KIPP DC’s Capital Teaching Residency

PROGRAM OVERVIEW
Human Capital and KIPP DC
Theory of Change

RTT-D required personalized learning.

For us: Not just the computers, but the teachers using them that will make the difference.
Why this session?

We believe we will build great schools with great teachers.
And there aren’t enough great teachers for our students.

“Today in class we’re going to create a physics teacher.”
Solution?

We’ll build them ourselves
## School Context

<table>
<thead>
<tr>
<th>Ward</th>
<th>School Name</th>
<th>Established Year</th>
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<tbody>
<tr>
<td>7</td>
<td>BENNING CAMPUS</td>
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<td>8</td>
<td>DOUGLASS CAMPUS</td>
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<td>6</td>
<td>SHAW CAMPUS</td>
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<tr>
<td>5</td>
<td>WEBB CAMPUS</td>
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<td></td>
<td>COMING SOON!</td>
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<tr>
<td></td>
<td>ARTS &amp; TECH CAMPUS</td>
<td>OPENING 2014</td>
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<td>EARLY CHILDHOOD SCHOOL</td>
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<td>LEAP ACADEMY</td>
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<td>ARTS &amp; TECHNOLOGY ACADEMY</td>
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<tr>
<td>9 - 12</td>
<td>HIGH SCHOOL</td>
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<tr>
<td>5 - 8</td>
<td>MIDDLE SCHOOL</td>
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<td>1 - 4</td>
<td>ELEMENTARY SCHOOL</td>
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<td>PROMISE ACADEMY</td>
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<td>HEIGHTS ACADEMY</td>
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<td>LEAD ACADEMY</td>
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<td>SPRING ACADEMY</td>
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<td>QUEST ACADEMY</td>
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<td>9 - 12</td>
<td>COLLEGE PREP</td>
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<td>5 - 8</td>
<td>KEY ACADEMY</td>
<td>EST. 2001</td>
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<td>1 - 4</td>
<td>AIM ACADEMY</td>
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<td>5 - 8</td>
<td>WILL ACADEMY</td>
<td>EST. 2006</td>
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<td>NORTHEAST ACADEMY</td>
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<td>9 - 12</td>
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<td>1 - 4</td>
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</table>

*RELOCATING 2014*
Program Growth

<table>
<thead>
<tr>
<th>Year</th>
<th>KIPP DC Fellows</th>
<th>Actual</th>
<th>Expected</th>
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<tr>
<td>2007</td>
<td>5</td>
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<td>2011</td>
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<td>2013</td>
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<td>67</td>
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<td>2014</td>
<td>16</td>
<td>80</td>
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<td>2015</td>
<td>11</td>
<td>84</td>
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<td>2016</td>
<td>12</td>
<td>85</td>
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Program Components

People
- Mentors
- Evaluators

Plan
- Professional Development
- Gradual Release
- Evaluation w/ Exit Strategy

Funding
CTR People Strategy

Keep the program lean and effective.

We Consider:
- How can you utilize current staff to support Resident Teachers?
- Which group will be most important/most challenging to get buy in?
CTR Support Network

KIPP DC

CTR Program Team

E.L. Haynes

Principals

Mentors

VPs

CTRs

Headquarters

Development, Recruitment, Finance, and Data teams

School Leaders

Mentors and CTRs

Headquarters

Recruitment and Development
CTR Direct Support

CTR Director
Manager of Recruitment & Selection
Manager of PD & Certification
Manager of Alumni & Partnerships
CTR Associate

CTR
Course Instructor
Vice Principal
Mentor
CTR School-based Support

Mentor Teachers
- Observe
- Informal Actionable Feedback
- Plan Collaboratively
- Support with Homework

School Leaders
- Evaluations on CTR Rubric
- Formal Actionable Feedback
- Provide Planning Resources/Guidelines
- Monitor or Lead Coursework
The Plan

- Gradual Release
- Mentoring
- Evaluation and Coaching
- Professional Development
“My teachers got much better with planning and teaching using the gradual release process. This was our big focus.” School Leader
## Professional Development

<table>
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<tr>
<th>ECE and Elementary</th>
<th>Special Education</th>
<th>Secondary</th>
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<tbody>
<tr>
<td>KIPP DC Certification Coursework</td>
<td>TNTP Certification/KIPP DC SPED Certification</td>
<td>TNTP Certification</td>
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<tr>
<td>CTR Saturdays</td>
<td>CTR Saturdays</td>
<td>CTR Saturdays</td>
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<tr>
<td>School Based PD</td>
<td>Additional Workshops</td>
<td>School Based PD</td>
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</table>
Certification Enrollment Numbers

Certification Numbers

- TNTP
- KIPP DC ECE Certification
- KIPP DC Special Ed. Certification
- No Program

Evaluation

CTR 2013-2014 Evaluation Outcomes

<table>
<thead>
<tr>
<th></th>
<th>CTR Overall Average</th>
<th>All of us Will Learn</th>
<th>Plan</th>
<th>Teach</th>
<th>Manage</th>
<th>Assess</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall MOY Average</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall EOY Average</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

First Advisory
- Draft data plan
- Supported action plan
- Competency-building professional development
- Checkpoint Observations

Middle-of-Year
- Continued observations
- Middle-of-Year evaluation
- Supported Action Plan
- Data plan and report submitted
- Resident Middle-of-Year survey

3rd Advisory
- Continued observations
- Resident-created action plan
- Checkpoint Observations

4th Advisory
- Continued observations
- Plan for summer development

End-of-Year
- Final evaluation
- Student achievement data and synthesis due
- Self-evaluation
- Resident End-of-Year survey
Acknowledgements

• We are:
  - Relatively Small CMO
  - In D.C.
  - Well-Funded

• Building an internal human capital pipeline is possible if:
  • You have school leaders and teachers interested in new teacher development
  • You have some flexibility with staffing models
  • You are clear on the licensure laws in your state
Current Results
Recruitment

CTR 2014 Recruitment

- Total Applications: 1123
- Total Phone Screens: 492
- Total In-Person Interviews: 250
- Total Offers: 118
- Total Hires: 96 (8%)

August-Planning & Cultivation

September-Application Opens

October-Phone Screens

November-In-person Interviews

December-First Offers Out

May-Goal-fully hired
What Matters to CTRs

Percentage of CTRs that ranked the following as one of the top three most important contributors to their growth and development:

- Mentor/Lead Teacher
- Other teachers and support staff at my school
- Vice Principal
- My fellow CTRs
- School-based PD
- Principal
- KIPP DC ECE coursework
- TNTP (Secondary and SPED) coursework
- Saturday sessions
Professional Development

**KIPP DC Certification**

How beneficial has ECE and Elementary Certification Coursework been for your development as a teacher?

- Very Beneficial: 50%
- Beneficial: 30%
- Somewhat beneficial: 10%
- Not beneficial: 10%

**External Certification Partner**

How beneficial have your certification sessions been for your development as a teacher?

- Very Beneficial: 10%
- Beneficial: 40%
- Somewhat beneficial: 50%
- Not beneficial: 0%
Preparedness

How Prepared will you (your CTRs) be to be lead teachers at the end of the school year?
Pipeline

2014 KIPP DC Lead Teachers

- Percent CTR Alumni: 31%
- Percent Non-CTR Alum: 69%
Placement

Alumni Placement

- 23% Teaching at KIPP DC
- 15% Teaching at ELH
- 62% Teaching at Partner Schools

Partner Schools SY 2014

<table>
<thead>
<tr>
<th>Bridges</th>
<th>CAPCS</th>
<th>Center City</th>
<th>Chavez Schools</th>
<th>DC Prep</th>
<th>DC Scholars</th>
<th>Democracy Prep</th>
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</thead>
</table>
Retention

### CTR Enrollment and Retention

<table>
<thead>
<tr>
<th></th>
<th>KIPP DC</th>
<th>ELH</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total CTRs enrolled</td>
<td>211</td>
<td>62</td>
<td>273</td>
</tr>
<tr>
<td>Total CTR graduates</td>
<td>203</td>
<td>52</td>
<td>255</td>
</tr>
<tr>
<td>Total teaching</td>
<td>168</td>
<td>47</td>
<td>215</td>
</tr>
<tr>
<td>Total teaching at KIPP/ELH</td>
<td>113</td>
<td>27</td>
<td>140</td>
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</table>

Retention rates:
- KIPP DC: 83%
- ELH: 90%
- Total: 84%
Student Achievement

**Figure 5:** Mean Fall and Spring MAP Math Student Z-Scores for CTR and Non-CTR Teachers

**Figure 6:** Mean Fall and Spring MAP Reading Student Z-Scores for CTR and Non-CTR Teachers

*Difference is statistically significant (p<.01).
Reflect- How could this work for you?
School-Based Model

- School Leader is the key initiator and planner
- Little to no centralized support
- May look different from school to school
- Start of something bigger
Ownership Model

• Centralized point person coordinates all aspects
• All aspects of programming are owned by regional office
• Consistency between schools
Partnership Model

• Centralized staff member coordinates

• Partner for major aspect of training
  • Professional Development
  • Mentoring
  • Recruitment
  • Placement

• Need to outsource at a critical growth juncture
Stop and Jot

Which model could fit with where your region is now?
Program Change

2009
- Partnerships and Investment

2010
- Professional Development Strategies

2011
- Norming Gradual Release, Evaluation, and Selection Process

2012
- Long-term Funding and Certification Solutions

2013
- Redefining training for Special Educators

2014
- Raising the Quality Bar