

## Fall 2014 OSSE Educator Preparation Program Profiles Teach For America (Alternative, not IHE-based)

### Section 1: Program Summary

**Teach For America**  
1805 7th Street NW - 6th Floor  
Washington, DC 20001

**Telephone: (202) 552-2400**

**Website: <http://www.teachforamerica.org>**

**Mission:** *All kids—no matter where they live, how much money their parents make, or what their skin color is – deserve access to a great education. Teach For America’s mission is to build the movement to eliminate educational inequity by developing such leaders. These individuals bring a rich diversity of experiences to our work but are united by a shared vision that one day, all children in this nation will have the opportunity to attain an excellent education.*

*For more information, go to: <http://www.teachforamerica.org/>*

OSSE program approval by subject area (Fall 2014, OSSE)	
Program	Licensure/ Non-degree
Early Childhood Education	Y
Elementary Education	Y
Middle School Mathematics	Y
Secondary Mathematics	Y
Special Education (Non-Categorical)	Y

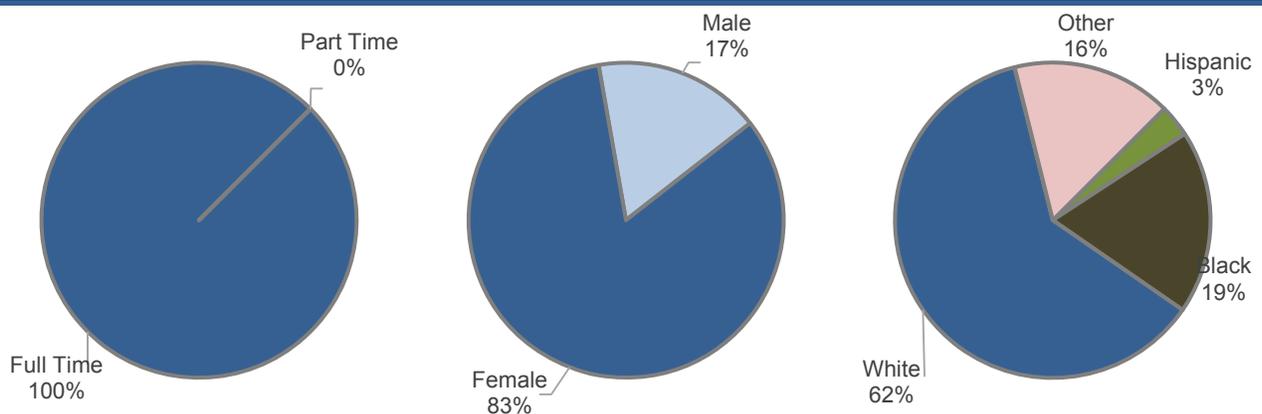
	Licensure/ Non-degree
<b>Anticipated length of program (2014-15, EPPs)</b>	<b>24 months</b>

**Total program enrollment: 244** (2011-12, Title II)

**Full-time/part-time:**  
(2013-14, EPPs)

**Gender:**  
(2011-12, Title II)

**Race/ethnicity:**  
(2011-12, Title II)



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

**Definition of full-time and part-time students:** *All participants in Teach for America are considered full-time.*

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### Section 2: Admissions

Program admission requirements	(2013-14, EPPs)
Criteria	Licensure/ Non-degree
High school GPA	
Undergraduate GPA	Yes (2.5)
Minimum credit hours completed as undergraduate	
Praxis Core	Yes (R: 156, W: 162, M: 150)
MAT scaled score	
Praxis II	Yes
Previous education-related courses	
Education-related bachelor's degree	
Any bachelor's degree	Yes
Previous teaching experience/experience working	
Goals statement	Yes
Statement/assessment of professional dispositions	Yes
Letters of recommendation	Yes
Background checks	Yes

**Notes:** The Praxis Core replaced the Praxis I starting in October 2013. DC OSSE will continue to accept Praxis I through August 2016. Additionally, until August 2016, in lieu of completing the full Praxis I, individuals may submit scores from the SAT, ACT, and/or GRE in combination with Praxis Writing scores. Applicants may not be required to meet all of the listed criteria. Refer to the EPP website for more information on specific admission requirements.

**Key:** Yes = Criteria required for admission    Blank = Criteria not required for admission  
N/A = Criteria not applicable                      Value = The minimum value for required  
criteria, shown in parentheses if available

	Licensure/ Non-degree
<b>Percent of applicants accepted (2013-14, EPPs)</b>	11%

**Additional notes on percent of applicants accepted:** *We are a national organization. This percentage reflects the number of applicants who applied to the program nationally.*

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### Section 3: Graduation/Completion

Program graduation/completion requirements		(2013-14, EPPs)
Criteria	Licensure/ Non-degree	
Program GPA	Yes	
Minimum credit hours completed	Yes	
A minimum number of clock hours spent on early field experiences for: Program with <b>lowest</b> number of required hours Program with <b>highest</b> number of required hours		
A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for: Program with <b>lowest</b> number of required hours Program with <b>highest</b> number of required hours	Yes (130) Yes (130)	
Praxis Core	Yes	
Praxis II	Yes	
Paper-based portfolio		
Electronic portfolio	Yes	
Performance assessment (TPA or non-TPA)		

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

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

Praxis II pass rates			(2011-12, Title II)
Year	Number taking tests	Pass rate	
2011-12	99	99%	
2010-11	128	98%	
2009-10		-	

Teachers prepared by area of credential		(2011-12, Title II)
Area	Number	
Early Childhood Education	3	
Elementary Education	4	
Middle-School Mathematics	1	
Secondary English	1	
Secondary Mathematics	5	
Special Education (Non-Categorical)	8	

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<b>Supervised clinical experience</b> (2011-12, Title II)	
Average number of clock hours required prior to student teaching	0
Average number of clock hours required for student teaching	130
Average number of clock hours required for mentoring/induction support	2340
Number of full-time equivalent faculty in supervised clinical experience during this academic year	10
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year	105
Number of students in supervised clinical experience during this academic year	142

**Supervised clinical experience/support while enrolled in the program:** *Students are provided a variety of coaching and training supports. Each student is provided a coach who meets with the student regularly during the two years. The coach meets with the student at least twice quarterly during the first year and at least once quarterly during the second year. Students also attend content professional learning communities 1-2 times per month.*

**Support following program completion:** *After enrollment in the EPP has concluded, students can continue to access resources for training and support, and are eligible to participate in a Teacher Leadership Collaborative (TLC). The TLC consists of five professional development sessions on culturally responsive teaching and adult leadership throughout the year.*

### Section 4: Teacher Effectiveness

<b>Teacher performance ratings for general education teachers</b> (2012-13, OSSE)		
<b>Final rating</b>	<b>Percent of teachers in DC LEAs from Teach For America</b>	<b>Percent of all teachers teaching in DC LEAs</b>
<b>All teachers:</b>		
Highly effective		
Effective		
Minimally effective		
Ineffective		
<b>Number (all teachers)</b>		
<b>First year teachers:</b>		
Highly effective		
Effective		
Minimally effective		
Ineffective		
<b>Number (first year teachers)</b>		

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

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

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### Indicators planned for future profiles:

#### Placement and Retention:

##### **Completers teaching in DC public schools**

Data source: OSSE/Title II

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

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

Data source: OSSE/Title II

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

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

Data source: OSSE/Title II

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

#### Teacher Effectiveness:

##### **Preparation to carry out teaching job**

Data source: Surveys of recent program completers and school leaders

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

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