

TO OMB

FROM Melanie Ali
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RE Reduction in Burden on Teacher Residency Study

DATE March 9, 2012

This memo is to explain the reduction in response burden anticipated on the Teacher Residency Study being conducted by the Institute of Education Sciences (IES).

The original study plans included the conduct of teacher value-added data analyses in a sample of districts for the 2011-2012 and 2012-2013 school years. The approved information collection package (1850-0883) therefore included two rounds of student records data collection from eight districts.

However, IES has since determined that the value-added analyses are infeasible. Value-added analyses are only possible for teachers who are in tested grades and subjects in which a pretest score is also available. Too few teachers from teacher residency programs are expected to be teaching in such grades and subjects during the school years of interest to make this data collection and analysis worthwhile.

The attached 83C requests a reduction of 800 hours in total annual burden. This represents a reduction of 50 hours in each of two years for eight districts to respond to study team requests for student records data, which are no longer required.