



# Preparing Teachers for a Fast Start

---

A New Approach to Beginning Teacher Training



## Agenda

---



### **TNTP and New Teacher Preparation**

Redesigning the Training Experience

Questions & Answers



TNTP works to end the injustice of 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.

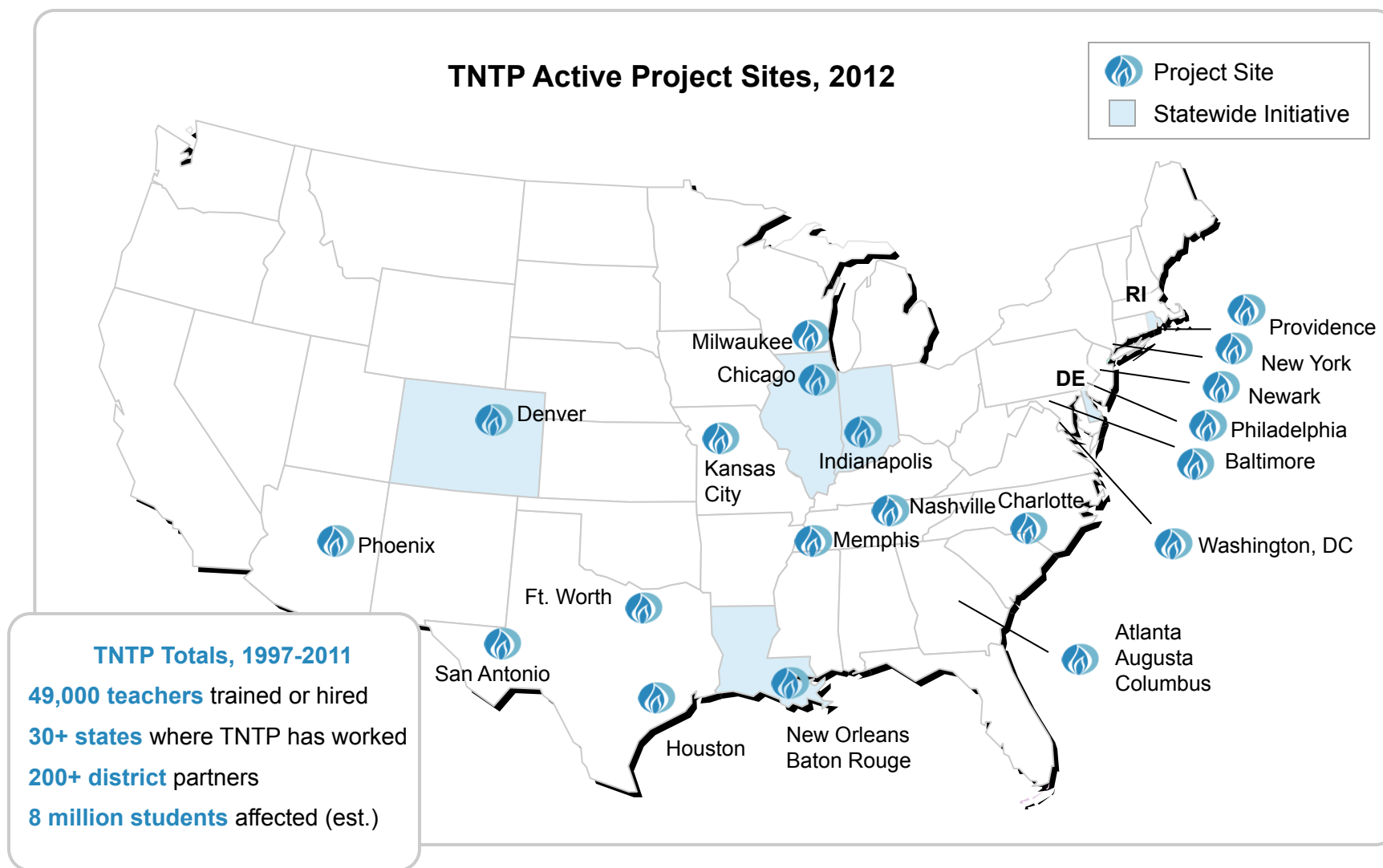
- National nonprofit, founded by teachers in 1997
- Partners with school districts, state education agencies, and charter schools
- More than 300 employees, most embedded in school district offices; the majority are former teachers
- Current clients include:

*Districts:* Baltimore, Chicago, Denver, Memphis, New Orleans, New York, Oakland, Philadelphia, Washington, DC

*States:* Colorado, Louisiana, Illinois, Indiana, Rhode Island, Tennessee



**TNTP currently operates in more than 25 cities, including many of the nation's largest.**





**TNTP advances excellent teaching at every level, from training individual teachers to pursuing systemic change.**

### **TNTP's Four Groups**

**New Teacher Effectiveness** - Recruits, selects, trains, and certifies effective new teachers through its Teaching Fellows Programs and TNTP Academy.

**Performance Management** - Strengthens school instructional culture and focus policies and practices on effective teaching.

**Public Affairs** - Responsible for TNTP's marketing, public relations and communications efforts, including generating program partnerships.

**Talent and Operations**- Hires new staff, builds software, oversees internal operations, and works with groups to set and measure progress on goals. This team



**In 20+ cities, the New Teacher Effectiveness Group recruits, selects and trains great new teachers for high-need schools and subject areas.**

### SELECTIVE RECRUITMENT

**Teaching Fellows Programs**  
recruit, select and provide  
pre-service training to teachers.

**29,600** teachers hired  
since 2000

“I’d like to see **high-quality alternative pathways**  
for aspiring teachers, like  
[TNTP]... expand in coming  
years.”

*Secretary of Education  
Arne Duncan, 2009*

### RIGOROUS CERTIFICATION

**TNTP Academy**  
prepares, assesses and  
recommends teachers for  
certification.

**3,700** teachers certified  
since 2002

“Novice teachers who were  
trained by TNTP  
**outperformed their more  
experienced counterparts**  
in getting students to  
improve on test scores.”

*The Times-Picayune  
Editorial, 2009*

### DEMONSTRATED EFFECTIVENESS

**Assessment of Classroom  
Effectiveness** sets a high bar  
for earning certification.

**1,200+** teachers  
assessed in 2011

TNTP is “addressing stubborn  
challenges by pursuing  
familiar notions of good  
teaching... in impressively  
**coherent, disciplined, and  
strategic ways.**”

*Leaders and Laggards,  
U.S. Chamber of Commerce 2009*



**Recent studies have found that Fellows have proven as effective as traditionally certified teachers.**

**“Alternative Certification in the Long Run: A Decade of Evidence on the Effects of Alternative Certification in New York City”**  
examines the long-term impact of New York City Teaching Fellows.

The research team, led by **Jim Wyckoff** and **Susanna Loeb**, explored how the Fellows program changed NYC's teaching force over time, including:

- NYCTF's role in filling hard-to-staff positions
- Fellow impact on student achievement
- Fellow retention and career trajectory patterns between 2000 and 2010

**Existing research about NYCTF's novice teachers tells us that their impact on student achievement is comparable to that of teachers trained through other teacher education pathways.**



**NYCTF “recruits teachers with higher certification scores, higher SAT scores and who attend more competitive colleges than do college recommending teacher preparation programs.” Even with rigorous screening and preparation for Fellows, “ NYCTF and traditional preparation produce very similar results.”**



**Additional analysis indicates that signs of teacher effectiveness show up very early in one's career, causing us to rethink our model for teacher preparation.**

### Lessons from the Data

- Fellows who lack proficiency in basic skills at the beginning of the year rarely recover.

- We currently **select** Fellows for their potential and based on proxies, rather than focusing on how close they are to being ready to do the job of a classroom teacher.

- In pre-service training, we prepare Fellows on too broad a range of skills, and we **assess** them based on proxies, such as lesson plans, instead of actually seeing them demonstrate basic skills again and again.

- At the start of the school year, we lose an opportunity to validate that basic skills were mastered during pre-service training.





## Agenda

---

TNTP and New Teacher Preparation



**Redesigning the Training Experience**

Questions & Answers



**Fast Start Hypothesis: New teachers who are equipped with a strong set of basic skills can start their first year higher on the learning curve and progress more quickly.**

### Essential Traits

***High Expectations:*** The teacher believes that he/she can and will lead students to high academic performance.

***Professionalism:*** The teacher is a reliable, polished professional.

***Application of Feedback:*** The teacher incorporates feedback to improve practice rapidly.

***Critical thinking:*** The teacher habitually processes diverse information and evidence to make sound judgments and to plan strategic actions.

### Fast Start Skills

***Deliver Content:*** Teacher communicates academic material clearly.

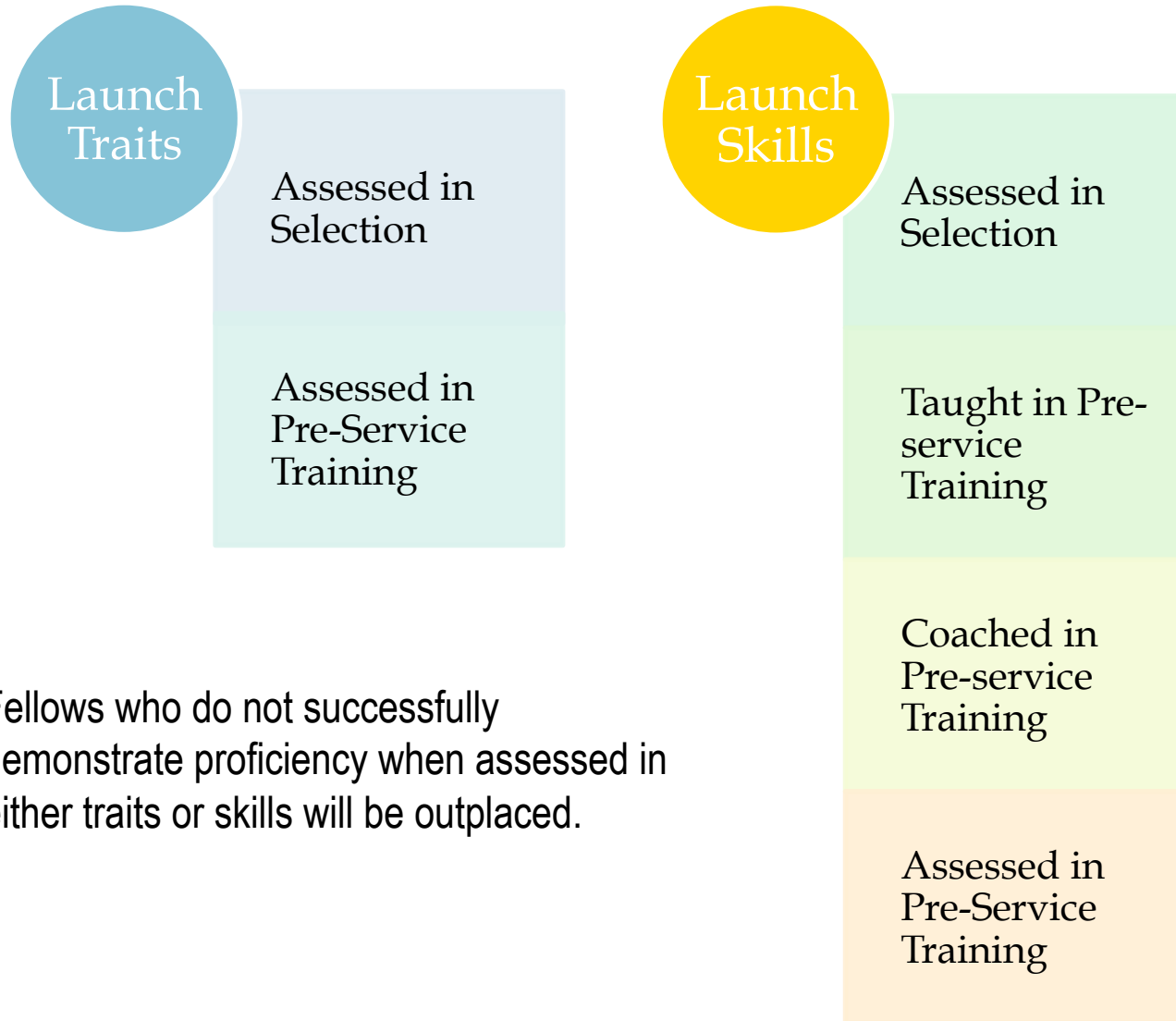
***Maximize Time:*** Teacher ensures that class uses time well and almost never wastes time.

***Engage Students:*** The teacher ensures full and purposeful student engagement at all times.

***Manage Student Behavior:*** The teacher ensures that student behavior is positive, respectful, and productive.



## Difference in Treatment of Key Launch Skills and Traits

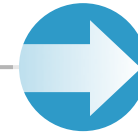




**Pre Service Training produces effective beginning teachers equipped with the foundational skills necessary to start the year strong, and develop rapidly during the school year.**

### **Pre-Service Training Developments**

- Greatly reduce sessions and lecture time, so Fellows have more time to rehearse and improve skills.
- Incorporate multiple mechanisms for observing Fellows and providing feedback, including videos and real-time coaching.
- Focus on assessing proficiency in key launch skills through authentic demonstrations rather than proxies at multiple points throughout training

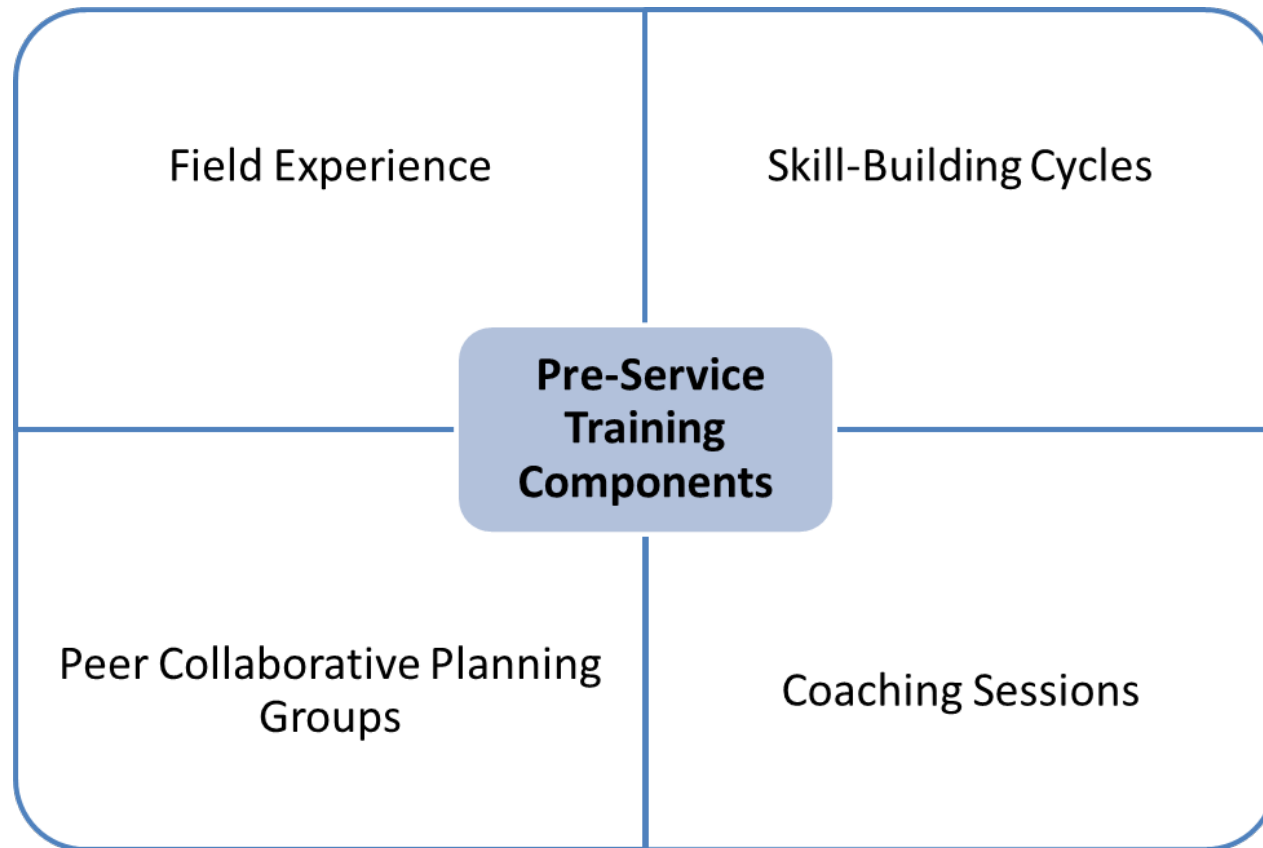


Fellows who are meaningfully below proficiency in key launch skills will be outplaced before entering the classroom.

Those who are nearly proficient will likely be allowed to complete pre-service training, with the expectation of a short remediation period at the start of school.



## Pre-Service Training

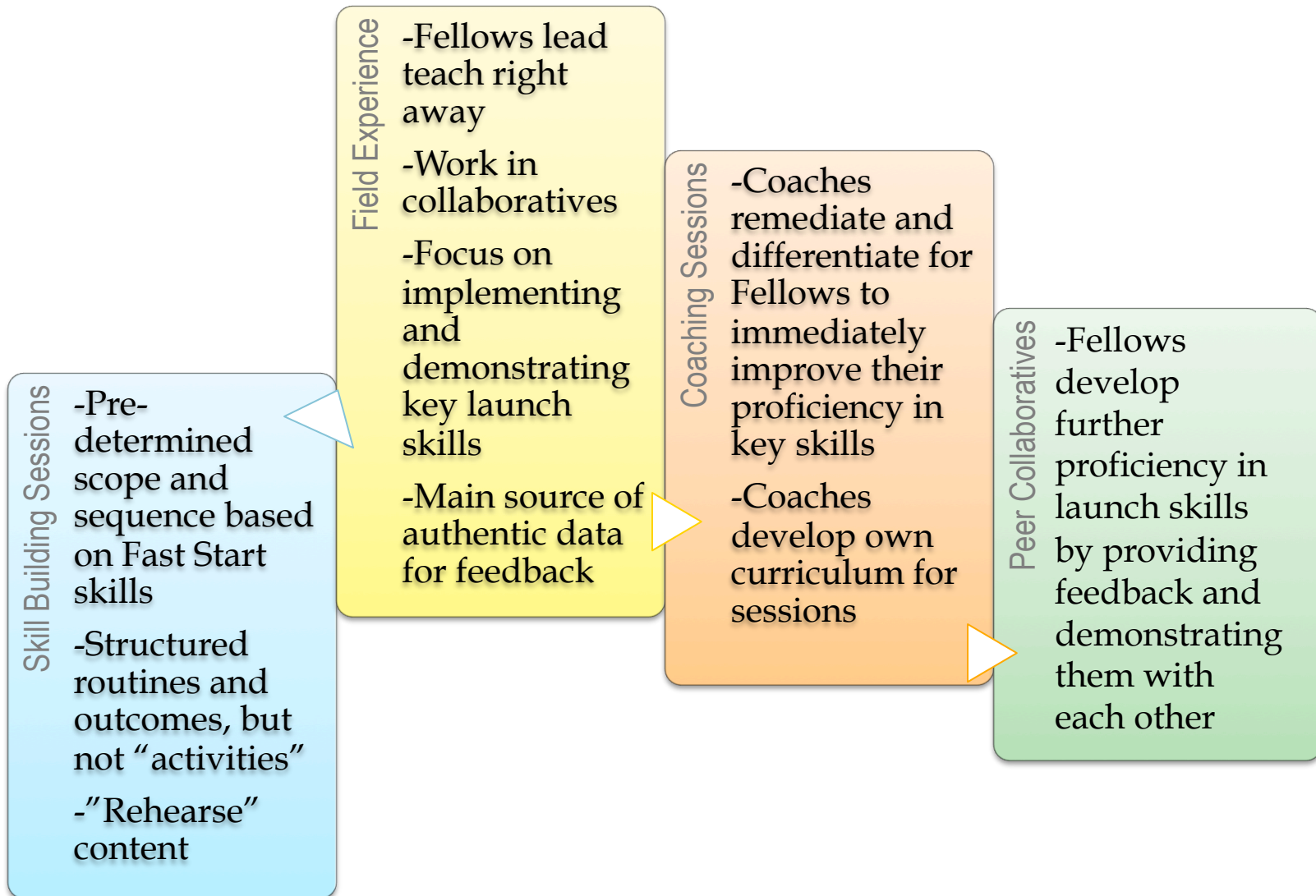




## PST Component Flow

Morning

Evening





## After Pre-Service Training and before the school year begins, Fellows continue to prepare for their first year through In-Service Training



In-Service training emphasizes classroom relevance by preparing Fellows for their first teaching positions.

### During In-Service training, Fellows participate in:

- Vision and goal setting for their classroom
- Long term planning, including initial unit plan
- Developing a blueprint for managing the learning environment and culture in their classroom (e.g., setting up rules, consequences, & procedures, and designing student and stakeholder investment plans).
- Professional Development goals based on performance in Pre-Service Training



**With a strong foundation in key launch skills, Fellows will quickly transition to mastery of higher-level skills during the school year.**

## Academy TNTP

- More frequent observations coupled with real-time, bite-sized feedback on skills
- An opportunity to validate proficiency in key skills and quickly remediate if necessary
- Seminars take on a workshop model, in which Fellows share videos and other work products and get feedback tied to the higher level skills





## TNTP Academy Components At-A-Glance

### Foundations

- Online direct instruction on topics at the knowledge and comprehension level
- Seminar instructors use the Foundations content as the base for making seminars an “application” level space

### Seminars

- A space for participants to practice skills in staged settings
- Instructors are responsive to classroom practice through the use of video and multimedia

### Coaching

- Coaches observe participants on a quarterly cycle
- Coaches manage seminar instructors, reporting on trends in practice and pushing seminar topics and skill-building dilemmas



## The School Year Coaching Model: First 6 Weeks



School year coaching helps teachers to secure and establish Fast Start skills, setting a foundation for “long run” skills.

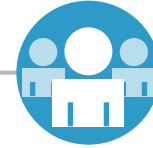
### During the first six weeks of school:

- Coaches will assess each teacher at least twice during the first 6 weeks of school
- Teachers will be tiered to determine the amount of support they will receive
- Teachers will be coached between 1-3 times per week, depending on support needed
- They will focus on ensuring that the Fast Start skills translated from the summer school setting and establishing them with their students in the fall



## TNTP Academy Seminars: A space for practice

- Privilege opportunities for participants to practice “long run skills”
- Use exemplars as the basis for practice: Participants need to see excellent models before starting to practice skills on their own
- Face to face time is best used for peers to practice skills, give and receive feedback, norm on achievement expectations for students
- Think flexibly about the use of multimedia, such as video, to capture authentic demonstrations of practice
- The instructor teaching the face to face time component must be able to recognize accurate and effective demonstrations of skill in staged settings
- The instructor must also be able to set expectations for what acceptable levels of student performance are, so that participants are applying their evolving performance of the skills to the right bar of what we need them to do with kids



Rather than thinking of seminars where certification curriculum happens, we generated principles of content delivery, where participants get what they need to improve student outcomes.



## Agenda

---

TNTP and New Teacher Preparation

Redesigning the Training Experience



**Questions & Answers**



For more information:  
[www.tntp.org](http://www.tntp.org)