

## Fall 2014 OSSE Educator Preparation Program Profiles Urban Teacher Center (Alternative, not IHE-based)

### Section 1: Program Summary

**Urban Teacher Center**  
**921 Pennsylvania Ave SE, Suite 315**  
**Washington, DC 20003**

**Telephone: (202) 544-4022**

**Website: [www.urbanteachercenter.org](http://www.urbanteachercenter.org)**

**Mission:** *Urban Teacher Center's mission is to prepare highly effective teachers who significantly accelerate student achievement in the nation's highest-need schools. We accomplish this by recruiting outstanding candidates, equipping them with state-of-the-art training and linking their certification to their students' performance outcomes. Over time, these teachers will be among the most expert and results-oriented in the nation, assume leadership roles and make the public case for better teacher preparation and educator accountability.*

*Teachers completing the Urban Teacher Center program receive a Master of Education degree through a partnership with Lesley University.*

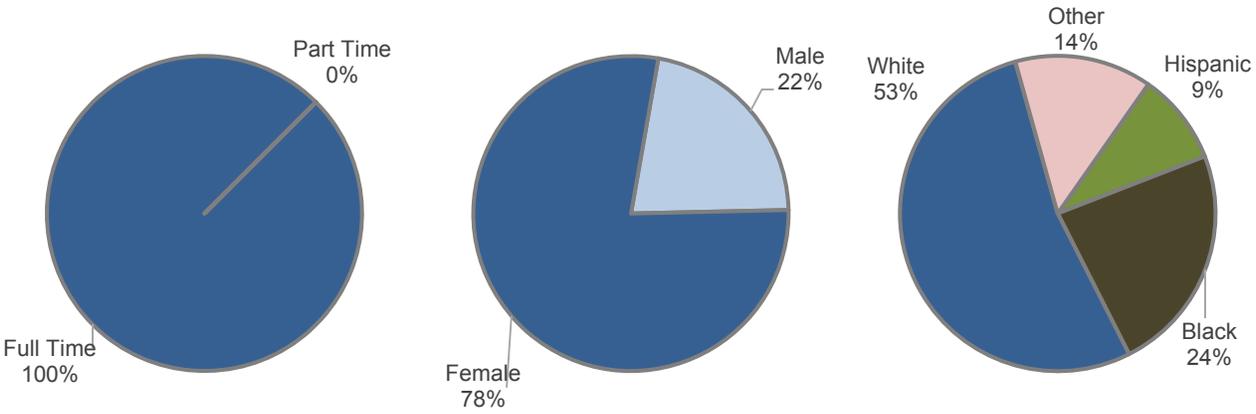
OSSE program approval by subject area <span style="float: right;">(OSSE)</span>	
Program	Licensure/ Non-degree
Early Childhood Education/Special Education (Non-Categorical)	Y
Elementary Education/Special Education (Non-Categorical)	Y
Middle Level Mathematics/Special Education (Non-Categorical)	Y
Secondary English/Special Education (Non-Categorical)	Y
Secondary Mathematics/Special Education (Non-Categorical)	Y

	Licensure/ Non-degree
<b>Anticipated length of program (2014-15, EPPs)</b>	<b>48 months</b>

The UTC program is a four-year program; program participants are endorsed for certification after three years (36 months) with the fourth year being a service commitment year.

# Fall 2014 OSSE Educator Preparation Program Profiles Urban Teacher Center (Alternative, not IHE-based)

<b>Total program enrollment: 64</b>		(2011-12, Title II)
<b>Full-time/part-time:</b> (2013-14, EPPs)	<b>Gender:</b> (2011-12, Title II)	<b>Race/ethnicity:</b> (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 UTC participants are full-time program participants for the duration of the program.*

## Fall 2014 OSSE Educator Preparation Program Profiles Urban Teacher Center (Alternative, not IHE-based)

### 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	
Praxis Core	Yes (R: 156, W: 162, M: 150)
MAT scaled score	
Praxis II	
Previous education-related courses	
Education-related bachelor's degree	
Any bachelor's degree	Yes
Previous teaching experience/experience working	
Goals statement	
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>	32%

**Additional notes on percent of applicants accepted:** *The percent of applicants accepted reflects the percent accepted into the UTC program overall and is not broken out by placement site.*

## Fall 2014 OSSE Educator Preparation Program Profiles Urban Teacher Center (Alternative, not IHE-based)

### Section 3: Graduation/Completion

Program graduation/completion requirements		(2013-14, EPPs)
Criteria	Licensure/ Non-degree	
Program GPA	Yes (3.0)	
Minimum credit hours completed	Yes (50)	
A minimum number of clock hours spent on early field experiences for:		
Program with <b>lowest</b> number of required hours	Yes (800)	
Program with <b>highest</b> number of required hours	Yes (800)	
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	Yes (280)	
Program with <b>highest</b> number of required hours	Yes (280)	
Praxis Core	Yes	
Praxis II	Yes	
Paper-based portfolio		
Electronic portfolio		
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			
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		

## Fall 2014 OSSE Educator Preparation Program Profiles Urban Teacher Center (Alternative, not IHE-based)

<b>Supervised clinical experience</b> (2011-12, Title II)	
Average number of clock hours required prior to student teaching	340
Average number of clock hours required for student teaching	260
Average number of clock hours required for mentoring/induction support	1170
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year	12
Number of students in supervised clinical experience during this academic year	51

**Supervised clinical experience/support while enrolled in the program:** *UTC supports our program participants through progress tracking, ongoing coaching, ongoing evaluation, one-on-one meetings, and constant alignment between coursework and clinical practice. For more information, go to: <http://urbanteachercenter.org/our-program/intensive-training-and-support> and <http://urbanteachercenter.org/life-utc/residency-year>.*

**Support following program completion:** *UTC works to support alumni by connecting them to organizations that can further their educational interests. UTC works in several areas: instructional leadership, educational policy, entrepreneurship, and school leadership. UTC works closely with partner organizations to facilitate introductions to programs and pathways to ensure alumni continue in the educational field.*

### 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 Urban Teacher Center</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.

## Fall 2014 OSSE Educator Preparation Program Profiles Urban Teacher Center (Alternative, not IHE-based)

### 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.