

Fall 2014 OSSE Educator Preparation Program Profiles Capital Teaching Residency (Alternative, not IHE-based)

Section 1: Program Summary

Capital Teaching Residency, KIPP DC
1003 K Street NW, Suite 700
Washington, DC 20001

Telephone: (202) 223-4505

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

Mission: *The mission of the Capital Teaching Residency program (CTR) is to close the achievement gap by increasing the number of highly effective educators in the District of Columbia. We fulfill this mission by training aspiring teachers through an intensive one-year residency in high performing public charter schools, and by retaining our most effective teachers in partner schools across the DC region. CTR serves as a model of excellence for teacher training programs across the country.*

Please see our website for more information: www.capitalteachingresidency.org.

Note: The Title II data elements are blank in this profile because Capital Teaching Residency was not in operation in 2011-12.

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

	Licensure/ Non-degree
Anticipated length of program (2014-15, EPPs)	12 months

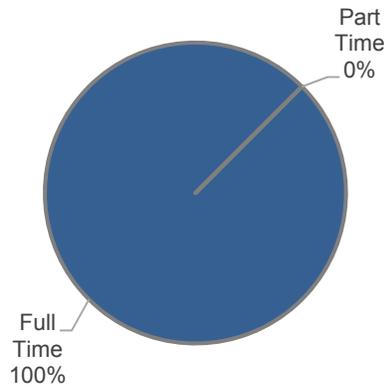
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Total program enrollment: (2011-12, Title II)

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

Gender:
(2011-12, Title II)

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



No 2011-12 Title II information available

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: *Although all Capital Teaching Residents participate in full-time practicum and coursework, we currently only certify Early Childhood Residents. Other Residents work with partner organizations to finish licensing requirements for their content area.*

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Section 2: Admissions

Program admission requirements		(2013-14, EPPs)
Criteria	Licensure/ Non-degree	
High school GPA		
Undergraduate GPA	Yes (3.0)	
Minimum credit hours completed as undergraduate	Yes	
Praxis Core		
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
Percent of applicants accepted (2013-14, EPPs)		9%

Additional notes on percent of applicants accepted: *No additional information provided by the EPP.*

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Section 3: Graduation/Completion

Program graduation/completion requirements		(2013-14, EPPs)
Criteria	Licensure/ Non-degree	
Program GPA	Yes (3.0)	
Minimum credit hours completed		
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 (180)	
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)		

Note: Praxis Core: CTR does not require Praxis Core for admission to the program, but does require candidates to have passed Praxis Core before starting in classrooms. 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			
2010-11	No 2011-12 Title II information available		
2009-10			

Teachers prepared by area of credential		(2011-12, Title II)
Area	Number	
No 2011-12 Title II information available		

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Supervised clinical experience (2011-12, Title II)		Supervised clinical experience/support while enrolled in the program: <i>Capital Teaching Residents are placed in excellent urban classrooms working alongside a mentor teacher. During the residency year, CTRs learn to teach through a gradual release model supported by their mentor teacher, and the intensive coaching of school leaders. CTR's teaching responsibilities are slowly increased, simultaneously enriching their pedagogical knowledge and teaching skills.</i>
Average number of clock hours required prior to student teaching	No 2011-12 Title II information available	
Average number of clock hours required for student teaching		
Average number of clock hours required for mentoring/induction support		
Number of full-time equivalent faculty in supervised clinical experience during this academic year		
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year		
Number of students in supervised clinical experience during this academic year		
		Support following program completion: <i>Upon completion of their Residency year, CTRs are either placed within KIPP DC and E.L. Haynes or at one of our partner charter schools. Regardless of their placement, CTR graduates receive formal and informal alumni support in the form of coaching and community-building events in order to help ensure their continued success in the classroom after graduating from the CTR program.</i>

Section 4: Teacher Effectiveness

Teacher performance ratings for general education teachers (2012-13, OSSE)		
Final rating	Percent of teachers in DC LEAs from Capital Teaching Residency	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.