacher Programs launched by TNTP are still in operation. TNTP has achieved this level of sustainability through its unique revenue model. The majority of TNTP's annual revenue comes from contracts with the school districts and states to which it delivers services. The fee-for-service model strengthens TNTP's partnerships by directly investing LEAs in TNTP's programs. Additionally, TNTP's Practitioner Teacher Programs support themselves entirely through participant tuition after the first year of start-up costs.

All partner LEAs will contribute a subsidy to support the TEACH Initiative in their district, with contributions increasing each year to minimize a “cliff effect” after Year 5. Additionally, all i3 partner LEAs have agreed to submit sustainability plans to TNTP by the end of Year 2 that extend beyond the grant period.

*Support:* Since certification decisions will rest with TNTP and recruitment is performed exclusively for the LEA, the school district is our only mission-critical supporter. We have researched state laws and determined that our PTP certification model can be approved in each site as a certification provider. In Washington, DC, the PTP is already approved.

*Private Match:* TNTP has secured over \$27 million dollars to support teacher effectiveness work; the organization is now approaching its current funders to officially repurpose some funds to support specifically i3 activities. At the invitation of the Bill & Melinda Gates Foundation,

TNTP has also joined the [Foundation Registry](#), a portal for applicants seeking i3 matching funds. TNTP is confident of its ability to demonstrate evidence of a private match.

**(2) The potential and planning for the incorporation of project into ongoing work**

The TEACH Initiative is a critical component of TNTP’s work to increase teacher effectiveness. In the long-term, we envision that the program model discussed in this application (Teaching Fellows Program + Practitioner Teacher Program + Effectiveness Screens) will be the template for our teacher recruitment and training programs nationwide. An internal evaluation team will analyze internal and external data to identify best practices and TNTP’s central team will use the Roadmap described on pg. 29 to standardize and disseminate best practices.

Increasing teacher effectiveness is also a core component of all TEACH Initiative partner districts’ human capital strategy plans (please see pg. 7 in [Appendix H](#) for partner LEA teacher effectiveness strategies); the TEACH Initiative will support districts in executing these plans. Additionally, the TEACH Initiative serves as a model for reorienting fundamental organizational practices (e.g., teacher supply strategies) to the goal of maximizing teacher effectiveness.

**G. Quality of the Management Plan and Personnel (up to 10 points).**

**(1) The adequacy of the management plan**

TNTP has assembled an **i3 Management Team (i3MT)** in recognition of the complexity of the proposed project. The i3MT will oversee the development and execution of the project over all five years and ensure its sustainability moving forward. The i3MT will include the Director of External Evaluation (**i3 Project Director**), Chief Executive Officer, Vice President (VP) of Teaching Fellows Programs, VP of Training & Certification, VP of Research and Evaluation, Director of Revenue Reporting, Senior Partner for Training & Certification (responsible for developing effectiveness screens) and the Grants Manager. The i3MT will meet quarterly to

monitor the project, including compliance with reporting regulations. Biographical summaries of i3MT members are available in Section G(2).

**Clearly Defined Responsibilities:** TNTP has an established staffing structure in place to manage existing programs and launch new programs.

| Site Level                                  |  |
|---|--|
| Site Managers                               | Oversee one site and implement recruitment, selection, training, development, certification and evaluation activities for teachers.  |
| Training and Resource Managers              | Provide pedagogical support to Fellows at one site in the pre-service Training Institute and in the certification program.   |
| Program Operations Managers                 | Coordinate operations and communications activities for a site.  |
| Across Sites                                |  |
| Partners                                    | Oversee three to four sites to monitor progress toward goals, manage relationships with LEAs and share best practices between sites.   |
| Site Advisors                               | Core team of national experts that supports sites through project start-up, ongoing program support, and troubleshooting in areas such as recruitment, selection, hiring, training, certification, and evaluation. |
| Senior Partner for Training & Certification | Provide guidance and materials to all sites on implementing End-of-Institute and End-of-Year screens.  |
| Organizational Level                        |  |
| Director of External Evaluation             | <b>i3 Project Director.</b> Monitor the organization’s progress toward goals and outcomes and coordinate TEACH Initiative external evaluation.   |
| VP of Research & Evaluation                 | Oversee the Project Director’s work and ensure that data from TEACH Initiative sites informs best practices across the organization.   |
| VP of Teaching Fellows Programs             | Work with the Project Director to execute and oversee the recruitment and certification projects.  |
| VP of Training & Certification              |  |
| Chief Financial Officer                     | Ensure fiscal compliance for the project and track expenses and revenues against the proposed budget.  |
| Chief Executive Officer                     | Monitor successful execution of project within context of organizational stability and responsible growth.   |
| Grants Manager                              | Ensure compliance with i3 reporting regulations.   |

Partner LEA Responsibilities: Please see Appendix D for a full list of responsibilities in the Letters of Intent. All districts to be named later will agree to the same responsibilities.

External Evaluator Responsibilities: Learning Point Associates is responsible for all activities outlined in Section D. Please see Appendix D for an executed MOU.

*Timelines and Milestones*

Please see **Appendix H, pp. 8-9** for a timeline illustrating program implementation at the site level, including teacher evaluation activities. The following timeline shows high-level activities across all years. DC will have five teacher cohorts; other sites will have four cohorts.

| Site                         | 2011   | 2012  | 2013-2015  |
|------------------------------|--|---|--|
| <b>Chicago</b>               | <ul style="list-style-type: none"> <li>Recruit first teacher cohort through existing Chicago Teaching Fellows</li> <li>Register the PTP</li> </ul>   | <ul style="list-style-type: none"> <li>First cohort begins teaching and PTP</li> </ul>  | Three more cohorts recruited, prepared, evaluated, and certified |
| <b>Nashville</b>             | <ul style="list-style-type: none"> <li>Recruit first teacher cohort through existing Nashville Teaching Fellows</li> <li>Register the PTP</li> </ul>                                       |   |  |
| <b>Fort Worth, New Sites</b> | <ul style="list-style-type: none"> <li>Launch TFP and recruit first cohort</li> <li>Register the PTP</li> </ul>  |   |  |
| <b>DC</b>                    | <ul style="list-style-type: none"> <li>Recruit teacher cohort through existing DC Teaching Fellows</li> <li>First cohort begins teaching and coursework through existing DC PTP</li> </ul> | <ul style="list-style-type: none"> <li>Second cohort begins teaching and PTP</li> </ul> |  |

**(2) The qualifications of the project director and key project personnel**

Ila Towery, Director of External Evaluation (i3 Project Director). As the i3 Project Director, Ms. Towery is responsible for ensuring that the TEACH Initiative meets all goals and outcomes described in this proposal and for coordinating the external i3 evaluation required by the grant. Prior to joining TNTP, Ms. Towery worked for The Boston Plan for Excellence (BPE) as the Director of Policy Analysis and Research, where she led research focused on the recruitment, hiring, induction and retention of high quality teachers to the Boston Public Schools; designed and oversaw major policy research initiatives (including research on dropout prevention and cross-sector collaboration); and coordinated external and internal evaluations of BPE programs. She holds a Ph.D. in Applied Child Development from Tufts University and a BA in Political Science and Education.

Wendy Chang, Chief Financial Officer. Ms. Chang oversees the development and management of TNTP's financial operations, reporting, internal controls and financial strategy. Ms. Chang

comes to TNTP with over 12 years experience in financial services. Prior to joining TNTP, Ms. Chang was a Senior Finance Manager at Google, where she led teams that focused on financial management, budgeting and financial analysis for YouTube and Google's Content efforts. Ms. Chang earned her MBA from Columbia Business School.

Layla Avila, Vice President of Teaching Fellows Programs. Ms. Avila oversees TNTP's largest business line and a staff of over 80 individuals. Prior to her current role, Ms. Avila served as a Partner for the business line, managing the implementation of projects across the Southwest. Ms. Avila holds a Masters in Public Policy from Harvard University. She is a member of the South Whittier School District Board of Trustees.

Sarah Heine, Vice President of Training & Certification. Ms. Heine oversees TNTP's teacher training and certification programs (including Practitioner Teacher Programs). Immediately prior to this role Ms. Heine served as Partner for the Texas Teaching Fellows, a statewide initiative that recruits, selects, trains and certifies teachers across multiple regions in Texas.

Fiona Lin, Vice President of Research & Evaluation. Ms. Lin oversees the internal and external evaluations of all of TNTP's programs and service models. Immediately prior to this role, Ms. Lin served as Partner of TNTP's Training & Certification line, where she managed a portfolio of contracts, including the Louisiana Practitioner Teacher Program, which has certified more than 1,000 teachers and is training over a quarter of all new teachers in post-Katrina New Orleans. Ms. Lin holds a Masters in Education from the University of Michigan.

*Resumes for the project personnel above are available in Appendix C. Appendix C also includes resumes for the following additional personnel: Ariela Rozman, Chief Executive Officer; Kara Cenni, Director of Revenue Reporting, Christine Sargent, Senior Partner for Training & Certification (developing effectiveness screens); and Kris Mayrhofer, Grants Manager.*

### **(3) The qualifications, of the independent evaluator**

The external evaluation of the TEACH Initiative will be conducted by Learning Point Associates.

Dr. Julie Reed Kochanek, Senior Research Associate (Project Director). Dr. Kochanek's projects include working with state education agencies on the development and implementation of evaluation plans for state policies and programs, the creation of protocols to collect data for evaluation, and consultation on the potential use of Statewide Longitudinal Data Systems to inform policymaking. She has conducted multilevel regression modeling, logistic regression, and latent variable analysis. She holds a doctoral degree in sociology from the University of Chicago.

Kelly Hallberg, Senior Research Associate. Ms. Hallberg specializes in program evaluation and policy analysis. She currently serves as the principal investigator for an evaluation of the Early Reading First program as implemented by Illinois Action for Children. She oversees all project activities for the evaluation of three 21st Century Community Learning Center grantees in New York City. Ms. Hallberg earned a master of public policy degree from the University of Chicago, where she concentrated on education and child and family policy. She currently is pursuing a doctoral degree in human development and social policy from Northwestern University.

Dr. Aydin C. Molefe, Statistician/Methodologist. Dr. Molefe is currently contributing to an Institute of Education Sciences–funded, cluster-randomized study of the impact of the *Measures of Academic Progress* (MAP). MAP is a formative assessment tool used in more than 10,000 U.S. schools and includes a teacher training program on differentiated instruction and student achievement. Dr. Molefe recently completed extensive training in randomized controlled trials under Larry Hedges and Mark Lipsey, quasi-experimental methods under Tom Cook and Will Shadish, and hierarchical linear models under Stephen Raudenbush and Anthony Bryk. She earned a doctoral degree in statistics from Northern Illinois University.

*Appendix C also includes resume for Dr. Coby Meyers, Research Associate.*