

Fall 2014 OSSE Educator Preparation Program Profiles Center for Inspired Teaching (Alternative, not IHE-based)

Section 1: Program Summary

Center for Inspired Teaching
1436 U Street NW, Suite 400
Washington, DC 20009

Telephone: (202) 462-1956

Website: <http://www.inspiredteaching.org>

Mission: *The Inspired Teacher Certification Program is a state-accredited, 24-month program that prepares, supports, and certifies highly-qualified individuals to become early childhood and elementary teachers in the District of Columbia.*

The Inspired Teacher Certification Program is rooted in the belief that teachers, as Instigators of Thought®, can be changemakers in their classrooms, schools, and society as a whole. Becoming a part of Inspired Teaching means joining a movement to change the way children are educated. The Inspired Teaching model for teacher preparation ensures that teachers are well-prepared for effective careers as teachers in urban-environments. During both years of the program, Fellows are enrolled as full-time graduate students at Trinity Washington University, completing coursework that results in a Master of Arts in Teaching.

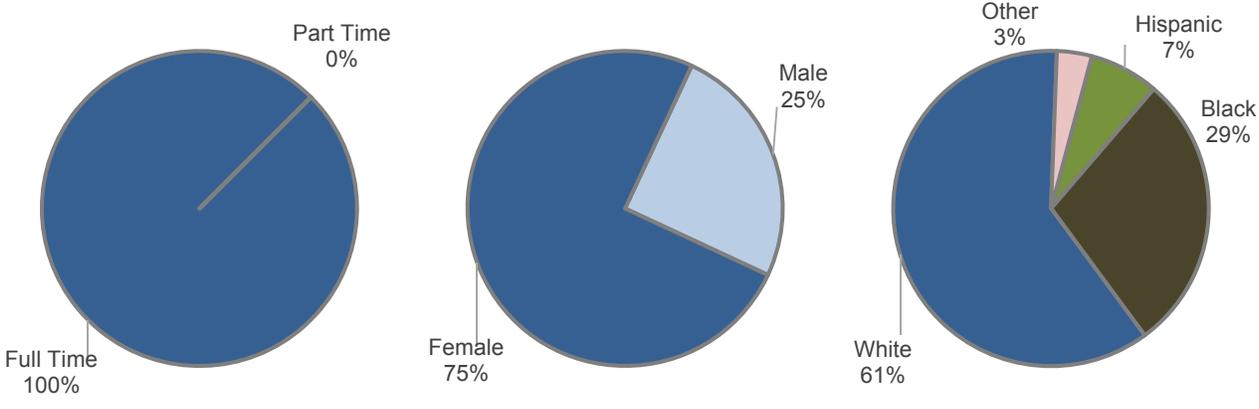
For more information, go to: <http://certification.inspiredteaching.org>.

OSSE program approval by subject area		(Fall 2014, OSSE)
Program	Licensure/ Non-degree	
Early Childhood Education	Y	
Elementary Education	Y	
Secondary English	Y	

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

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Total program enrollment: 28		(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 students enrolled in the Inspired Teacher Certification program are full-time. There is no option for part-time enrollment. Fellows take courses through Inspired Teaching to earn a DC teaching licensure throughout the 24-month program.*

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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 lowest number of required hours	Yes	
Program with highest number of required hours	Yes	
A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for:		
Program with lowest number of required hours	Yes	
Program with highest number of required hours	Yes	
Praxis Core	Yes	
Praxis II	Yes	
Paper-based portfolio		
Electronic portfolio	Yes	
Performance assessment (TPA or non-TPA)	Yes	

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

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

Praxis II pass rates			(2011-12, Title II)
Year	Number taking tests	Pass rate	
2011-12	19	100%	
2010-11	13	100%	
2009-10	15	100%	

Teachers prepared by area of credential		(2011-12, Title II)
Area	Number	
Early Childhood Education	5	
Elementary Education	4	
Secondary English	1	

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Supervised clinical experience (2011-12, Title II)	
Average number of clock hours required prior to student teaching	200
Average number of clock hours required for student teaching	750
Average number of clock hours required for mentoring/induction support	200
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year	20
Number of students in supervised clinical experience during this academic year	100

Supervised clinical experience/support while enrolled in the program: *Intensive mentoring is an essential component of the Program. Mentors meet with Inspired Teaching Residents regularly, observe their classes, and offer constructive feedback, coaching, and personal support. During the residency year, Fellows work in a classroom with a lead teacher. Fellows observe quality teaching in action are part of a reflective partnership with another educator.*

Support following program completion: *Inspired Teaching Alumni have regular opportunities throughout the year to attend special events, participate in free workshops, get access to valuable resources, and connect with one another through networking opportunities. Inspired Teaching Fellows also stay connected to each other through social media groups and a program-specific alumni council run by program graduates.*

Section 4: Teacher Effectiveness

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

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

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

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Indicators planned for future profiles:

Placement and Retention:

Completers teaching in DC public schools

Data source: OSSE/Title II

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

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

Data source: OSSE/Title II

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

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

Data source: OSSE/Title II

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

Teacher Effectiveness:

Preparation to carry out teaching job

Data source: Surveys of recent program completers and school leaders

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

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