

Addressing Teacher Shortages through Alternative Certification Pathways

Joe Hettler, TNTP

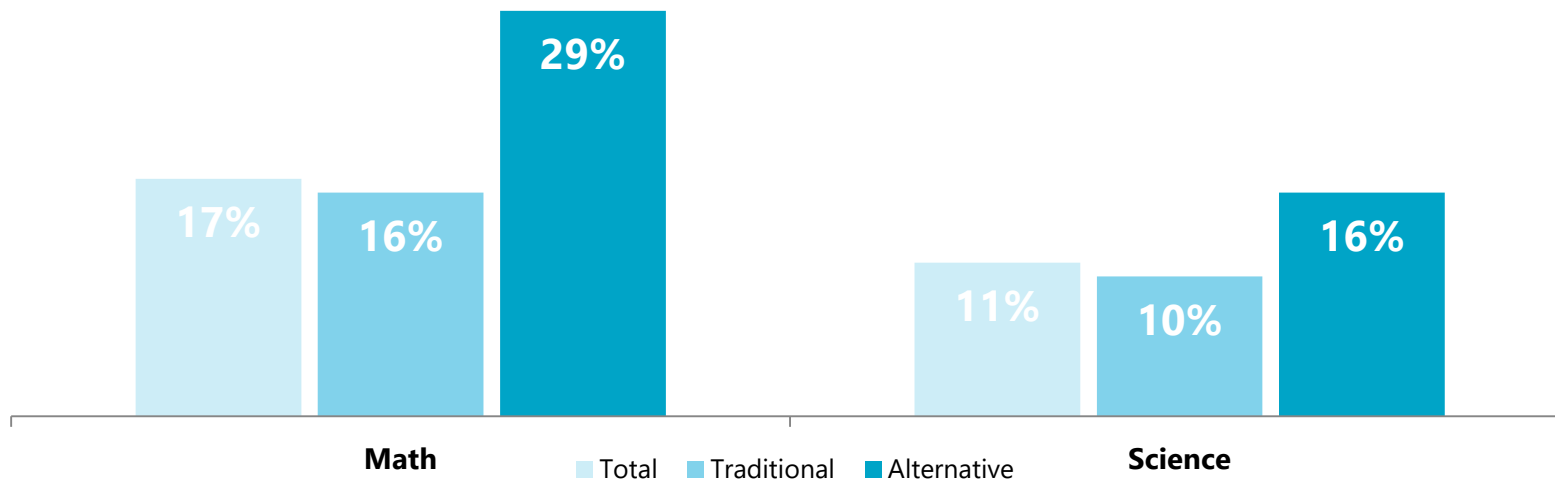
Thursday, June 16

**“There are many ways to acquire content expertise besides
undergraduate coursework.”**

Kate Walsh, National Council on Teacher Quality

Alternative teacher certification pathways can help address teacher shortages, and hire for hard-to-staff subjects.

Preparation Route by Subjects Taught



Two out of five new public school teachers hired in all states since 2005 came through alternative-teacher preparation programs.*



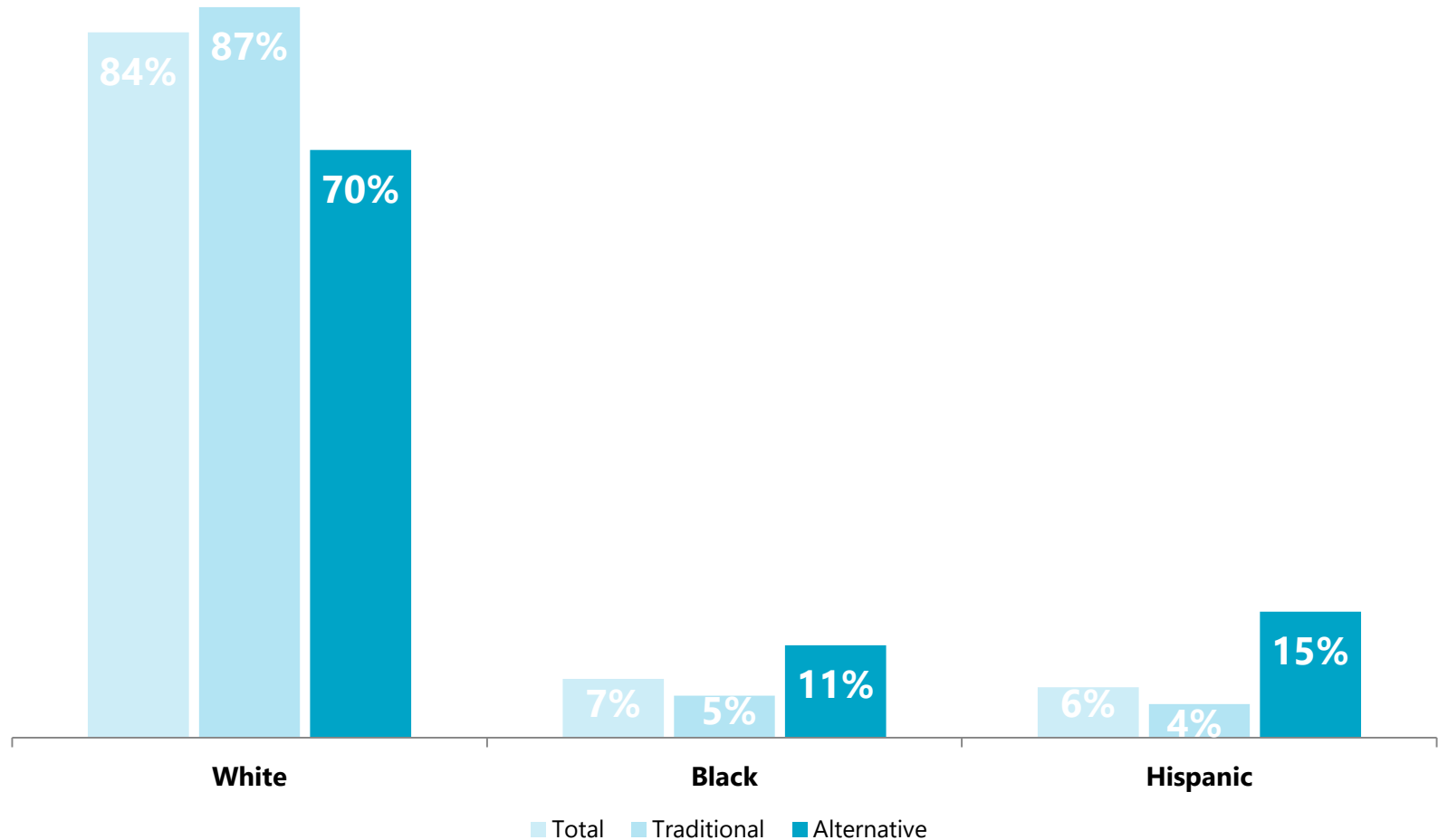
Nearly one in three teachers prepared in New Jersey, one of the highest performing states, are from alternative certification programs.**

*Feistritzer, C.E. (2011). ["Profile of Teachers in the U.S. 2011."](#) National Center for Education Information.

**Title II Higher Education Act Data Files 2014.

Alternative certification programs can also increase diversity.

Preparation Route by Race



Alternative teacher certification maintains the requirements for content expertise and teaching skills.



Alternative certification programs must meet state requirements to earn approval.



Alternatively certified teachers must pass the same state-approved content specific licensing exams as all other teachers.

The best alternate certification programs demand high quality standards and are held accountable for delivering them.

ESSA includes provisions that create new opportunities for states to improve teacher preparation.

Teacher Prep Provisions of ESSA

- Elimination of Highly-Qualified Teacher requirements
 - New allowable uses for Title II funds, including:
 - Teacher residencies
 - Preparation Academies
 - Reforming licensure & prep rules
 - Establishing new pathways
 - Emphasis on measuring program effectiveness by outcomes
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Opportunities

- Redefining what it means to be a teacher and including effectiveness in the bar for entry
 - Some funds available for policy development and driving innovation
 - Academies, in particular, give states the chance to test out outcomes-based accountability systems and providers a chance to innovate
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Overall, ESSA has not changed the game for teacher preparation, but it has created momentum for innovation and assessing program effectiveness.

TNTP is creating a variety of models to address the teacher shortage, all of which are based on three innovative design principals.

Alternative Certification Models

SEED partnerships

University Residency Programs
(including HBCU partnership)

Paraprofessional partnerships

Design Principles

Content is aligned to the district's instructional materials and academic standards

Prospective teachers receive **hands-on training** and student teaching experiences, **expert coaching** from experienced teachers, and **feedback they can apply** in their next class.

Only those who **meet performance expectations** can graduation and receive their certification.

Each model takes a different approach to reach the same goal: Increase the number of effective teachers in high-need schools.

SEED Partnerships

Through the Supporting Effective Educator Development grant, TNTP has partnered with three large urban districts to **train new teachers, grow a quality workforce and support lasting change.**

University Residency Programs

Undergrads train during a yearlong residency in a high-need school, learning the craft of teaching from experienced educators, and **graduate with a degree in their current major and a teaching certificate.**

Paraprofessional Partnerships

In **partnership with online universities, this program would provide paraprofessionals** with low-cost and efficient opportunities to earn a bachelor's degree and teacher certification

Through TNTP/DISD partnership, we will develop and support the implementation of a long-term and comprehensive strategy to train new teachers, grow a quality workforce, and sustain lasting change.

SY15-16 Develop/Engage

Develop improved training content and staff training for Compass Alt Cert program

Develop a longer-term and comprehensive recruitment and hiring strategy across pipeline programs

Engage and identify opportunities to coordinate with senior leadership across departments.

SY16-17 Support

Support implementation of stronger Compass AC program resulting in increased new teacher effectiveness

Support implementation of recruitment and hiring strategy across pipelines

Support coordination across senior leaders and monitoring progress towards common teacher effectiveness goals

SY17-18 Sustain

Continuously improve and build staff capacity to independently manage Compass AC program

Continuously improve and develop capacity to sustain recruitment and hiring strategy across pipelines

Ensure comprehensive alignment between pipeline strategies, teacher development and retention strategies across district

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Our innovative undergraduate teacher residency takes the best of what we've learned from our Fellows programs and tailors it to the undergraduate setting, in partnership with local districts and universities.

Graduate on-time in your chosen major with a teaching certificate

Students, university, and schools have the opportunity to assess fit, growth, and performance

Early offer of full employment for successful graduates



Intensive effort to attract diverse undergraduates in priority areas

- Broad-based outreach and recruitment effort, starting in HS
- Students from diverse backgrounds and skills/interests in high-need areas



Innovative model of teacher preparation

Teaching Try-out

Full-year teacher residency experience

- Prior to the residency
- Targeted skill development
- Real teaching practice with students
- Rigorous performance-based selection
- Significant teaching time with students and coaching/mentoring
- Focused instructional curriculum & coursework
- Work-study or stipends



Full-time placement and retention

- Evaluation of performance
- Aligned ongoing development
- Retention incentives for long-term commitments

Built to meet partner schools needs

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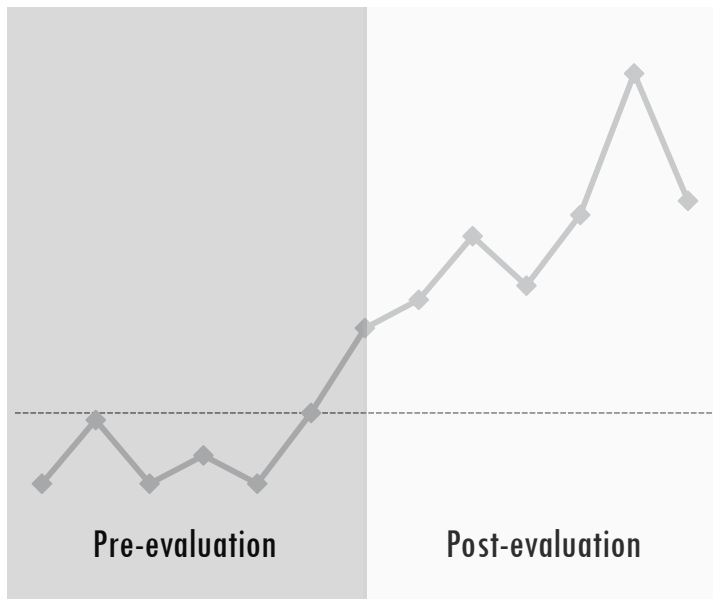
A Paraprofessional pipeline program enables paras to gain college degrees as well as teaching licenses

- A low-cost online-based degree and certification program allowing paraprofessionals to work toward their degree in education at their own pace and at an affordable price.
- Use the time paraprofessionals are already in the classroom as one of the training grounds for paraprofessionals to practice and master essential teaching skills.
- Ensure that paraprofessionals who complete the full program are effective teachers (as defined by the residency evaluation, including student outcomes, classroom observations, and principal feedback) and remain in high need schools for multiple years.

Similar to the New Mexico adjunct teacher program, paraprofessionals are a potentially untapped teacher pipeline.

Our Assessment of Classroom Effectiveness (ACE) holds the highest standard for teacher effectiveness of any teacher preparation program in the country.

Impact of Teacher Evaluation on Student Math Scores



Personalized Support

- Teachers receive **at least four** ACE observations annually, with detailed reports provided shortly thereafter.
- **Student Survey reports are released in the spring**, so teachers can respond to student feedback within the current year.
- We use ACE data to **customize training and coaching** to address high-priority development needs.
- We **share ACE data with principals** to help teachers access relevant PD resources through the school and district.

Research shows that teachers improve when they receive quality feedback through evaluations.

Questions?

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