TEACh Prep:

Bringing Commitment, Diversity and Great Teaching to Charlotte, Tulsa and Western Mass

Contents

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's SEED project will have tremendous reach, serving three distinct partner sites: the turnaround networks of North Carolina's Charlotte-Mecklenburg Schools (**Beacon Initiative** and **Project LIFT**); a consortium of LEAs in western Massachusetts (**Teach Western Mass**); and Tulsa Public Schools (**TPS**) in Oklahoma. With our help, these varied partners will launch cutting-edge, teacher preparation programs aimed at increasing the number of diverse and highly effective teachers for students in high-need schools. During the grant, TNTP will work closely with each partner to customize our Teacher Effectiveness and Certification (TEACh) initiative, a proven model for attracting and training teachers, with the goal of establishing a *locally* operated, sustainable TEACh program. Specifically, TNTP will (1) create a new, sustainable alternative certification program in each region focused on producing diverse and effective teachers for the highest priority subjects in participating districts, (2) support participating districts to implement systems and policies that attract and retain the best teachers, and (3) assist participating districts in running these programs, building their capacity to fully manage them. At the conclusion of this grant, each participating district or consortium of districts will operate a rigorous alternative teacher certification program that will meet the needs of its most challenged schools by supplying the best new teachers and retaining its best teachers.

A. 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 19 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 dozens of public districts and charter networks with a history of struggling to attract and retain top talent.

Teachers matter. We prioritize 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]

Since 2009, we have raised the bar in our already demanding certification program by ensuring TNTP Fellows earn their licenses through their ability to demonstrate effective

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[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).

classroom teaching performance, something we 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).

Even with the advent of ACE and its higher standard for prospective teachers, 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 successfully scaled the ACE initiative to seven grant-funded project sites—the urban districts of Baltimore, Charlotte, Chicago, Fort Worth, Nashville, New Orleans and Washington, D.C.—as well as all of our other Fellows programs. Through the i3 project alone, new teachers, who had gone through this rigorous, performance-based preparation program, taught 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 issues that contribute to the teacher shortage. In fact, what is often cited as a net shortage of teachers nationally is actually a distribution problem. A surplus of teachers vie for some positions while scarcity persists in schools serving a concentration of at-risk students, particularly for roles with high-demand subject knowledge such as special education,[4] bilingual education, science or math.

Also at a premium to districts: diversity. Studies reveal that exposure to teachers of one's own race is beneficial in the short and long term for students of color, and experiences with diverse teachers are valuable for all student groups.[5] Using data from North Carolina, Gershenson et al. (2017) found that black students who had a black teacher even once in grades 3, 4, or 5 were *50 percent* less likely to drop out of school than black students who did not during the same grades. A growing body of research reveals that non-black teachers of black students

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[4] Mason-Williams (2015)
[5] Boser (2014); Egalite, Kisida & Winters (2014); Gershenson et al. (2017)

have significantly lower expectations for students than do black teachers.[6] Meanwhile, the contrast between the racial make-up of American students and teachers has grown in recent years: over half of K-12 students are not white compared to about one in ten teachers.[7,8] A recent report shows alternative-route teaching programs have made strides in attracting people of color. However, schools with the most at-risk students tend to be positioned last when it comes to filling their critical vacancies, and hiring is a matter of principals taking what candidates they can get. High rates of teacher turnover in the same schools exacerbate these challenges, leaving school leaders in a near-constant state of hiring teachers and little opportunity to be selective.

Each of our project sites face some combination of these issues when it comes to maintaining a quality teacher corps, disproportionately affecting at-risk students.

Charlotte. State compensation and tenure policies continue to hinder school leaders' ability to recruit and retain top teaching talent in North Carolina—especially in chronically low-performing schools. Charlotte's Project LIFT—one of two turnaround networks[9] in the state participating in this project—started its first year with 275 vacancies. While LIFT teacher retention has recently improved slightly, to 58 percent in 2015, LIFT continues to lose talented teachers every year to other states who can offer more competitive pay. The US average for annual teacher compensation is just over $57,000, while the North Carolina average is nearly $10,000 less.[10] As with the other project sites, diversity is out of proportion. District-wide, just over 70 percent of CMS students are minorities, compared to less than a third of district teachers.

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[6] Gershenson, Holt, & Pasorge (2016)
[7] Al Shanker Institute (2015).
[8] US Department of Education (2016)
[9] Beacon and Project LIFT (an acronym for Leadership and Investment for Transformation) are two of ten learning communities that make up CMS. Established in 2014 and 2011, respectively, they are each comprised of 14 of schools working with concentrated district supports to improve academic outcomes for students after a history of low performance.
[10] North Carolina Public Schools Department of Public Instruction

Tulsa. Attracting great teachers to TPS has historically been difficult. As in Charlotte, Tulsa's starting salaries for teachers significantly trail behind the national average. For the past five years, TPS has started each school year with open positions in critical subject areas. Turnover is a chronic issue, with one out of five teachers leaving TPS in a year or less.[11] Three out of four students are minorities compared to one in four teachers. Looking ahead, Oklahoma preparation programs are not producing enough teachers for priority subject areas to narrow these gaps.

Western Mass. Massachusetts has earned the reputation for having the best public schools in the nation, but extremely strong performance in affluent areas masks the impact of teacher shortages that plague the state's high-need schools. The shortages, driven by expanding student enrollment, retiring Baby Boomers, and high new teacher attrition, are especially acute in the western half of the state where an estimated 200 teaching vacancies were not filled by credentialed teachers in the 2016-17 school year. A lack of racial diversity is also a priority there, where only seven percent of teachers are minorities, compared to 35 percent of students.[12] Our project partner, Teach Western Mass, is not a district, but a consortium of ten LEAs (traditional and charter networks) in the region banding together to better face these challenges.[13]

Stories like these are echoed in the research literature, where increasingly researchers are calling for a shift from training *more* new teachers to identifying and preparing the *right* teachers for traditionally hard-to-staff roles.[14] As districts face more rigorous academic standards[15], 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

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[11] TNTP's 2015 blog post by Grace Tan: *Tulsa Public Schools: The Rocky Balboa of Teacher Hiring.*
[12] Massachusetts Department of Elementary and Secondary Education (2015)
[13] Teach Western Mass is made up of the Springfield Empowerment Zone (a combination of autonomous schools and in-district charters), Holyoke Public Schools (an 11-school district identified for turnaround by the state), and four independent charter schools in the region.
[14] Ingersoll & May (2012); Ingersoll & Perda (2010)
[15] Massachusetts and North Carolina have adopted the Common Core State Standards, while Tulsa Public Schools are implementing their state's own rigorous new framework, the Oklahoma Academic Standards.

doggedly and creatively to bring in a supply of teachers qualified and inspired to close achievement gaps through accelerated and/or alternative routes to licensure. 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 a diverse cohort of school systems—an urban district, a pair of turnaround networks within a district, and a regional consortium of small, high-need districts— to run high-quality, instructionally-focused teacher development programs. These programs will be based upon TNTP's proven model, but fully customized to align with each site's unique, local needs.

Part of a Larger Strategy. Teacher shortage realities require that today's district central offices utilize a talent strategy that attempts to match teacher supply with demand, particularly for 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 be aligned so that the way they are trained as they enter the profession can be a 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. 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.[16] 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.[17]

Based on rare examples like this and our own experience, we endeavor to work with our partners to fully customize efforts to attract, select and develop great teachers while simultaneously working at the district level to improve and align teacher supports from many angles. In this new type of engagement, TNTP goes beyond re-branding its own program to work closely with partners and re-imagine it. In 2015, we launched multi-year engagements with mid-sized, traditional districts in Boston, Dallas and San Francisco to assist them each in launching a robust, district-owned and operated teacher pipeline and preparation strategy with the TEACh model at its heart. As the evaluation team prepares to disseminate the first preliminary report on this work, we have learned many lessons to apply to future implementation. Early evidence supports our conviction that districts can and should play this critical role in teacher preparation.

With this project, TNTP will validate this cutting-edge approach as we support school systems in Charlotte, Tulsa and Western Massachusetts to take control of the content and preparation incoming 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 participating district is adopting 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

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[16] Dee & Wyckoff (2014).
[17] Hamilton et al., (2014).

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 novice 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.

A.2. Contribution to the Field. The project we propose goes wide and deep. By integrating the TEACh model into the broader human capital strategies of these three distinct sites, we will show this program is replicable, highly customizable and able to anchor a regional 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. 13), TNTP plans to regularly share lessons with the field, findings from a rigorous independent evaluation and free, open source tools that will support replication. We believe training enhancements such as our online learning systems (p. 20) 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 key 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, 21, 41) has underscored the importance of meticulous systems for monitoring goals in order to maximize resources. As demonstrated in our project's Management Plan, we have dedicated capacity to run the project while diligently collecting and analyzing data to indicate whether project goals are on track,

enabling us to make corrections as needed to ensure positive impact. Further, due to the large number of teachers and students involved, this project is fertile ground for rigorous research.

TNTP is deeply committed to better understanding the strategies associated with improving performance of new teachers, distributing talent evenly across the district, and improving retention of top performing new teachers. To that end, we will select an experienced research organization with the necessary capacity to conduct a robust study of this project's outcomes. In their evaluation, the research team will focus on: implementation across three diverse contexts; overall effect on retention and attrition patterns pre- and post-intervention; the impact of coaching; and the overall return on investment for participating districts when aligning recruitment and retention strategies. Our research partners will commit to following a dissemination plan through which study findings will be shared among researchers and practitioners in conference presentations, journal submissions, and other publishing outputs. (See Section D, pg. 45)

A.3. Magnitude of Outcomes. The proposed project will enable TNTP to implement its TEACh prep model with three regional sites representing 12 districts that employ over 5,200 teachers to educate approximately 72,500 students, about 88 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 recruit and enroll an estimated 750 teacher candidates. While we anticipate that *all* of the participating districts' teachers and students will benefit from a sharpened focus on effective teaching, we estimate that TEACh Prep teacher candidates will directly teach over 67,000[18] students during the grant period, approximately 10,000 in their first year of teaching alone. At the same time, TNTP and our partners stand to

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[18] TNTP estimates teacher-student impact using a ratio of 1:53 based on multiple district programs we have run that included a mix of K-12, general and special education teachers. When factoring in multi-year retention statistics, also collected from district-based, K-12 alternative route programs, we estimate this number of students will be taught by participants by the end of the grant.

demonstrate something critical to the field: districts can operate this proven teacher preparation model with fidelity to its essential components. Further, smaller districts can band together to solve seemingly overwhelming talent challenges with this approach. By re-organizing central office teams to support a cohesive strategy, these participating 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 2013 study[19] that received a What Works Clearinghouse (WWC) rating of "meets WWC group design standards without reservations."[20] 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. 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. The relevant outcomes in this study are student achievement for novice teachers with 1-3 years of teaching experience, which are also key outcomes included in the logic model for the proposed projects. TEACh prep teachers will participate in a program that includes a similar recruitment, selection, pre-service training, in-service training, coaching and effectiveness screen used in TNTP's Teaching Fellows program.

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

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[19] Clark et al. (2013).
[20] U.S. Department of Education (2014).

components of the model prepare teachers who are far less likely to leave teaching after their first year on the job.[21] 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 a rigorous bar for quality.

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.[22] 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 also 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 about coaching - a key aspects of teacher preparation and professional development – that teacher preparation institutions long to know:

- To what extent do teacher outcomes (i.e., teacher observations, teacher evaluations, teacher retention, VAM) vary as a function of coaching supports in the first year of teaching?

- To what extent do student outcomes (i.e., student achievement, student surveys, attendance) vary as a function of coaching supports in the first year of teaching?

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[21] Ingersoll et al. (2014).
[22] Goldring, Taie, & Riddles (2014)

- To what extent does district adoption of the TEACh prep program and policies increase the proportion of effective teachers in high-need schools and subjects, in comparison to prior to the project launch?

B. Project Design

B.1. Project Design, Goals, Objectives and Outcomes. Through TEACh Prep, the regionally-customized, locally-operated version of TNTP's TEACh model, participating sites will recruit an estimated 750 new teacher candidates to work in high-need schools, directly serving an estimated 26,300 district students. This project, as shown by our planned outcomes (Table B.1) and our logic model (Appendix E), will have considerable impact beyond the grant period. By grant's end, each district will show an increase in key indicators of teacher quality that are poised to continue.

Table B.1 – Project Objectives, Measures and Goals

Goal 1: TRAIN NEW TEACHERS	
Create a new, sustainable pipeline through a rigorous, locally-run, alternative route to certification program, recruiting 750 teacher candidates over the life of the grant with potential to be effective and/or highly effective new teachers in priority subjects.	
Objectives	**Measures**

Design thorough recruitment and selection strategy and operations around the priorities of the local district(s).	• # of applications per vacancy received
	• % applications received from people of color
	• # of teachers who begin teaching:
	   o in high-need schools
	   o in STEM teaching positions
	   o in other district-defined priority teaching positions (e.g., bilingual, special education)
	   o who are people of color

Develop new teachers through TNTP's year-long training model, TEACh Prep, customized around local curriculum and instructional priorities (i.e., teaching in a turnaround school).	• # of teachers who successfully complete Pre-service Training • # of teachers who complete TEACh Prep school year training
Recommend teachers for certification only after they have met a rigorous performance bar that includes an assessment of effective teaching.	• # of teachers who pass performance screen • # of teachers who are on the path and/or have completed all requirements toward state certification
Outcomes Each site 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.	- 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) - 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.	# of effective and/or highly effective TEACh Prep teachers who begin teaching: - for a second year - for a third year # of effective and/or highly effective teachers who 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.	- Principal survey responses - Inter-rater reliability on classroom observations conducted by district staff and principals - Teacher survey responses

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

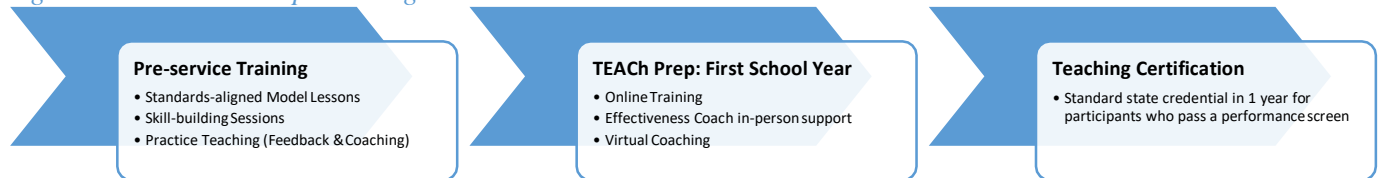| Goal 3: IMPROVE AND SUSTAIN	
Monitor, evaluate, and improve upon TEACh Prep to ensure partner districts are set-up to run high-quality and cost-effective programs able to produce several thousand effective and/or highly effective teachers over the lifetime of these programs.	
Objectives	**Measures**
Evaluate the program during the grant to provide feedback for ongoing improvement, define essential elements for the sake of replication and sustainability. 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.	- 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) - District partners' sustainability plans project anticipated recruitment targets through Academic year 2024-25.
Disseminate findings from the project evaluation to reach a broad audience of researchers and practitioners.	- TNTP publications (i.e., blog posts, white papers, policy guides) - Research partner publications (i.e., articles in scholarly journals, conference presentations)

Outcomes
Each site 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 and/or reallocated funds from less strategic initiatives,
2. **influential**, with program best practices shared across each site 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.

The project will publish lessons and findings that have value for practitioners, researchers and policymakers.

Several aspects of the project design, described in the following 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

Pre-service Training
- Standards-aligned Model Lessons
- Skill-building Sessions
- Practice Teaching (Feedback & Coaching)

TEACh Prep: First School Year
- Online Training
- Effectiveness Coach in-person support
- Virtual Coaching

Teaching Certification
- Standard state credential in 1 year for participants who pass a performance screen

B.2. Rigorous Academic Standards. Great teaching is complex, and this is particularly true when teachers aim for their students to master challenging goals. Each of the states we have chosen to partner with have adopted rigorous, college-ready standards: Massachusetts and North Carolina assess students against the Common Core State Standards (CCSS); Oklahoma's Oklahoma Academic Standards (OAS) are aimed at readying students for college and careers. Higher standards demand that teachers have a solid foundation of not only content knowledge, but also 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. This exposure will begin during candidates' **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. 17.)

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 authentic practice teaching settings that simultaneously serve students who can benefit from summer learning opportunities. Pre-service Training is the first point teachers learn to craft lesson plans aligned to their district's teaching standards. In the Pre-service Training programs for CMS and Teach Western Mass, we will provide exemplary CCSS-aligned lesson plans, assessment items, and other aligned resources that support teachers' planning. We give pre-designed lesson plans that reflect CCSS's rigor for those content areas, and thereafter, have teachers design their own lessons, using exemplars as templates. In Tulsa, TNTP staff will leverage what we learned from a recent district-wide review of classroom instruction, conducted at TPS's behest, when we collaborate to design parallel resources and supports for lessons anchored upon college and career-ready standards.

This focus is especially important for teachers coming into a system where even veteran teachers have less experience with relatively new learning standards. Since 2012, TNTP has been a critical thought partner for districts and states adapting to new learning standards (e.g., Boston, Fresno, Florida and Tennessee, and one of our proposed project sites, Charlotte).

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. We will also help partners to cost-effectively refresh their existing teacher training content to fit within the training scope for local TEACh Prep teachers. All courses will be facilitated by local teacher leaders or district instructional coaches. Thus, we will strive to meaningfully anchor all certification coursework in the actual experience of classroom teaching. 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 do not 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 subject 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. 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.

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, Practice Teaching, Performance Screening** 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.[23]

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 and other district-designed instructional and management techniques will be recommended for school-year teaching positions. We believe—and our partner 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.

TNTP Fellows study, observe and analyze exemplary techniques, such as those from Doug Lemov's *Teach Like a Champion,* [24] rehearse them with peers and practice them with students during Pre-service Training. We have watched how intentional modeling of select techniques has significantly helped novice teachers to gain confidence and grow quickly on the job. Data collected from 506 of our novice teachers in 2012 indicates that their proficiency of a

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[23] TNTP (2014)

[24] To help teachers in its recruitment programs master foundational skills, TNTP incorporates techniques from *Teach Like a Champion* by Doug Lemov, 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.

prioritized set of "launch" techniques were strongly correlated with positive principal ratings. 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.

Locally-designed performance screen. As described previously, TNTP has established ACE as a standard to ensure new teachers have potential to become great teachers before recommending them for certification. Through ACE, we strive to create the fullest possible picture of a teacher's performance using multiple measures, including student growth when available.

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, such as observation ratings, are normed across observers to accurately capture teachers' performance. TEACh Prep will familiarize candidates with the performance screen at the start of the program so that they understand the individual stake they have in passing. 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 on their way to certification.

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, Practice Teaching, Performance Screening, 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. While every TEACh Prep participant will receive targeted and authentic support through in-person and/or virtual coaching, we will vary coaching supports intentionally to enable our evaluators' study of coaching effects on new teacher performance and learning outcomes.

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 study[25] spanning four large districts and surveying over 90,000 teachers. TNTP found that effective teachers thrive with high expectations and recognition for their classroom skills.

TNTP will support districts in cultivating 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
• Recruitment Events Panelist • Application Pre-screener • Selector • Ambassador	• Pre-service Training Instructor • Online Coursework Facilitator • Part-time Effectiveness Coach

B.4. Shortage Fields. Among the challenges shared by the project districts is a challenging market for teacher talent, especially with more affluent suburban districts in close proximity. To tap the most qualified candidates with the backgrounds needed to teach hard-to-staff vacancies (i.e., STEM, bilingual), partners must maximize each recruitment dollar spent to ensure

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[25] TNTP (2012).

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 across TNTP Fellows programs in 2014, our 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[26], even in subject areas for which candidates are scarcest. In 2015, an average of 50 percent of TNTP's newly recruited teachers that successfully completed Pre-service Training and began their first year of teaching were people of color. We have successfully helped the districts we support emulate our practices. As a result, the public districts of Boston and Dallas, each currently working with TNTP to integrate customized TEACh Prep programs, have prioritized recruiting diverse cohorts of teachers in shortage subjects such as ESL and special education. Each program's first cohort of TEACh Prep teacher candidates for these subjects was far more diverse than new teacher cohorts in previous years, with 47 percent minority candidates beginning training in Boston, and 74 percent in Dallas.

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 designed for Charlotte may not work as well in Tulsa or western Massachusetts, so the actual campaign strategies, as well as the priority subject areas, will vary.

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[26] Applicants are screened for academic qualifications and content knowledge as well as competencies suiting them for success in an intensive training environment and the mindset for serving in a high need school. In 2015, candidates had an average undergraduate GPA of 3.25 and 28 percent held advanced degrees.

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 19 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,[27] 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 consent[28], which TNTP's research has shown leads to higher rates of teacher satisfaction and retention.[29]

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:

- 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.

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[27] Tennessee's Memphis City Schools and Shelby County Schools merged in 2013.
[28] "Mutual consent" refers to an open hiring process free of forced placements for teachers.
[29] TNTP (2008).

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 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 2007 Fellow and veteran 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.[30] 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 site's TEACh Prep recruitment messaging will target individuals who believe fundamentally that all students can learn. Serving at-risk students is an explicit goal that program staff will discuss openly with prospective teachers. We believe that by recruiting and preparing qualified individuals with an aligned mindset, we can break the pattern of staffing less fortunate schools by chance alone. Reflecting this commitment, we will focus on the outcome that each participating district will have access to the teacher pipeline it needs to staff its schools equitably—even its hardest-to-staff vacancies in the poorest neighborhoods.

Finally, through our planned work with each site 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-scale research[31] 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.

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[30] Chetty et al (2014); Goldhaber et al (2014); Sass et al (2012).
[31] TNTP (2012).

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 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 performance screen using measures proven to correlate with student learning.[32] 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. Nearly all 72,000 students in the project sites attend schools with high percentages of poverty where teacher turnover and shortages also tend to be 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

	CMS (Beacon)	CMS (LIFT)	TPS	TWM
% students eligible - Free/Reduced Meals (FRM)	67%	87%	73%	72%
% schools with >50% FRM	100%	100%	88%	99%
% of English language learners	23%	7%	19%	22%
% of students with disabilities	9%	12%	6%	19%

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[32] Kane, McCaffrey, Miller, & Staiger (2013)

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 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 from observations of new teachers in their classrooms 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 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 local 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. 16), 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 such systems, grant funds will enable a sustainable means to developing district teachers' practice. Once a robust interface is in place for each TEACh Prep region, the most powerful and costly element needed to sustain virtual coaching is the expert teacher-leadership that will remotely support novice teachers. Participating districts will ultimately cultivate these teacher leaders, thereby developing a meaningful career pathway as an added benefit. Through this project's evaluation, we plan to formally measure and analyze the effects of virtual coaching so that districts can employ this tool to its greatest possible effect without sacrificing teacher satisfaction or instructional quality.

C. Management Plan

C.1 Project Director and Key Personnel. TNTP and its partners have put together a strong team[33] 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, Ms. Guggenheim spent several years directing TNTPs NYC Teaching Fellows contract, the largest alternative certification program in the country (pg. 23). Also, 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 is Project Director of TNTP's 2015 SEED project, in which we are working to build three major, urban school districts' capacity to manage high quality systems for teacher recruitment and preparation.

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[33] 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.

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 (beginning on

page 35).

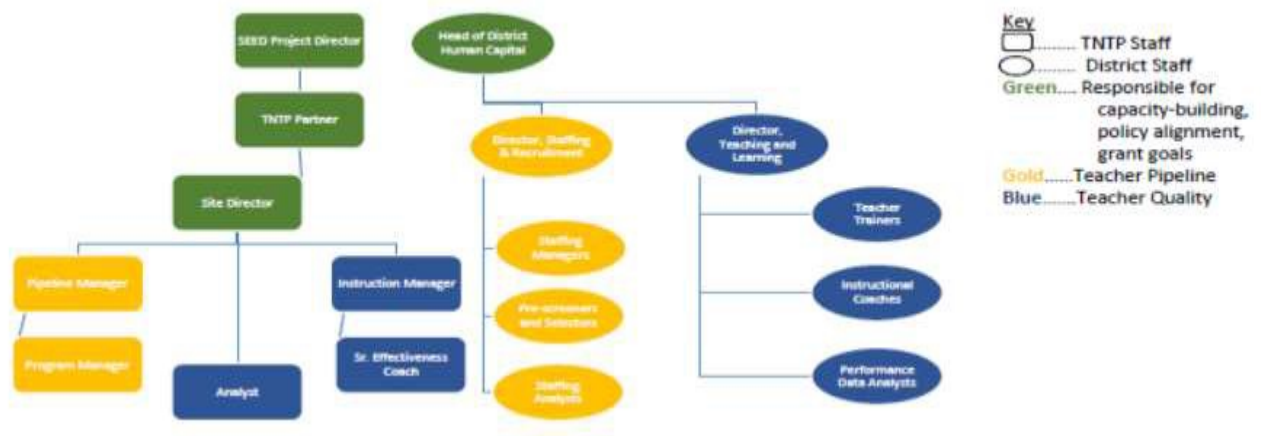*Figure C.1 – Site-based TEACh Prep Team*

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

TNTP Staff Member	Relevant Experience and Key Responsibilities for Project
Sabrina Plassman, Partner – Charlotte, NC • 45% FTE • Reports to Project Director • Based in Charlotte	• Oversees academic and coaching work in Project LIFT and other CMS schools, including curriculum implementation, assessment and intervention strategy and capacity building. • Led TNTP's TEACHarlotte team from 2013-2016, overseeing recruitment, training and certification for first year teachers in CMS. • Manages the Charlotte-based Site Director • Oversees the site-based budget • Will ensure Project LIFT and Beacon have the systems in place to sustain a high-quality, cost-neutral program that helps to address each sites pipeline and diversity challenges
Grace Tan, Partner – Tulsa, OK • 45% FTE • Reports to Project Director • Based in Pennsylvania	• Grace has led TNTP's partnership with TPS since 2014, helping TPS to advance human capital, leadership development and academic priorities. Improved talent acquisition strategies, processes and policies led to TPS opening fully staffed two years in arow. • Manages the Tulsa-based Site Director • Oversees the site-based budget • Will work with TPS leadership to create a strong teacher talent pipeline that improves the quality of new teachers throughout the district
Ian Scott, Partner – Western Mass • 45% FTE • Reports to Project Director • Based in Boston	• Ian has launched regional collaborative models to help districts and charter schools pool resources to solve common challenges in a sustainable way, including Teach Western Mass. Previously, Ian oversaw 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 Western Mass-based Site Director • Oversees the site-based budget • Will support Teach Western Mass to ensure that systems are put in place to sustain a high-quality, cost neutral program that helps to address each sites pipeline challenges
Project Director[34] • 100% FTE • Reports to site's Partner • Based at each site	• 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: • 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 • 83.3% FTE • Reports to site's Partner • Based at each site	• 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 • 50% FTE • Reports to site's Partner • Based at site	• 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
Pipeline Support Staff • 25% and 8% FTE • Reports to site's Partner • Based at site	• 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
Sr. Effectiveness Coach • 100% FTE • Reports to Instruction Manager • Based at site	• 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
Analyst 42% FTE on this project • 42 – 66.7% FTE • Reports to Project Directors • Based remotely	• 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
Operations Manager • 66.7% FTE • Reports to Project Director	• Responsible for overseeing all program operations related to recruitment, selection, enrollment, onboarding, and training and building the tools and systems to ensure the district is ready to take on this work at the completion of the grant.

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[34] 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.

In addition to other TNTP staff 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 experience in education and organizational management. They review district-facing content, have weekly touch points with our program implementers, and relentlessly track progress toward our promised outcomes. In particular, several members of TNTP's Executive Team have contributed to this proposal and will support the Project Director during the project: **Tequilla Banks**, EVP; **Karolyn Belcher**, President; **Crystal Harmon**, EVP; and **Daniel Weisberg**, Chief Executive Officer. (See resumes, Appendix A.)

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

Table C.3 – District Project Leaders

Charlotte-Mecklenberg Schools	
Robert Ellyson – Executive Director, Employee Support Services Responsibilities include: • Leads the district leaders to create and execute direct HR services to provide full HR support to principals and district hiring managers. • Overseas training workshops for school leaders	**Anthony M. Ratliff – Beacon Initiative Human Capital Team Leader** Responsibilities include: • Designs strategies to select and retain top talent in turnaround schools
TEACH Western Mass	
Pema Latshang -Executive Director Responsibilities include: • Oversight of existing and new teacher talent pipelines, professional learning opportunities and teacher retention strategies in partner schools and districts	**Beth Gage – Chief Talent Officer, Holyoke Public Schools** Responsibilities include: • Oversight of talent management strategies, teacher development and training
Tulsa Public Schools	
Talia Shaull – Chief Talent Officer Responsibilities include: • Oversight of strategic initiatives and day-to-day operations of the Talent Management Division • Develops and implements strategic goals in recruitment, selection, induction, deployment, performance management and professional development for all employees	**Devin Fletcher – Chief Learning Officer** Responsibilities include: • Provides vision and strategic direction for the district's curriculum, instruction and school improvement initiatives • Oversight of the multicultural and multilingual and special education areas to ensure equity in services to all students

External Evaluation. To complement and bolster the program evaluation activities led by TNTP and participating districts, we plan to select a research firm equipped to rigorously evaluate the effectiveness of this project as well as to answer the research questions chosen for exploration (see page 47). Drawing on our experience contracting researchers with expertise for designing and conducting impact evaluations, we have set aside eight percent of the project budget for this work. In this case, TNTP will only consider organizations with high rates of success in recruiting, enrolling, and maintaining randomized control trial (RCT) samples, such as we have planned for this project. The evaluation team will operate independently in order to maintain a rigorous, uncompromised path of inquiry. However, TNTP will allocate staff to support this critical investment of time and grant funds. **Erin Grogan, PhD**, head of TNTP's Research and Evaluation (R&E) department, has overseen a range of major research projects from the implementation of ACE for over 5,000 prospective teachers since 2011 to leading the methodology required for *The Mirage* (August 2015), a research study that explores teacher professional development activities in three large school districts and one charter management organization. Dr. Grogan will draw on her experience to oversee a fair, competitive procurement process to identify the best possible research group. Additionally, she will supervise TNTP activities supporting our internally-led program evaluation as well as the independent study.

Cassandra Coddington, PhD, will liaise with the research team, helping them to quickly become familiar with the program model and generally increasing their ability to be efficient. 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 has served in a similar capacity for TNTP's 2014 i3 Development grant (with researchers at RAND Corporation), TNTP's 2010 i3 Validation grant (with American Institute for Research (AIR)), 2013 School Leadership Program grant (with RAND) and a privately

funded external evaluation (launched in 2013) in partnership with Cory Koedel at the University

of Missouri. (See resumes, Appendix A.)

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 selection strategy built around district priorities.	• Assess current technical systems used by participating districts and determine needs • District provides vacancy projections • 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	Technical build assessed	November 2017
		Conduct recruitment campaigns	Launches Nov. 2017, then annually, Oct-April
		Screen and select cohort	Launches Dec. 2018, then annually; Dec-May
		Early hiring targets and first day of school staffing targets met	Targets set Dec. 2017. Assess annually each quarter
B) Develop new teachers through TNTP's year-long training model, TEACh Prep, customized around local curriculum and instructional priorities.	• 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 2018, 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	• 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	Staff trained to implement performance assessment	May – Aug 2018; ongoing refresher training annually in spring
		Program enrollees complete online coursework	Sept 2018 – May 2019, then annually for subsequent cohorts

	• 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	Performance-based certification decisions made	July 2019, 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.	• 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 • 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)	District is able to accurately predict vacancies by subject area, grade level, and school type	Launches Oct. 2017, then annually each fall
		Marketing campaign attracts high-potential applicants who are committed to teaching and staying in the district	Launches Oct. 2017. Campaign should be 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.	• 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	• 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	Central office steering committee launched, meeting series begins	November 2017, then quarterly throughout project
		First year teachers understand the expectations they will be held accountable to	Complete by summer 2018; revised annually as needed

run high quality systems.	• TNTP, in collaboration with each district, will design a performance assessment aligned to that vision and each district's evaluation system	Only teachers who pass a rigorous performance-based assessment receive certification	Summer 2019 and each subsequent summer
	• TNTP will review hiring and staffing trends across the district and make recommendations for ways to more equitable distribute existing and new talent across all schools	High-need schools have the talent they need to improve student outcomes	Ongoing
	• 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 staff report that the training and support they received from TNTP allowed them to complete their role in a high quality way	Summer 2018; annually each subsequent summer

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

Objectives	Staff Roles and Responsibilities	Milestones	Timelines
A) Evaluate the program during the grant to provide feedback for ongoing improvement, define essential elements for the sake of replication and sustainability.	• Project Director, supported by Grants Management Team published a Request for Proposals in accordance with TNTP procurement guidelines and Uniform Guidance.	Evaluation firm selected and MOU completed	November 2017
	• Project Director and TNTP Partners work with District leaders to determine and share district performance targets with project stakeholders (e.g., project staff, USED, RAND)	Site goals calibrated	November 2017
	• Progress monitoring meeting schedule set with various working groups: • Instruction, Pipeline Managers meet district counterparts at least 2x month • Site-based teams (incl. district) meet quarterly	Quarterly progress against project goals assessed	Ongoing starting in Jan 2018 and quarterly
	• Evaluators provides TNTP with annual briefing on evaluation • Project Director leads annual project step-back • Annual Performance Report and check-in meetings with USED	Set targets and refine models based on evaluation outcomes	Annually – November
B) **Build district capacity to sustain TEACh Prep** with systems for continuous improvement into perpetuity.	• 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: • 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	Quarterly progress against project goals assessed	Ongoing starting in Jan 2018 and quarterly

	• Year 3: district leads implementation with TNTP support, mainly conducting? quality assurance		
	• 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.	Biannual assessment of progress toward cost-effectiveness goal.	Twice annually starting in Jan 2018
	• 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).	Sustainability plan is drafted and approved by key district clients by end of engagement	January 2020
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 effectiveness and retention.	• Site Directors and TNTP analyst work with districts to secure and analyze historical data on teacher retention to understand projected retention • Evaluators assesses and analyzes effective teacher attrition and retention trends over the course of the grant • Evaluators assesses fidelity to implementation over the course of the grant, including after TEACh Prep implementation has phased into Districts	Measure projected retention and actual retention Annual interim report to TNTP (from Evaluators) Final report to TNTP based on independent study	Annually- November, and post-grant
E) **Disseminate findings** from the project evaluation and independent study to reach a broad audience of researchers and practitioners.	• 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	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). Three to four RAND publications with academic audiences.	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 and network named in this proposal has a great 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 this problem holistically. In their letters of support, each representative has pledged support to integrate TNTP's program model in a comprehensive strategy to address teacher shortages (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. These analysts keep 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 helped manage federal grants worth over 64 million dollars on behalf of TNTP. **Liesl Groberg**, Partner - Strategic Growth, was the Project Director for TNTP's 2010 i3 Validation grant and has managed four other federal grants. 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. As previously mentioned, **Cassandra Coddington, PhD**, Site Advisor, is TNTP's liaison with external evaluators. Financial Analyst **Kelly Baxter Golding** 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 has overseen the spending and conducts the financial reporting for TNTP's current three-year SEED grant.

D. 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 proud of our Fellows programs, and especially of those highly effective teachers who came into the profession through them and remain as teachers in high-need schools years later, this approach is intentionally 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 Charlotte, western Massachusetts and Tulsa. In short, we mean to 1) close the revolving door that too many teachers go through—often exiting high-need schools soon after they arrive and 2) improve the quality of new teachers to unlock student potential.

We will work behind the scenes with the 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 Tulsa, though district leaders understand the importance of retaining top performing teachers, outdated tracking systems and salary scales leave principals feeling 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 the capacity of local people to do this work throughout the grant period. Efforts will include recruiting and hiring qualified district staff, 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. Currently, we are engaged in two long-term engagements focused on building districts' capacity to pivot and run major talent initiatives similar to the ambitious scope we have proposed here—a district-led school leadership residency in San Francisco and the aforementioned teacher pipeline initiative in Boston, Dallas and San

Francisco. In particular, these two projects currently underway offer lessons for visionary district leaders who wish to boldly move away from systems that were created to address the needs of a different era. As a non-profit client service organization we are well aware of the value these projects have for others in the field. Our staff are positioned to share case studies informally across the field and more broadly via our public-facing blog (TNTP.org) and through published practice guides.

With our track record in similarly ambitious efforts, we are confident we can help these partners align human capital operations to a cohesive strategy supporting a vision in which teachers' careers not only take root, but thrive. By doing this work at scale and tackling the variability we will surely encounter across these diverse settings, each with its unique focus challenges and opportunities, we expect to elicit meaningful new findings and recommendations for the field.

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 formal and informal publications of special value to practitioners such as *Leap Year* (2013), which describes our approach to coaching teachers and

The Mirage (2015), a revelatory examination of teacher PD. These and other guides and white papers can be downloaded for free at tntp.org. Via our weblog, (www.tntp.org/blog) which reached an audience of over 7,000 readers last year, we chronicled lessons learned from our work and that of our partners. To date, eight TNTP blog posts specifically focused on stories from our federal grant-funded work. Finally, we actively engage in forums that provide us the opportunity to share lessons and challenges from our large-scale projects with peer organizations. We regularly present at professional conferences including USED-sponsored Project Directors meetings and virtually, as panelists in i3 learning community webinars.

For this project, as shown on our project goals, TNTP and our external evaluation partner are 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.

E. Project Evaluation

As shown in this management plan, TNTP has devised a system of goals, objectives, and milestones that will ensure we remain focused and produce evidence on our project's impact. 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 these ambitious goals and deliver evidence on key aspects of our theory of action that meet What Works Clearinghouse standards *without* reservations. Complimenting an internally-led effort by TNTP's R&E team to monitor implementation, we have set aside eight percent of the project budget ($1,227,825), to award a contract with an independent research team who will rigorously evaluate the impact of TEACh Prep on the teacher workforce in our partner districts and the efficacy of coaching as a key input on student achievement. TNTP has extensive experience successfully managing independent

evaluations of our work with large, reputable research firms (e.g., RAND, AIR) on multi-site, multi-year federal grants projects, including a 2010 i3 validation grant, recently completed, and a 2014 i3 development grant, currently underway. If awarded the SEED grant, we will hold a competitive process to solicit proposals from external researchers to conduct a study as described herein, which would include fidelity of implementation and impact analyses.

E.1. Methods of Evaluation. In coordination with an external evaluation partner, we will conduct a rigorous evaluation of the TEACh prep program's contribution to student, teacher, and district outcomes. This evaluation will include an analysis of fidelity of implementation, district wide shifts in teacher workforce impacted by TEACh prep, and a randomized control trial (RCT) study of coaching supports provided during the first year of teaching, a key input in the TEACh program theory of action. By focusing the primary impact and experimental research question on coaching supports, our external evaluation partners will be able to answer critical questions about the effectiveness of coaching as a method for preparing effective teachers that will meet WWC standards without reservations. Coaching is one of the most expensive elements of the TEACh Prep theory of action, and the RCT will allow our external evaluators to test multiple modes of coaching to find the most cost-effective and sustainable method of supporting teachers while maintaining a rigorous bar of effectiveness. Our external evaluators will simultaneously assess the full program impact on the district through a quasi-experimental design that will meet WWC standards with reservations. The evaluation study will answer the following research questions:

	Question	TEACh Project Goals	Design/ Measurement
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	Observations, survey data

RQ2	To what extent do teacher outcomes (e.g., teacher observations, teacher evaluations, teacher retention, VAM) vary as a function of coaching supports in the first year of teaching?	Project Goal 2: Support Teacher Quality	RCT
RQ3	To what extent do student outcomes (e.g., student achievement, student surveys, attendance) vary as a function of coaching supports in the first year of teaching?	Goal 2: Support Teacher Quality	RCT
RQ4	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 3: Sustainability	QED (ITS)

To address RQ 1, we will collect survey data from program participants and district partners, while external evaluators will conduct interviews [or observations] to better understand implementation of program activities. Our external evaluators will assess implementation fidelity by exploring the correspondence between project goals and experiences of new teachers and other district staff impacted by the project. Our external evaluators will also independently 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 2-3, the evaluation will feature a teacher level randomized control trial (RCT) design that can produce evidence on the impact of coaching, a key input in the TEACh Prep theory of action, on student achievement, that will meet WWC's Evidence Standards *without* reservations. TNTP will collaborate with participating districts to randomly assign half of TEACh program participants to an in-person coach, while the other half of TEACh program participants receive virtual coaching. Baseline equivalence will be established based on teacher characteristics (e.g., gender, ethnicity, subject area) that may be related to outcomes.

As part of the RCT, our external evaluators will consider a range of outcomes associated with RQs 2-3, as detailed in on pg. 47. All student outcomes will be assessed subsequent to the first year of TEACh program implementation in SY 2017-18, as well as subsequent to SY 2018-19 in cases where outcome data is available prior to the conclusion of the grant. Collectively,

analysis of these outcomes will identify the effects of TEACh program coaches to train and retain effective new teachers at higher rates.

Finally, to address RQ4, our external evaluators will gather district level data from each partner district and conduct an interrupted time series (ITS) analysis designed to meet updated What Works Clearinghouse Standards in 2017 With Reservations. The analysis will also identify the TEACh program's effects pre- and post-implementation at increasing the degree to which effective new teachers are hired to high-needs subjects and schools and retained at higher levels.

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 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 impact of the TEACh prep coaching model on student and teacher outcomes (RQ2-3) and district wide effects of the TEACh program on hiring, retention, and equitable distribution (RQ 4). 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.

Table E.2 – Implementation and Evaluation Measures

	Implementation Measures	**Evaluation Measures**
Hiring Metrics (RQ 1,4)	• 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.	• Applicants per job opening • Distribution of job applicant characteristics • Job offer acceptance rates • Job opening fill rates • Distribution of new-hire characteristics
Teacher Effectiveness (RQ 2,3)	• District staff responsible for Pre-service Training and coaching are in place and prepared for their roles • Pre-service Training is focused on essential teaching skills.	• New teachers' self-reported induction and hiring experiences • New teachers' value-added and observation ratings

	• 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.	• New teachers' comprehensive evaluation ratings • Standardized student achievement data • Students' self-reported instructional experience • Student attendance records
Retention and Differential Retention (RQ 2,4)	• 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.	• New teachers' overall retention rates • Retention rates for more and less effective new teachers
Equitable Distribution (RQ 1,4)	• 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.	• Distribution – including placement, retention, and re-assignment of more effective new teachers to high-needs areas.

Data Collection Activities. Our external evaluators will also coordinate with TNTP and participating districts to gather a variety of other **quantitative data** linked to both teachers who receive TEACh Prep in-person coaching and TEACh Prep teachers who receive virtual coaching supports. These data include 1) student-level data including student demographics, achievement outcomes, disciplinary outcomes, attendance and teacher-student links, to enable the estimation of teacher value added performance measures; 2) 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).

TNTP will coordinate with our district partners and external evaluator to gather both qualitative and quantitative data on implementation performance measures through the following methods: 1) Collection of documentation from districts about their pipeline and preparation program policies and activities *prior to* TNTP's work with districts and *during* TNTP's work with districts; 2) A site visit 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, in-service, and second-year coaching provided by TEACh Prep 4) Incorporation of questions into yearly district surveys to all new teachers; and 5) Yearly surveys to all principals.

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 prep implementation in Tulsa, Charlotte, and Western Massachusetts 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 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, our external evaluators 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) bi-annual formal briefings to TNTP and each participating district to provide information about the evaluation, district progress on performance measures, and feedback regarding that progress; and 3) an interim report in the Fall of 2018 and a final report in Fall of 2019 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 teacher level, the methods of the evaluation will produce evidence about the effectiveness of coaching as a key teacher development support that *will meet WWC Evidence Standards without reservations*. In particular, when addressing RQ's 2-3, our external evaluators will compare the outcomes of TEACh Prep teachers randomly assigned to TNTP in-person coaching compared to TEACh Prep teachers who receive virtual coaching supports. While the TEACh program may also have district-wide effects on teacher performance management practices, the primary program "treatment" of intensive coaching support provided by in-person and virtual coaches will be rigorously assessed via the RCT. The attrition rates of teachers present in the study sample is expected to be low and mainly due to teachers who exit the program for not meeting the screening bar. However, our external evaluators will also collect baseline outcome data on teachers and students during the first year of the TEACh Prep program in order to be able to evaluate baseline equivalence between treated and control teachers along these key dimensions, if high attrition rates do occur.

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