

Teacher **Recruitment** and **Training**

A look at a U.S. organization with
proven results

Jennifer Ventimiglia

Professional experience

- TFA Corps Member in Washington, DC (*ESL English, Reading, and Social Studies*)
- TFA CM trainer in DC and Philadelphia
- Masters in TESOL from American University
- Taught in LA, Detroit, and Chicago Public Schools



TEACH**FOR**AMERICA



Professional experience

- Peace Corps Volunteer in Nicaragua
(Environmental Education)



Professional experience

- Fulbright Teacher Exchange Program in Prague
(English and Spanish)



An organization
that recruits and
trains teachers

an organization that
provides 6 weeks of
summer training and
ongoing support
through a teacher's
2-year commitment

Teach For America is...

a national movement
that has proven that
with good teachers kids
even in "the poorest
neighborhoods" can
make significant gains

a national and
international
model for
teacher
recruitment and
training

What is TFA's mission?

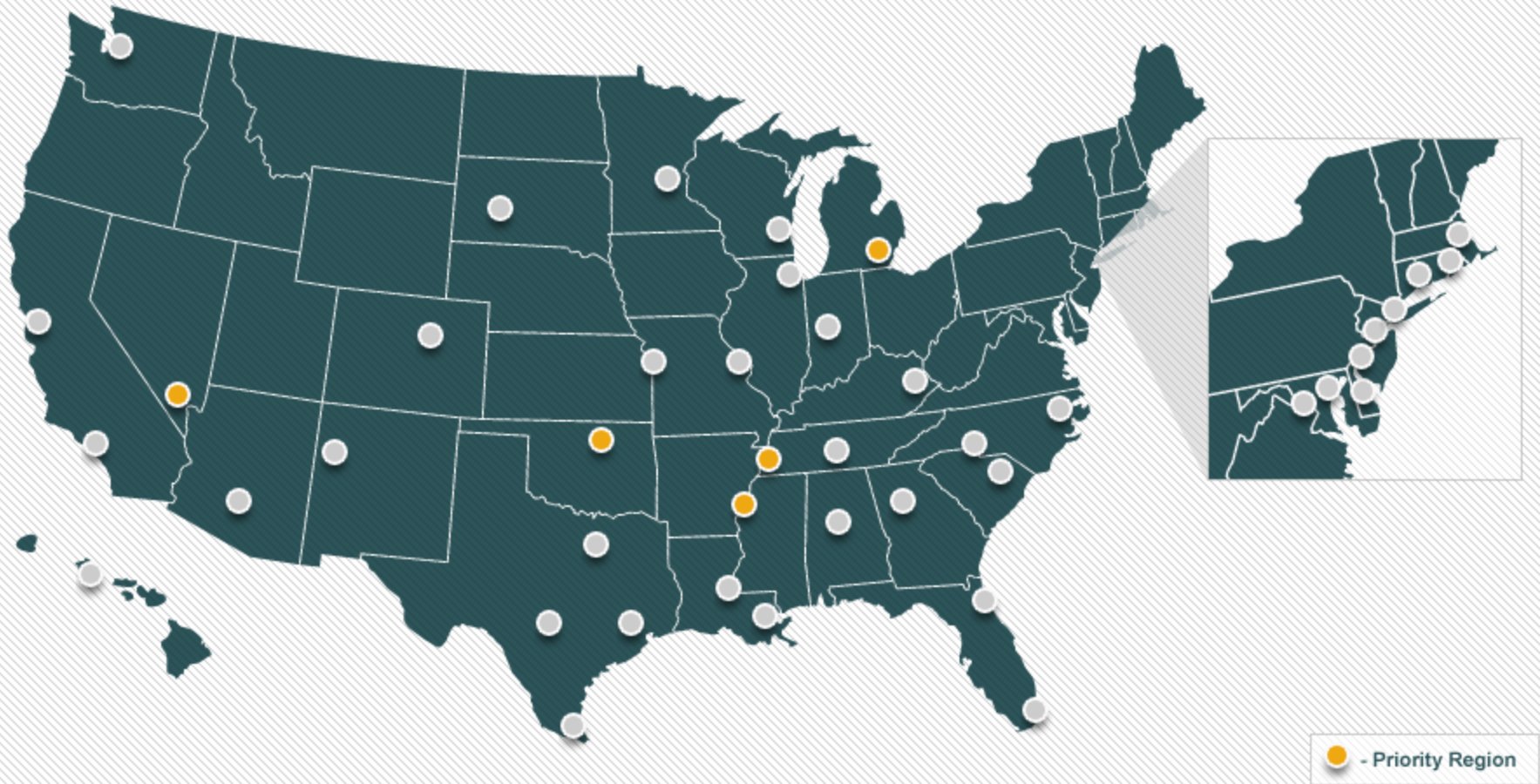
Teach For America is growing the movement of leaders who work to ensure that kids growing up in poverty get an excellent education.



Just 8% of kids growing up in low-income communities
graduate from college by age 24

source: postsecondary.org

Where do TFA Corps Members teach?



TFA in numbers

- **1990**, the year TFA was founded by Wendy Kopp as part of her graduate thesis at Princeton University to end educational inequality in the U.S.
- **500**, the number of Corps Members the first year of TFA
- **33,000**, the number of leaders who have worked for TFA
- **43**, the number of urban and rural communities where TFA CM's teach
- **9,000**, the number of corps members teaching in 2011-2012 across the U.S.
- **24,000**, alumni who work in education, public policy, law, and health sectors
- **3 million**, the amount of students reached by TFA Corps Members

TFA in Review

- **RECRUIT** committed recent college graduates of all backgrounds to teach for two years in urban and rural public schools
- **TRAIN** and develop these corps members so that they have an immediate positive impact on their students
- **FOSTER** the leadership of alumni as they address this problem from all sectors

**RECRUIT committed recent
college graduates of all
backgrounds to teach for two
years in urban and rural public
schools**

What skills does TFA look for in their
candidates?

2011 TFA Corps at a Glance

Over
46,000
applied



5,100 corps members,
hailing from all 50 states
and Washington, D.C.



They graduated
from more than
460 colleges and
universities



The average
undergraduate
GPA is 3.6

At more than 130 colleges and universities, over 5% of the senior class applied, including:

SPELMAN COLLEGE

27%

HARVARD UNIVERSITY

18%

DUKE UNIVERSITY

16%

MOREHOUSE COLLEGE

14%

UNIVERSITY OF VIRGINIA

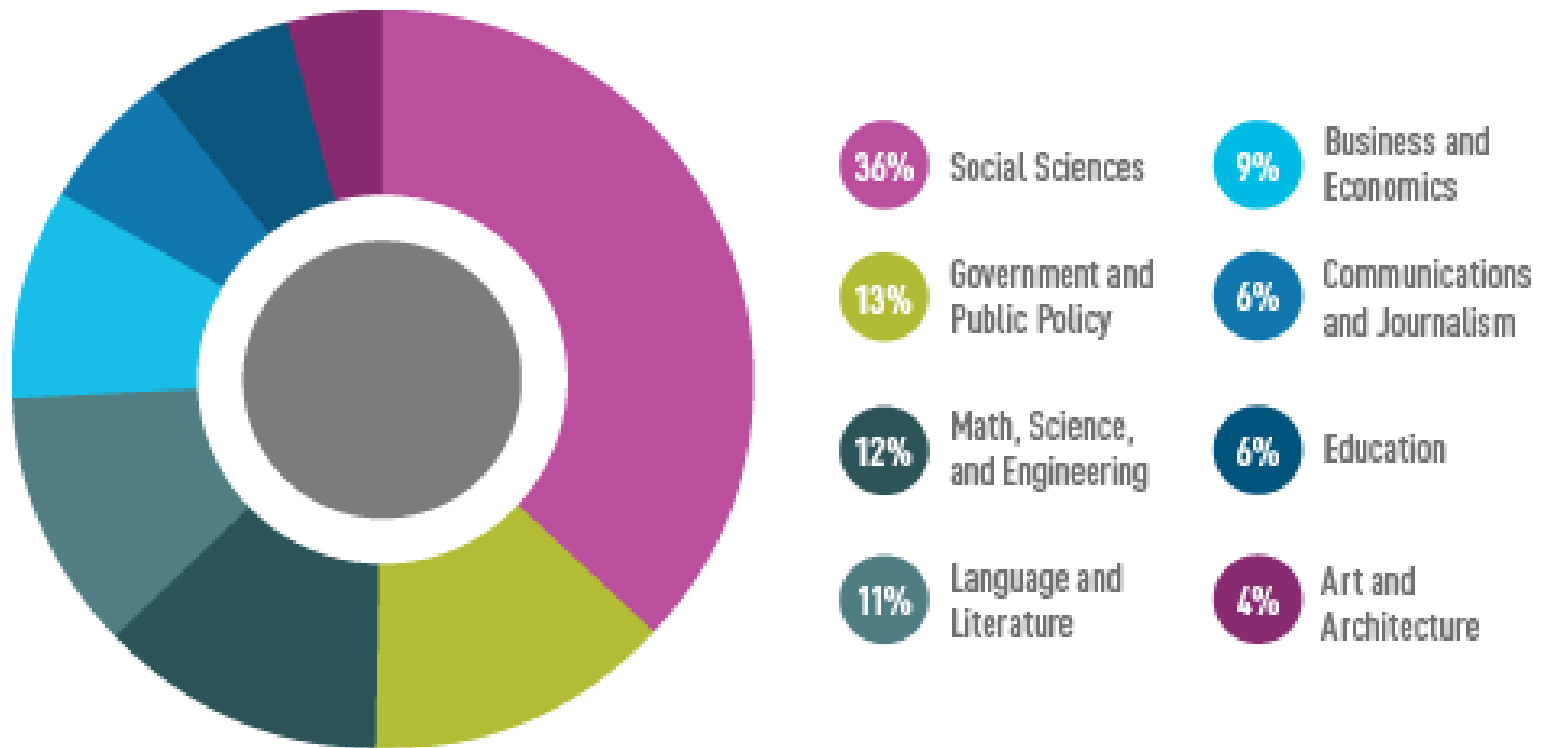
9%

UNIVERSITY OF MICHIGAN-ANN ARBOR

8%

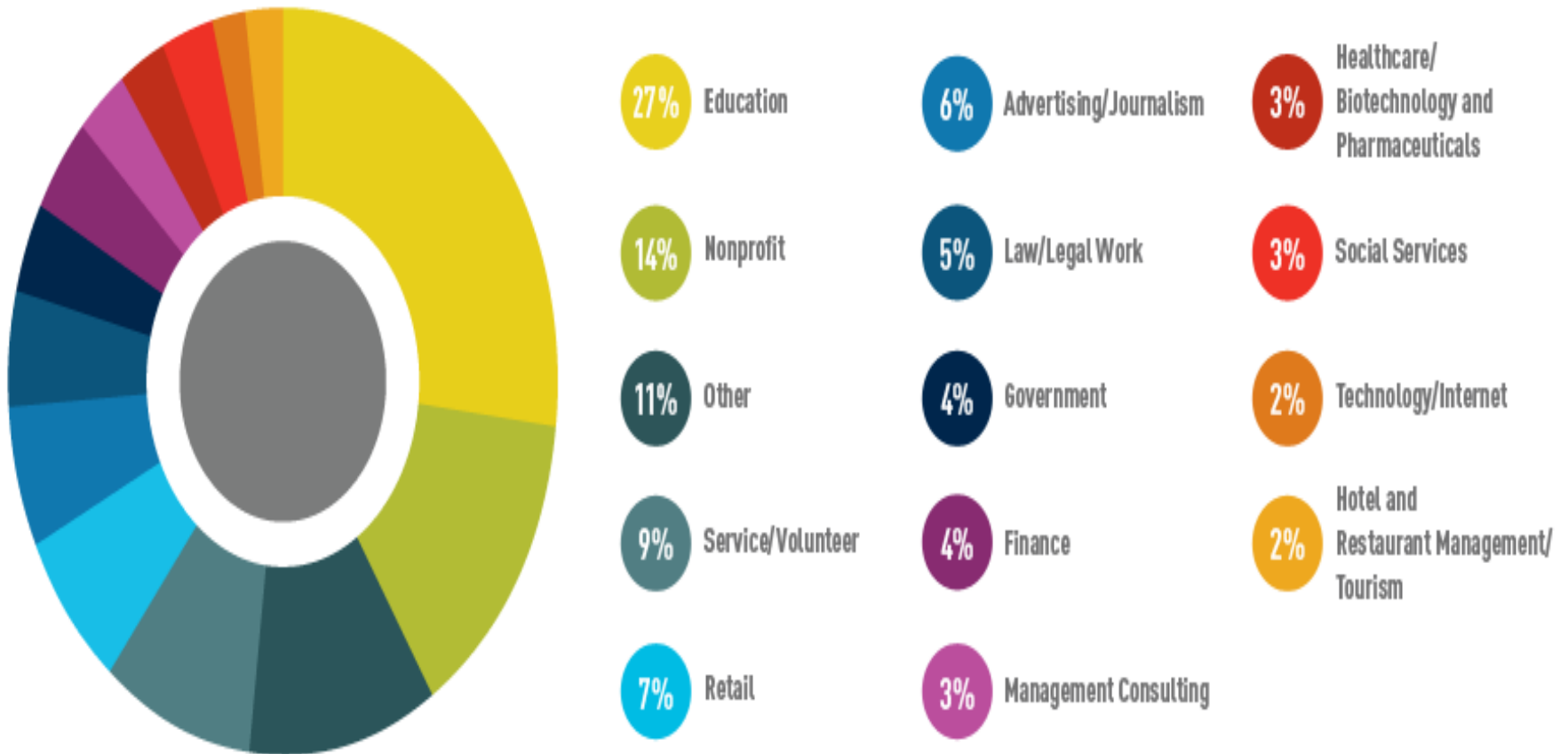
What did TFA teachers study?

Undergraduate Majors



What jobs did Corps Members hold before TFA?

Professional Backgrounds of 2011 Corps Members with Prior Work Experience



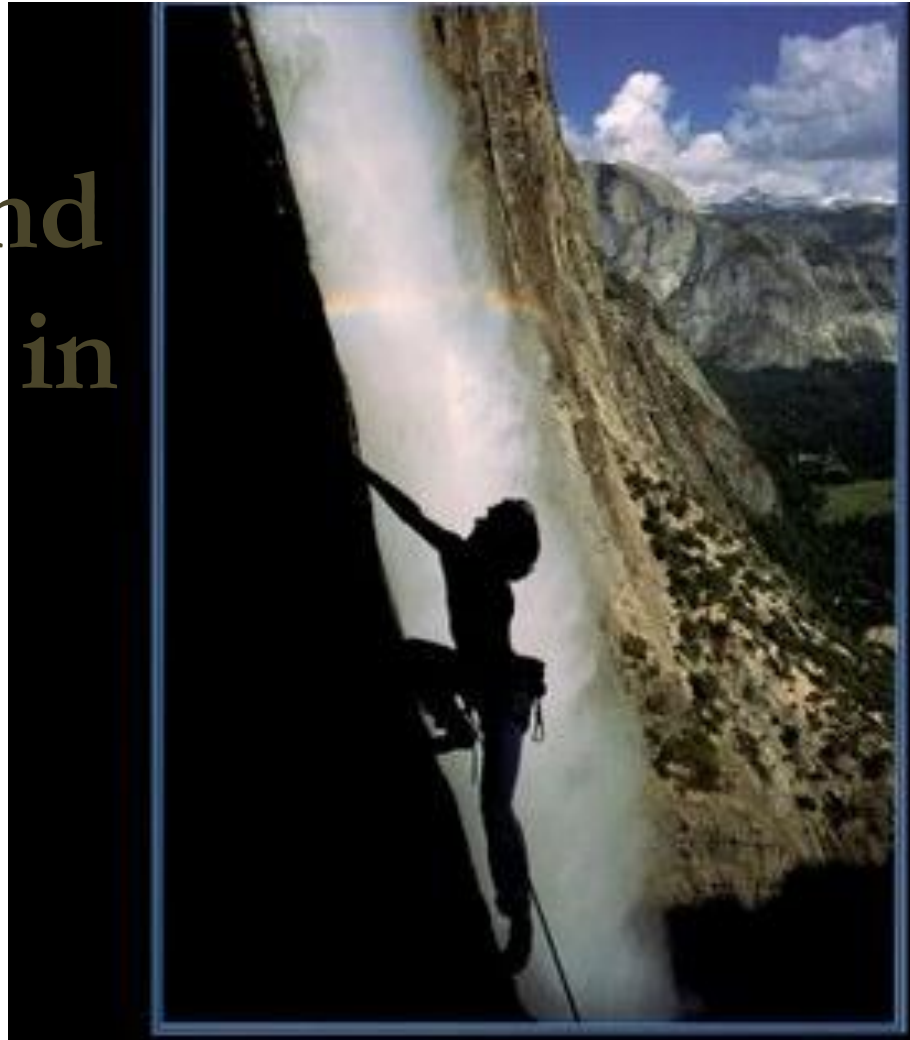
**If TFA corps members are coming
from such different backgrounds,
what do they have in common?**

TFA candidates have...

Demonstrated past leadership and achievement: achieving ambitious, measurable results in academic, professional, extracurricular, or volunteer settings



Perseverance and
sustained focus in
the face of
challenges





Strong critical thinking skills: making accurate linkages between cause and effect and generating relevant solutions to problems



Superior organizational
ability: planning well
and managing
responsibilities
effectively





Respect for individuals'
diverse experiences and
effectively working with
people from a variety of
backgrounds

**Superior interpersonal
skills to motivate and
lead others**



TFA video on selection

<http://vimeo.com/26359520>

“21st century skills” in review

- **Leadership**
- **Perseverance**
- **Critical thinking**
- **Organization**
- **Respect**
- **Communication**
- **Team work**

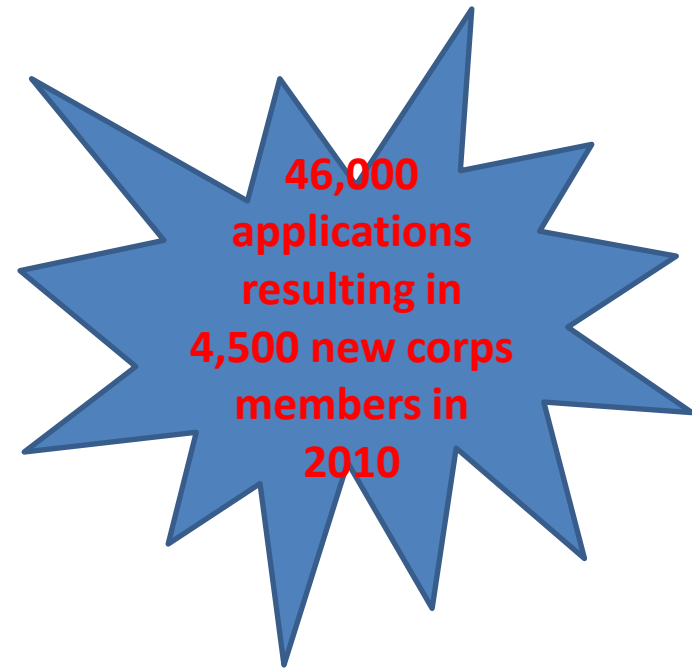
Teacher Characteristics and Student Achievement: Evidence from Teach For America »

Will Dobbie (2011)

Key finding: Dobbie found that, overall, the Teach For America selection model successfully identifies teachers who will have a positive impact on student achievement. This is one of the first studies to detect a relationship between student success and observable teacher characteristics that can be measured prior to service.

The interview process

- Online application (personal statement, essays, recommendations)
- **Phone interview**
- Group interview
 - Sample 3 minute lesson plan
 - Group problem-solving scenario
 - Individual interview



Background is **NOT** as important as common core values

- **Transformational change:** We seek to **expand educational opportunity**
- **Leadership:** We work in **purposeful, strategic, and resourceful ways**, define broadly what is within our control to solve, and learn and improve constantly. We operate with a **sense of possibility, persevere in the face of challenges**, ensure alignment between our actions and beliefs, and **assume personal responsibility for results.**
- **Team:** We inspire, challenge, and **support** each other to be our best and **sustain our effort.**
- **Diversity**
- **Respect & Humility:** We value the strengths, experiences, and perspectives of others, and we recognize our own limitations, **partnering effectively with families, schools, and communities.**

Are TFA teachers effective?

95% of the principals surveyed rated corps members as effective as other beginning teachers in terms of overall performance and impact on student achievement.

In math, corps members were as effective as or slightly more effective than other teachers

63% of principals rated corps members' training as better than that of other beginning teachers.

Policy Studies Institute (2009), (2004), (2009)

Are TFA teachers effective?

Portal Report: Teacher Preparation and Student Test Scores in North Carolina »

Gary Henry, Charles Thompson, Kevin C. Bastian, C. Kevin Fortner, David C. Kershaw, Kelly M. Purtell, and Rebecca A. Zulli (2010)

Key finding: Teach For America corps members have a greater impact on student achievement in middle school math and high school math, science, and English than do traditionally prepared teachers from UNC's teacher-preparation program.

Teach for America Teachers' Contribution to Student Achievement in Louisiana in Grades 4-9: 2004-2005 to 2006-2007 »

George H. Noell and Kristin A. Gansle (2009)

Key finding: Teach For America corps members in Louisiana are outperforming other new teachers and are as effective as veteran teachers across the state in math, science, reading, and language arts.

Making a Difference? The Effects of Teach For America in High School »

Zeyu Xu, Jane Hannaway, and Colin Taylor, The Urban Institute/CALDER (2009)

Key finding: Teach For America corps members are, on average, more effective than non-Teach For America teachers in all subject areas, and especially in math and science.

TRAIN and develop these corps
members so that they have an
immediate positive impact on
their students

Corps Member Timeline

- Fall and Winter application cycle



- Winter: Notification of acceptance, regional and teaching placement

– *Example, Elementary ESL in Washington, DC*



Corps Member Timeline

- **Spring: Receive curriculum and assignments**
 - Teaching as Leadership
 - Elementary/Secondary Literacy
 - Instructional Planning and Delivery
 - Classroom Management and Culture
 - Learning Theory
 - Diversity, Community, and Achievement



Classroom observations, journals, and reflections

Corps Member Timeline

- Summer: 6-week INTENSIVE institute
 - CMs teach summer school ½ the day
 - CMs receive classes in TAL, EL, IPD, CMC, LT, and DCA while they are not teaching
 - Weekly content area learning team meetings
 - Weekly professional development workshops

Summer institute support

- Classroom teacher
 - Observes CMs at all times, daily feedback
- Corps member advisors (CMAs)
 - Gives feedback on lesson plans each week, co plans lessons with CM, observes at least 15-min of a lesson each day and 45-min each week, gives written feedback and 1 short and 1 long 1:1 reflection protocol
- Other CMs
 - Observes CMs LPs and leaves written feedback
- Curriculum and literacy specialists
 - Teaches CMs and observes lessons

Throughout the 2-years

- Program Director
 - At least 4 classroom observations a year
 - Data cycles (analyze classroom data based on BIG goals, BOY, MOY, and EOY assessments)
- Learning teams
 - Monthly support with other CMs in the region on content area (Middle school math, high school biology, elementary SPED)
- Mentor through Master's program

School support

- Department chair
- Grade level team leader
- Mentor teacher
- Peer support
- Data analyst



FOSTER the leadership of alumni
as they address this problem from
all sectors

FOSTER

Teach For America reports that **nearly half** of their alumni teach at their placement schools for a **third year**. Many others go on to teach elsewhere, especially at **KIPP charter schools** and other schools founded by Teach For America alumni. Still others train for **administrative positions**, and Teach For America now reports that **67% of its alumni are working or studying in education.**

Do Corp Members stay in the teaching field?

Teacher Preparation Programs and Teach For America Research Study »

The University of Texas at Dallas, Education Research Center (2011)

Key finding: Teach For America corps members in Texas are more likely to teach in high-needs schools than the average new teacher in Texas and corps members return for a second year at higher rates than non-Teach For America teachers.

The Price of Misassignment: The Role of Teaching Assignments in Teach For America Teachers' Exit From Low-Income Schools and the Teaching Profession »

Morgaen Donaldson and Susan Moore Johnson (2010)

Key finding: 61 percent of Teach For America corps members remain in the teaching profession for more than two years, with 44 percent remaining in their placement schools beyond their two-year commitment.

A lasting commitment

Teach For America Alumni Project »

Monica Higgins, Rick Hess, Jennie Wiener, and Wendy Robison (2011)

Key finding: More founders and leaders of education organizations participate in Teach For America than in any other organization or program.

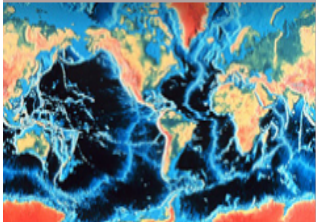
A blue-tinted image of a globe with a grid overlay, held by a hand at the bottom. The globe shows the continents of North and South America. The text "A global impact" is centered over the globe.

A global impact

Teach for All

http://www.teachforall.org/network_locations.html

Teach For All The Global Network for Expanding Educational Opportunity



NETWORK: Global Challenge | Unifying Mission | Core Values | Partnership Structure | [Locations & Programs](#)

IMPACT: Student Outcomes | Fundamental Change

JOIN: Start a Local Organization | Teaching Opportunities | Donations & Support | Staff Opportunities

ABOUT US: History | Press | Supporters | Board | Leadership Team | Annual Conference | Contact

Teach For All Locations & Programs

The rapidly growing Teach For All network comprises 23 social enterprises that pursue our unifying mission around the world.

**Enseñá
por Argentina**

Argentina

Enseñá por Argentina's first cohort of 14 participants started teaching in low-income high schools in and around Buenos Aires in March 2011. *Enseñá por Argentina* is now selecting their second cohort of 40 participants and plans to expand into rural parts of Argentina in the next three to five years.

www.ensenaporargentina.org

**TEACHFOR
AUSTRALIA.**

Australia

To confront educational disadvantage, *Teach For Australia* recruits and trains high-quality graduates, placing them in urban and rural schools. *Teach For Australia's* first cohort of 45 participants began teaching in schools in 2010.

www.teachforaustralia.org