

In more than 20 cities nationwide, The New Teacher Project's highly selective Teaching Fellows programs transform accomplished career changers and high-achieving college grads into dedicated teachers, diversifying local teacher talent pipelines and bringing great teachers to the students who need them most.

The Problem: Unequal Access to Effective Teachers

Teacher quality matters more than any other school-based factor in student success or failure. But the students who need great teachers the most are the least likely to get them.

High-poverty urban schools fight to hire the best possible teachers. They face frequent shortages of strong teachers willing to teach in challenging schools, especially in subject areas like math, science and special education.

According to the Education Trust, students in high-poverty schools are twice as likely to have teachers without certification or academic majors in their field. Four in 10 mathematics classes in high-poverty secondary schools are taught by out-of-field teachers.

As a result, a persistent gap in academic achievement separates poor and minority students from White students. This gap undermines the hopes of millions for a better life and betrays the promise of a quality education for all.

By the end of high school,
African-American and
Hispanic students
write and do math
at the level of White 8th graders.

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The gap between students taught
by less effective teachers and
those taught by better teachers
may grow as large as
50 percentile points on tests
in as few as three years –
a life-altering difference.

Source: NAEP 2004; Sanders and Rivers, 1996.

The Solution: Tapping New Teacher Talent

TNTP's Teaching Fellows programs streamline the path to teaching for accomplished career changers and recent graduates, building a pool of talented teachers specifically for high-need schools and subjects.

The pathway is praised by both districts and policymakers for its rigor and selectivity. Secretary of Education Arne Duncan has cited the Teaching Fellows programs as a "pioneer in expanding teacher recruitment," and *Education Week* called it "one of the best alternative teacher-preparation routes out there today."



Photo: Associated Press.

From a Cubicle to a Classroom

Jaime McLaughlin used to do people's taxes. Now he teaches math to sixth graders at Albert R. Sabin Magnet School, a Spanish-language school in Chicago. McLaughlin spent 10 years at Anderson Consulting and Ernst & Young before joining the **Chicago Teaching Fellows** program in 2007, in his late 30s.

He says he is motivated by the intellectual development he sees in his students over the course of the year. During his first year at Sabin, McLaughlin was the only teacher to use a new mobile computer lab to lead students in a stock market competition. That year, his students' SAT-10 scores averaged 15 percent gains.

How It Works: Five Key Strategies

TNTP's Teaching Fellows programs employ five key strategies to recruit and train outstanding individuals looking to make a long-term career of teaching in high-need schools.

- 1. Aggressively recruit quality candidates.** Teaching Fellows programs use proven marketing practices – advertising, compelling messages, grassroots outreach and trained recruiters – to pique the interest of accomplished individuals and build a diverse applicant pool. In 2009, Teaching Fellows programs drew nearly 42,000 applications nationwide.
- 2. Select only the best candidates.** Teaching Fellows must meet extraordinarily high standards before entering the classroom. Each candidate is assessed against seven key character traits of successful teachers through a three-phase selection process that includes a day-long interview. In 2009, Teaching Fellows programs accepted 9.7 percent of all applicants, comparable in selectivity to top U.S. universities.
- 3. Provide intensive training.** Accepted Fellows enroll in TNTP's full-time, six-week training institute, which specifically focuses on effective teaching strategies in high-need schools. TNTP's proprietary, research-based curriculum pairs instructional techniques and classroom management skills, which Fellows apply right away by leading summer school classes and working with experienced teachers.
- 4. Support matches between teachers and schools.** Together with its district partners, TNTP helps Fellows locate high-poverty schools that need them and interview with principals that want them. TNTP's patented application tracking software connects candidates and principals, streamlining the interview process and helping to create a mutual fit.
- 5. Ensure effectiveness and certification.** TNTP ensures that Fellows demonstrate subject matter competency before they begin teaching, and all Fellows have a sharp focus on being effective from day one. Once in the classroom, Fellows complete certification coursework and earn full certification within about two years.

2009 Teaching Fellow Profile



85% teach high-need subjects



81% teach in high-poverty (Title I) schools



35% are people of color

The Results: A New Teacher Pipeline

Since 2001, TNTP's Teaching Fellows programs have trained more than **24,000 teachers** for America's largest urban areas – including Baltimore, Chicago, New Orleans, New York and Philadelphia.

Today TNTP is one of the **country's largest providers** of new math, science and special education teachers. Each year, Teaching Fellows programs contribute more new math and science teachers than some large states.

And Fellows' impact only grows over time, with retention rates that surpass the estimated national averages for new teachers in urban schools. They help build a critical mass of exceptional teachers in disadvantaged schools, so that all students – regardless of skin color or socioeconomic status – receive an excellent education, year after year.

NYC Teaching Fellows: Flooding a District with Talent

TNTP's ten-year partnership with the New York City Department of Education has profoundly transformed teacher quality in the nation's largest urban district.

More than 9,100 NYC Teaching Fellows – 11 percent of New York's teaching force – work in the city's schools, most serving low-income students. Fellows now account for more than one-quarter of New York's math teachers.

A 2007 Urban Institute study found that Fellows are largely responsible for a "remarkable narrowing" of the gap in teacher qualifications between high- and low-poverty schools. Today, a student attending school in the Bronx – where failing schools were once widespread – is statistically more likely to have a qualified teacher than one going to public school on Manhattan's Upper West Side.