

Fall 2014 OSSE Educator Preparation Program Profiles DC Teaching Fellows (TNTP Academy) (Alternative, not IHE-based)

Section 1: Program Summary

DC Teaching Fellows (TNTP Academy)
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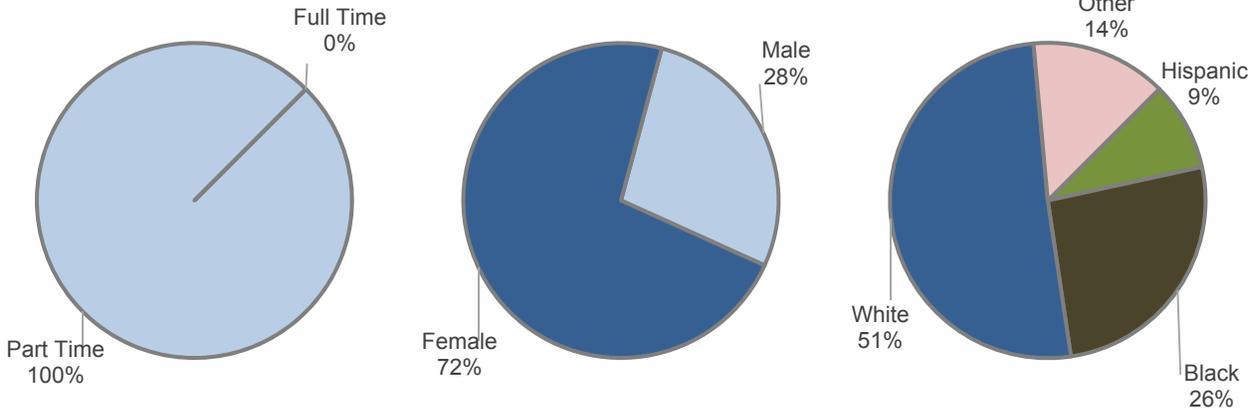
Mission: *While traditional teacher preparation programs stress educational theory, TNTP Academy is designed to transform talented professionals into great teachers through practical, classroom-centered coursework, with a sharp focus on core skills. You will be trained like a pro athlete, with ample opportunity to practice, reflect and improve, until essential teaching techniques become second nature. At every step, you will be held to the highest performance standards because your students are counting on teachers capable of delivering game-changing results.*

| OSSE program approval by subject area | (Fall 2014, OSSE) |
|---------------------------------------|--------------------------|
| Program | Licensure/ Non-degree |
| Early Childhood Education | Y |
| Elementary Education | Y |
| English as a Second Language | Y |
| Modern Foreign Language | Y |
| Secondary Biology | Y |
| Secondary Chemistry | Y |
| Secondary English | Y |
| Secondary General Science | Y |
| Secondary Mathematics | Y |
| Secondary Physics | Y |
| Special Education (Non-Categorical) | Y |

| | Licensure/ Non-degree |
|--|--------------------------|
| Anticipated length of program (2014-15, EPPs) | 12 months |

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| | | |
|--|---------------------------------------|---|
| Total program enrollment: 221 | | (2011-12, Title II) |
| Full-time/part-time: (2013-14, EPPs) | Gender: (2011-12, Title II) | Race/ethnicity: (2011-12, Title II) |



Note: The category “Other” under race/ethnicity includes program enrollees classified in the Title II report as American Indian, Alaska Native, Native Hawaiian, Pacific Islander, and Multiracial. Enrollees classified as unknown for Title II reporting are not included.

Definition of full-time and part-time students: *TNTP Academy participants attend classes in addition to teaching full time. Participants are only accepted if they are in one of the following alternative licensure programs: DC Teaching Fellows, Teach for America, or Capital Teaching Residency.*

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Section 3: Graduation/Completion

| Program graduation/completion requirements | | (2013-14, EPPs) |
|--|--------------------------|-----------------|
| Criteria | Licensure/ Non-degree | |
| Program GPA | | |
| Minimum credit hours completed | | |
| A minimum number of clock hours spent on early field experiences for: | | |
| Program with lowest number of required hours | | |
| Program with highest number of required hours | | |
| A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for: | | |
| Program with lowest number of required hours | | |
| Program with highest number of required hours | | |
| Praxis Core | Yes | |
| Praxis II | Yes | |
| Paper-based portfolio | Yes | |
| Electronic portfolio | Yes | |
| Performance assessment (TPA or non-TPA) | Yes | |

Note: The Praxis Core replaced the Praxis I starting in October 2013. DC OSSE will continue to accept Praxis I through August 2016. Additionally, until August 2016, in lieu of completing the full Praxis I, individuals may submit scores from the SAT, ACT, and/or GRE in combination with Praxis Writing scores. Refer to the [OSSE website](#) for more information.

Key: Yes = Criteria required for completion
Blank = Criteria not required for completion
Value = The minimum value for required criteria, shown in parentheses if available

| Praxis II pass rates | | | (2011-12, Title II) |
|----------------------|---------------------|-----------|---------------------|
| Year | Number taking tests | Pass rate | |
| 2011-12 | 201 | 96% | |
| 2010-11 | 2 | - | |
| 2009-10 | 21 | 100% | |

| Teachers prepared by area of credential | | (2011-12, Title II) |
|---|--------|---------------------|
| Area | Number | |
| Early Childhood Education | 16 | |
| Elementary Education | 9 | |
| English as a Second Language | 8 | |
| Secondary Biology | 6 | |
| Secondary Chemistry | 1 | |
| Secondary English | 7 | |
| Secondary General Science | 1 | |
| Secondary Mathematics | 10 | |
| Spanish | 5 | |
| Special Education (Non-Categorical) | 30 | |

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| Supervised clinical experience (2011-12, Title II) | |
|--|-------|
| Average number of clock hours required prior to student teaching | 110 |
| Average number of clock hours required for student teaching | 1,452 |
| Average number of clock hours required for mentoring/induction support | 50 |
| Number of full-time equivalent faculty in supervised clinical experience during this academic year | 5 |
| Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year | 131 |
| Number of students in supervised clinical experience during this academic year | 422 |

Supervised clinical experience/support while enrolled in the program: DC

Teaching Fellow participants receive an Effectiveness Coach that provides real-time coaching in their classroom while tracking and supporting their progress. TNTP Academy participants partake in professional development from TNTP Academy that supports both their development in teaching practice and content specific pedagogy.

Support following program completion:

No additional information provided by the EPP.

Section 4: Teacher Effectiveness

| Teacher performance ratings for general education teachers (2012-13, OSSE) | | |
|---|---|--|
| | Percent of teachers in DC LEAs from TNTP Academy | Percent of all teachers teaching in DC LEAs |
| Final rating | | |
| All teachers: | | |
| Highly effective | | |
| Effective | | |
| Minimally effective | | |
| Ineffective | | |
| Number (all teachers) | | |
| First year teachers: | | |
| Highly effective | | |
| Effective | | |
| Minimally effective | | |
| Ineffective | | |
| Number (first year teachers) | | |

Notes: Information aggregated across all DC LEAs. The required components for teacher evaluation systems differ across District of Columbia Public Schools (DCPS) and LEAs that are and are not part of Race to the Top, but all must include such components as student outcomes, multiple measures of performance, and teacher observation. More information on this subject can be found on the [DC OSSE website](#). Cells in this table may be blank for one or more of the following reasons:

- The teacher ratings for this EPP were suppressed because there were fewer than five teachers in one or more of the cells.
- The EPP did not provide DC OSSE with complete information.
- An insufficient number of DC local education agencies (LEAs) provided the teacher-level performance rating information necessary for a match to be made against this EPP's 2012-2013 program completers.

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Indicators planned for future profiles:

Placement and Retention:

Completers teaching in DC public schools

Data source: OSSE/Title II

Information will be displayed on the total number of completers as well as the number and percent of completers teaching in DC public schools.

Percent of completers teaching in DC public schools placed in hard-to-staff subject areas

Data source: OSSE/Title II

Information will be displayed on the percentage of completers from this educator preparation program that were placed in the top four hard-to-staff subject areas.

Percent of program completers teaching in DC public schools 1, 2, 3, and 5 years after program completion

Data source: OSSE/Title II

This indicator will follow cohorts of program completers. For each new year, the indicator will start by showing the number of completers and the percentage of those completers teaching in DC public schools in the first year after they complete the program. In addition to adding a new cohort each year, the indicator will also track each cohort of completers through up to five years of employment with DC public schools.

Teacher Effectiveness:

Preparation to carry out teaching job

Data source: Surveys of recent program completers and school leaders

DC OSSE will administer surveys to teachers in the early years of their careers as well as to principals with experience hiring teachers from the DC OSSE-approved educator preparation programs. Respondents will be asked about teachers' preparation to carry many aspects of their job including teaching the subject matter, handling classroom management, and engaging with families and communities.

The survey will also ask new teachers about their perception of the effectiveness of several aspects of their educator preparation program.