

The New Teacher Project (TNTP)

Teaching Fellows in Urban School Districts

DID THE TNTP ALTERNATIVE TEACHER TRAINING PROGRAM HAVE POSITIVE IMPACTS ON STUDENT ACHIEVEMENT AND INSTRUCTIONAL PRACTICES?

Project Overview

THE INTERVENTION

THE PROBLEM: What Challenge Did the Program Try to Address?

The New Teacher Project's (TNTP) Teaching Fellows program¹ is aimed at providing more high-quality teachers in school districts serving low-income and minority students that have traditionally experienced problems recruiting and retaining qualified teachers. Research suggests that teacher quality is influential in student achievement and that effective teachers are instrumental to greater learning gains.

THE PROJECT: What Strategies Did the Program Employ?

TNTP's Teaching Fellows program received an i3 validation grant from 2010–2015. For this grant, TNTP streamlined their previous Teaching Fellows and Practitioner Teacher program to create an integrated, alternate route to certification. Candidates undergo a rigorous selection and training process and then fill shortages in high-needs districts. The program emphasizes teacher effectiveness and helping partner districts address unique challenges. Once a Fellow was selected, they were placed in a school with site based TNTP staff for support. Approximately 12,795 students, taught by 303 TNTP "Fellows" (graduates of the TNTP), were designated as the treatment group in the quasi-experimental evaluation study. Also, 10,778 students taught by 693 teachers not receiving the TNTP treatment were assigned to be a comparison group. Students were paired across groups using propensity score matching.

¹ TNTP received an i3 validation grant supported by the U.S. Department of Education's Investing in Innovation program through Grant Number U396B100134. Validation grants will require moderate evidence and will be aimed at validating and spreading promising programs on a State or regional scale. All i3 grantees are required to conduct rigorous evaluations of their projects. The quality of evidence required to demonstrate a project's effectiveness depends on a project's level of scale or grant type.

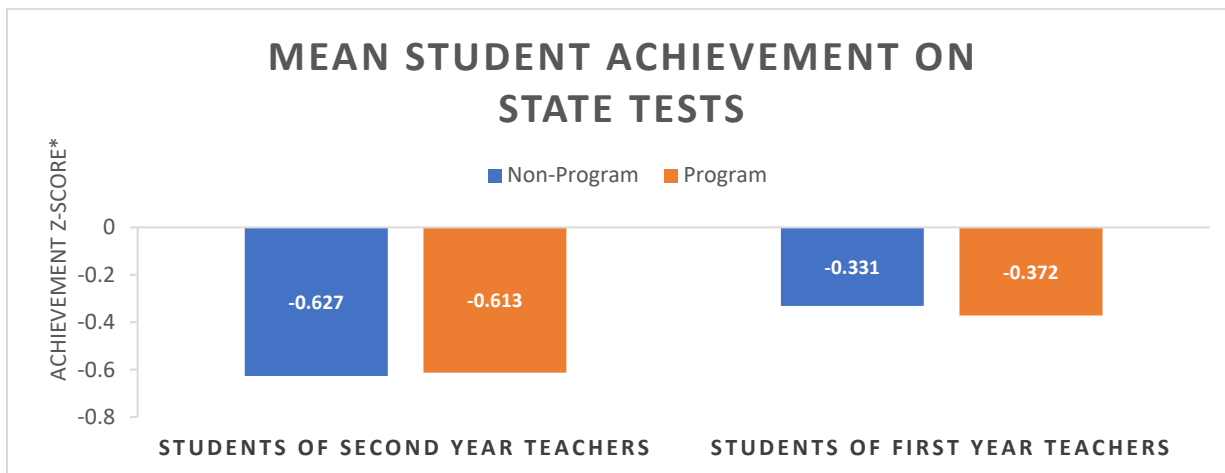
Teaching Fellows Model

- **Recruitment and Selection.** TNTP identified promising candidates through outreach to recent college graduates and professionals with no prior teaching experience.
- **Preservice Training.** Fellows participated in a six- to eight-week summer institute and teaching experience. At the end of this experience, Fellows were screened for candidacy.
- **Inservice Training.** Fellows participated in seminars and coaching during their first year of teaching.
- **The Assessment of Classroom Effectiveness (ACE).** This tool used multiple measures to identify effective teachers to recommend for certification

Summary of Results

DID THE TNTP ALTERNATIVE TEACHER TRAINING PROGRAM HAVE POSITIVE IMPACTS ON STUDENT ACHIEVEMENT AND INSTRUCTIONAL PRACTICES?

Under the i3 grant, TNTP partnered with seven urban school districts. All seven districts were included in the impact study across three years. The impact study measured both student achievement and teacher instructional practices. There were no significant differences in results in subgroups defined by cohort, district, grade level, or subjects. Students of Fellows across all subgroups performed similarly to students of comparison group teachers on the standard achievement tests.



*State test scores for students in different states, from grades 4–12, were converted to standardized (z) scores for comparison.

- **STUDENT ACHIEVEMENT.** The academic performance of students of Fellows in the second year of teaching was similar to that of students of matched comparison teachers, as measured by standardized achievement scores.
- **TEACHER OUTCOMES.** Fellows demonstrated similar instructional practices on average to that of comparison teachers, as measured by classroom observations

SECONDARY FINDINGS

- **TEACHER RETENTION.** Fellows demonstrated a higher retention rate going into their second year than that of other new teachers in their districts.

Please see Appendices B and C for information about the evaluation’s design and the quality of the evidence, respectively.

OTHER CONSIDERATIONS

The evaluation report noted some key considerations, limitations, and takeaways regarding the Teaching Fellows in Urban Districts intervention.

- **TEACHER SHORTAGE IN URBAN DISTRICTS.** Many urban districts have a persistent need for qualified teachers. The Fellows training and certification program is a shorter route than typical programs, and Fellows used similar instructional strategies to other teachers. The study indicates that the program successfully recruited and trained qualified teachers to fill vacancies in high-needs schools. Additionally, teacher retention trended higher for Fellows going into their second year than for other teachers.
- **FELLOWS RECRUITMENT.** Fellows self-select to participate in the program and may differ from comparison group teachers in ways not measured in the current study. This is a limitation to the study.
- **TNTP MILESTONES AND CERTIFICATION.** In order to reach certification, Fellows had to successfully complete several program components. As anticipated in the program design, not all Fellows completed the program; some dropped out during preservice activities and training, others did not successfully meet the expectations of the end-of-training screening, and still others did not demonstrate adequate progress on the ACE after a year of teaching and in-service.

For More Information

Evaluation Reports

[Final Evaluation Report \(2017\) \(PDF\)](#) (American Institutes for Research, May 2017)²

[How Changes in Entry Requirements Alter the Teacher Workforce and Affect Student Achievement \(2006\)](#) (Boyd, et al., Education Finance and Policy, Spring 2006)

[Teacher Evaluation 2.0 \(2006\)](#) (Kane et al., The New Teacher Project, 2006)

² The information and data for this report was collected from the most recent report as of 01/23/2020, American Institutes for Research. (2017). *Impact of TNTP's Teaching Fellows in urban school districts*. Retrieved from <https://www.air.org/sites/default/files/downloads/report/TNTP-Teacher-Fellows-Evaluation-Summary-May-2017.pdf>

Appendix A: Students Served by the Project³

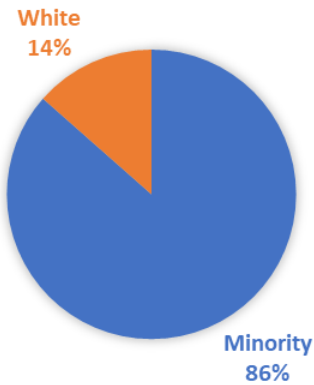
GRADE(S)

PK	K	1	2	3	4	5	6	7	8	9	10	11	12
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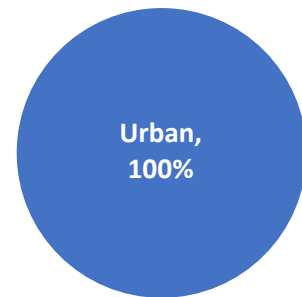
GENDER



RACE/ETHNICITY



COMMUNITY



HIGH-NEED STUDENTSⁱ

Free/Reduced-Price Lunch	English Learners	Students with Disabilities
72.4%	20.6%	16.1%

³These data reflect the entire student population served by the intervention, not just the evaluation sample used in the impact study.

Appendix B: Impact Evaluation Methodology⁴

RESEARCH DESIGN

Design:	Quasi-Experimental Design
Approach:	<ul style="list-style-type: none"> Students were paired using propensity score matching with students in classes not taught by Fellows and controlled for baseline equivalency. Fellows were matched using propensity score matching with comparison teachers. Standardized assessment scores (z-scores) were derived from assessments in different grades and subjects.
Study Length:	Three academic years following three cohorts (2011–2014)

DATA COLLECTION AND ANALYSIS

Study Setting	Seven urban districts across grades 4–12
Final Sample Sizes	<ul style="list-style-type: none"> <i>Intervention:</i> 18, 826 matched students <i>Comparison:</i> 18,273 matched students
Intervention Group Characteristics (second-year teacher sample)	<ul style="list-style-type: none"> Female: 49.7%, ELL: 20.6%, Minority: 86.5%, Free or Reduced Lunch: 72.4%, IEP: 16.1%
Comparison Group Characteristics (second-year teacher sample)	<ul style="list-style-type: none"> Female: 48.4%, ELL 21.0%, Minority: 85.6%, Free or Reduced Lunch: 72.4%, IEP: 17.3%
Data Sources	<ul style="list-style-type: none"> District level data on student test scores, student and teacher demographics, grades subjects taught, class rosters, and school level proficiency rates. Classroom observation scores, teacher demographics, grades and subjects taught, and school level student demographic characteristics for teachers in all subjects and grades within districts were used in the analysis of teacher instructional practices.
Key Measures	<ul style="list-style-type: none"> Standardized test scores (z-scores)

⁴ These data reflect only the evaluation sample in the impact study, not the entire population served.

Appendix C: Quality of the Evidence

Although an evaluation may not have been reviewed by the time of publication for this summary, it is possible that the study will be reviewed at a later date. Please visit the websites found in the footnotes on this page to check for update

WHAT WORKS CLEARINGHOUSE REVIEWⁱⁱ

STUDY	RATING
Impact of TNTP's Teaching Fellows in Urban School Districts https://ies.ed.gov/ncee/wwc/study/85645	<ul style="list-style-type: none">Study meets WWC standards with reservationsNo statistically significant positive findings

EVIDENCE FOR ESSA REVIEWⁱⁱⁱ

STUDY	RATING
Not reviewed as of 01/23/2020	N/A

NATIONAL CENTER ON INTENSIVE INTERVENTIONS REVIEW^{iv}

STUDY	RATING
Not reviewed as of 01/23/2020	N/A

Investing in Innovation (i3) Grantee Results Summary

Validation, 2010-2015

The [*Investing in Innovation Fund \(i3\)*](#), established under section 14007 of the American Recovery and Reinvestment Act of 2009, is a Federal discretionary grant program at the U.S. Department of Education within the Office of Elementary and Secondary Education (OESE). i3 grants help schools and local education agencies work in partnership with the private sector and the philanthropic community to develop and expand innovative practices that improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, and/or increase college enrollment and completion rates for high-need students.

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ⁱ “High-need student” refers to a student at risk of academic failure or otherwise in need of special assistance and support, such as students who are living in poverty, attend high-minority schools, are far below grade level, who have left school before receiving a regular high school diploma, at risk of not graduating with a diploma on time, who are homeless, in foster care, have been incarcerated, have disabilities, or who are English learners. For more information see: [*Applications for New Awards; Investing in Innovation Fund-Development Grants, 81 FR 24070 \(April 25, 2016\)*](#).

ⁱⁱ <https://ies.ed.gov/ncee/wwc/FWW>

ⁱⁱⁱ <https://www.evidenceforessa.org/>

^{iv} <https://intensiveintervention.org/>